College Faculty Awards for Excellence Project Report

College Success Manual

Jane Anderson

ORGANIZATION INFORMATION

College: Northland Community and Technical College, Thief River Falls
Chief Academic Officer: Kent Hanson

AWARD INFORMATION

Primary Faculty Member: Jane Anderson
218-681-0836
jane.anderson@northlandcollege.edu

Other Contact(s): Becky Lindseth
218-681-0844
becky.lindseth@northlandcollege.edu

Project Title: College Success Manual
Project Start Date: 02/22/2008
Project End Date: 05/09/2008

Project Summary Narrative:
The purpose of this project was to create a manual for students enrolled in the College Success course offered on campus. This manual is different than other texts available because it is specific to Northland College. It also includes information on a study tool "Magic 3X5's" I've used success on campus for many years. The manual suits our needs because our course is only one credit the majority of the textbooks currently on the market are too expensive and too extensive for purposes. Also, there are sections in the manual that give specific information on our library, student services, and extracurricular offering unique to our college.

BUDGET SUMMARY

<table>
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<tr>
<th>Budget Category</th>
<th>Proposed Award Funds</th>
<th>Actual Award Funds</th>
<th>Proposed Funds - Other Sources*</th>
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* If applicable

** N/A boxes refer to cost items that cannot be covered by CFAE award funds.

Proposed Total Budget: $ 5000.00


5/9/2008
The goals/objectives of this project were to create a manual that would fit the teacher's and student's needs for the College Success course. The manual would be brief, user-friendly and pertain to the topics covered in the College Success course. The goals and objectives were achieved by studying the Common Course outline, the syllabus used to teach the course and materials for the manual written in line with those documents. Students were interviewed and responses were considered and included when appropriate. The project was evaluated by giving written surveys to students who've taken the course in the past. They were given hard copies of the manual and asked to respond to various aspects of it. Their ideas and opinions were analyzed, considered and changes were made to the manual accordingly. Faculty and other professionals were consulted for certain topics.

My teaching will be affected by the use of this manual. My students often come to college underprepared--often both academically and financially. Because our course is taught in a condensed, four-week block, many students don't have financial aid to cover books for the first week or two. By the time they get their books, the course is half over and they are behind with assignments. Their ability to access this manual online and print it off will help them immediately as they begin their college career. I will be able to proceed with the curriculum at a better rate, enabling me to focus on what's at present, rather than what students missed and need to catch up on.

Writing the manual forced me to analyze textbooks and other materials I've used in the past to determine what is most important to present to students in the time we have allowed. It also caused me to revisit the common course outline and review the essential components to make certain I am in line with what I am delivering to students.

The assessment process helped me see the document from the student's point of view. It is essential that this material is pertinent to them and speaks "their language" without missing vital components of what they need to know to survive college.

As I put the manual together, different ideas came together and were incorporated. For example, the portfolio assignments I give students every day in class were not initially intended to be included in this manual for various reasons. After greater thought, I decided to add them. The fact that this manual will be delivered to students online via d2L made decisions such as this possible: I can edit the manual at any point and if I change my mind on an assignment, it's easy to do. I was also able to include some Internet resources based on the same notion: if those sites change, I can go in and edit them at any time.

This project was an extremely creative process. Writing the manual and designing each page to look interesting, while still containing valuable student information was challenging, yet fun. I learned even more about our institution, by reading information on our website and talking to other faculty and staff about the inner-workings of our college. I also learned some new capabilities of Desire to Learn and Microsoft Word, as well as nuances of our library website, merely by reading, re-reading and asking questions from personnel on campus. There were times when the project
seemed overwhelming, but by chipping away at it over the course of 3 months, I was able to pull together a manual I am very proud of and which will be an exciting teaching tool in the future.

PRINCIPLES

STRATEGIES

DISSEMINATION

SUSTAINABILITY

FINAL STEPS

Date award approved
Award amount approved
Final report submitted
Files attached
Control Number 2468
Awards for Excellence Proposal

Designing a Interdisciplinary Discussion Board and Patient Case Studies

Justin Berry, Julie Grabanski, and Barb Forrest

Final Report

This project created the framework and necessary content for an interdisciplinary collaboration project between nursing, occupational therapy assistant, and physical therapist assistant students. This project will take place during the 2008-2009 academic year and would involve discussions and clinical problem solving among the various health care disciplines.

Clinical case studies and a discussion framework were developed that include common scenarios, problems, interdisciplinary communication, and specific roles of each discipline that will simulate clinical practice and teamwork.

Sustainability:

After this project is completed, it will be able to be sustained annually with no additional cost to the nursing, OTA, and PTA programs

Goals/Outcomes/Timeline

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<tr>
<th>Goals</th>
<th>Outcomes</th>
<th>Responsible Person(s)</th>
<th>Timeline</th>
<th>Completion</th>
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<td>1. For each discipline, determine what factors are important for inclusion in case studies</td>
<td>1. Nursing, OTA, and PTA case study inclusion criteria are identified</td>
<td>1. All</td>
<td>1. Feb 1, 2008</td>
<td>These factors were determined for each discipline</td>
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<td>2. Determine which diagnoses and treatment interventions are appropriate for the current educational level for each disciplines’ students</td>
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<td>2. Mar 3, 2008</td>
<td>Completed for each discipline</td>
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<td>3. Develop case studies that include content appropriate for all three discipline and that meet goals number 1 &amp; 2</td>
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<td>4. Discussion questions in a sequential format will be designed to</td>
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<td>facilitate interdisciplinary collaboration among students</td>
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<tr>
<td>5. Feedback will be elicited from other nursing, OTA, and PTA faculty members</td>
<td>5. Feedback will be collected and analyzed</td>
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<td>5. May 1, 2008</td>
<td>Feedback elicited from other faculty</td>
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<td>7. Case studies and discussion questions will be uploaded onto a D2L shell specific for this project</td>
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<td>Case studies and discussions have been uploaded onto D2L</td>
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**Dissemination**

The results of the project will be shared at the first health division faculty meeting following the implementation.
Proposal #872
Status - Final Report Submitted

Project Information

Project Title: An interactive and instructional laboratory manual for BIOL 2254
Project Contact: Bracamonte, Margarita
Institution: Northland Community and Technical College, East Grand Forks
Project Start Date: 2008-03-22
Project End Date: 2008-05-31

Project Abstract:
The goal of this proposal is to design and create a new laboratory manual that will be used in Spring 09 for BIOL 2254 laboratory, Anatomy and Physiology II, at NCTC, East Grand Forks Campus. Currently, students taking the laboratory for BIOL 2254 at NCTC, East Grand Forks Campus, have to buy Human Anatomy & Physiology Laboratory Manual by Terry R. Martin, 3rd edition, published by McGraw-Hill at a cost of $110.00. Therefore, this new lab manual will be more affordable to our students, with more interactive exercises.
Proposal #872
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4630
Fax: 218-773-9924
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Bracamonte, Margarita
Title/Position: Professor of Biology
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4549
Fax: 218-773-4102
Email margarita.bracamonte@northlandcollege.edu
Contacts

**Primary Contact:**

<table>
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<th>Name</th>
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<td><a href="mailto:margarita.bracamonte@northlandcollege.edu">margarita.bracamonte@northlandcollege.edu</a></td>
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## Proposed Budget Summary

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</table>

## Budget Narrative

A $5,000 stipend is requested for the author of the present Awards for Excellence Proposal. This stipend represents approximately a three-credit release. Time to write each laboratory exercise along with time to create figures, take pictures, tables, review questions etc, are the main requirements for the present proposal.

$450 came from Biology Equipment budget, East Grand Forks Campus, to purchase a MM-SLR adapter ($425.00) and a standard SLR T-Mount ($25.00) for easy mounting of the College’s marketing camera on the Nikon microscopes.
Proposal #872
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:
  - Encourage successful student learning
  - Provide affordable access
  - Encourage innovation involving use of technology by students and faculty

The main objectives or goals of this project:
  - Active learning, experiential learning
  - Applied-learning, problem-based learning
  - Technology-supported learning

Outcomes anticipated from this project:
  - Student Learning
  - Course and curriculum design
Disciplines addressed in this project

BIOLOGICAL AND BIOMEDICAL SCIENCES.

Project Narrative

A $5,000 stipend was requested for the author of the present Awards for Excellence Proposal. This stipend represents approximately a three-credit release. Time to write each laboratory exercise along with time to create figures, take pictures, tables, review questions etc, are the main requirements for the present proposal. $450 came from Biology Equipment budget, East Grand Forks Campus, to purchase a MM-SLR adapter ($425.00) and a standard SLR T-Mount ($25.00) for easy mounting of the College’s marketing camera on the Nikon microscopes.
Proposal #872  
Status - Final Report Submitted

Outcomes

The top three principles that guided your project:

Encourage successful student learning         Met expectations
The goals of this project were to design an affordable lab manual in addition to add in each lab exercise more interactive learning activities. The proposed lab manual will be used in Spring 09 in BIOL 2254, A&P II laboratory at NCTC-EGF campus. This new lab manual will also use a cadaver CD to enhance the learning of anatomical and physiological parts. In Spring 08, figures from the cadaver CD that have been used to make this lab manual were used during laboratories for A&P II. Students were extremely interest in viewing the anatomical parts in a cadaver. They paid more attention and scores in lab exams improved. 89% of students taking the laboratory for A&P II passed successfully their lab exams. The evaluation of this new lab manual will continue in the following terms to keep examining if students improve the learning of anatomical and physiological concepts in the laboratories for A&P II.

Provide affordable access         Met expectations
This new laboratory manual will be more affordable to A&P II students. The cost of this new lab manual will be approximately $45.00 compared to the current one being used at a cost of $110.00. To decrease the cost of this new lab manual, some laboratory exercises will be printed in color (for example, laboratories for urinalysis and the dissection of the digestive system), while others will be printed in black and white.

Encourage innovation involving use of technology by students and faculty         Met expectations
This new laboratory manual for A&P II will use a cadaver CD. Students will learn to navigate through all the excellent aspects that this new cadaver CD offers. In addition, some laboratory exercises guide students to use the internet to enhance the learning of laboratory concepts.

The main objectives or goals of your project:

Active learning, experiential learning         Met expectations
This new laboratory manual guides students to touch several body parts in order to remember their locations in the human body and in what body cavities they are located. For example, students are guided to touch the thyroid gland, liver, etc. New active learning exercises will continue to be incorporated in the new lab manual as suggestions for them arrive from students and other biology faculty. Evaluations of these active learning exercises will be conducted starting in Spring 09 to suggest if improvements in the learning of lab content is occurring.

Applied-learning, problem-based learning         Met expectations
In this new laboratory manual, students are asked to apply concepts learned from laboratory exercises by answering critical thinking questions at the end of the laboratory exercises or to write short answers in lab exams where the laboratory concepts are tested. Evaluations of the applied-learning exercises will be conducted in Spring 09 to suggest if improvements in the learning of the laboratory concepts is happening to students.

Technology-supported learning         Met expectations
A cadaver CD is incorporated in the new laboratory manual. Students can view animations, X-ray images, actual human organs will be dissected by students with the use of this CD. To test if using images of organs from human cadavers improves the learning of anatomical parts, students taking A&P II in Spring 08 were exposed to several organ images from this human cadaver CD to learn anatomy and physiology. These same students were later tested in laboratory exams with questions from the same cadaver figures. 80-85% of students taking A&P II laboratory exams passed them with a score of C or better.

Evaluations of the use of technology-supported learning in laboratories for A&P II will be conducted in Spring 09 to suggest if the use of technology helps improve the learning of anatomical and physiological concepts to students.

**The outcomes you anticipated from this project:**

- **Student Learning**
  - Met expectations
  
The use of a cadaver figures and active learning was tested in students taking A&P II in Spring 08, to see if the learning of anatomical and physiological concepts improved with the use of cadaver figures and active learning. 80-85% of students taking A&P II laboratory exams passed them with a score of C or higher. However, the evaluations of the use of technology-supported learning and active learning in labs for A&P II will continue starting in Spring 09.

- **Course and curriculum design**
  - Met expectations
  
  Starting in Spring 09, all laboratories for A&P II will use the new laboratory manual. Students will buy the cadaver CD that will also be used along with the new lab manual. The lab grading will be adjusted include scores from assignments that use the cadaver CD. All A&P instructors at NCTC-EGF campus are familiar with the use of this new laboratory manual (to start being used in Spring 09). All A&P instructors at EGF campus will receive the cadaver CD in addition to the new laboratory manual.
### Actual Budget - Received

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Proposal #872  
Status - Final Report Submitted

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</table>

### Final Budget Narrative

A $5,000 stipend was requested for the author of the present Awards for Excellence Proposal. This stipend represents approximately a three-credit release. Time to write each laboratory exercise along with time to create figures, take pictures, tables, review questions etc, are the main requirements for the present proposal.

$450 came from Biology Equipment budget, East Grand Forks Campus, to purchase a MM-SLR adapter ($425.00) and a standard SLR T-Mount ($25.00) for easy mounting of the College’s marketing camera on the Nikon microscopes.

5/26/2008
Final Narrative

Final Project Narrative
Permission from McGraw-Hill publisher was obtain to use figures from Hole's Human Anatomy & Physiology textbook, 11th edition. The publisher granted this request and figures form the course textbook have been included in this new laboratory manual.

A new cadaver CD has been incorporated in most laboratory exercises to enhance learning of anatomy and physiology. To decrease the cost of this new laboratory manual to students, some laboratory exercises will be printed in color while other will be printed in black/white. The cost of this laboratory manual will be approximately $45.00. Students will also purchase the cadaver CD from the college's bookstore at about $42.00. Most A&P II students will have this cadaver CD when they take the laboratory for A&P II as the same CD will be required for A&P I laboratory.

Dissemination Activities

Details related to dissemination activities:
This new laboratory manual will be used in Spring 09 in A&P II laboratories at NCTC-EGF campus. The college's bookstore will print and sell this new lab manual.

Future sustainability

Details related to sustainability outcomes:
This laboratory manual is completed and will only be used for A&P II laboratories at NCTC-EGF campus.
Proposal #871
Status - Final Report Submitted

Project Information

Project Title: An interactive and instructional laboratory manual for BIOL 2252
Project Contact: Bracamonte, Margarita
Institution: Northland Community and Technical College, East Grand Forks
Project Start Date: 2008-02-15
Project End Date: 2008-05-30

Project Abstract:
The goal of this proposal is to design and create a new laboratory manual to be used in Fall 08 for BIOL 2252 laboratory, Anatomy and Physiology I, at NCTC, East Grand Forks Campus. Currently, students taking the laboratory for BIOL 2252 at NCTC, East Grand Forks Campus buy Human Anatomy & Physiology Laboratory Manual by Terry R. Martin, 3rd edition, published by McGraw-Hill at a cost of $110.00. Therefore, this new lab manual will be more affordable to our students, with more interactive exercises.
Proposal #871
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4630
Fax: 218-773-9924
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Bracamonte, Margarita
Title/Position: Professor of Biology
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4549
Fax: 218-773-4102
Email margarita.bracamonte@northlandcollege.edu
## Contacts

**Primary Contact:**

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<th>Name</th>
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<tr>
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<tr>
<td>Email</td>
<td><a href="mailto:margarita.bracamonte@northlandcollege.edu">margarita.bracamonte@northlandcollege.edu</a></td>
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Proposal #871
Status - Final Report Submitted

**Proposed Budget Summary**

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**Budget Narrative**

A $5,000 stipend is requested for the author of the present Awards for Excellence Proposal. This stipend represents approximately a three-credit release. Time to write each laboratory exercise along with time to create figures, tables, review questions etc, and to take pictures for each laboratory exercise are the main requirements for the present proposal. $450 will come from Biology Equipment budget, East Grand Forks Campus, to purchase a MM-SLR adapter ($425.00) and a standard SLR T-Mount ($25.00) for easy mounting of the College’s marketing camera on the Nikon microscopes.

http://www ctl.mnscu.edu/grants/application/finalreport/print.php?prop_id=871

5/22/2008
Proposal #871
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:
  o Encourage successful student learning
  o Provide affordable access
  o Encourage innovation involving use of technology by students and faculty

The main objectives or goals of this project:
  o Active learning, experiential learning
  o Applied-learning, problem-based learning
  o Technology-supported learning

Outcomes anticipated from this project:
  o Student Learning
  o Course and curriculum design
Proposal #871
Status - Final Report Submitted

Disciplines addressed in this project
BIOLOGICAL AND BIOMEDICAL SCIENCES.

Project Narrative
A $5,000 stipend was requested for the author of the present Awards for Excellence Proposal. This stipend represents approximately a three-credit release. Time to write each laboratory exercise along with time to create figures, tables, review questions etc, and to take pictures for each laboratory exercise were the main time requirements for the present proposal. $450 came from Biology Equipment budget, East Grand Forks Campus, to purchase a MM-SLR adapter ($425.00) and a standard SLR T-Mount ($25.00) for easy mounting of the College’s marketing camera on the Nikon microscopes.
Proposal #871

Status - Final Report Submitted

Outcomes

The top three principles that guided your project:

Encourage successful student learning  Met expectations
This project's goal is to design a more affordable lab manual in addition to a more interactive learning lab manual. The proposed lab manual will be used in Fall 08 in BIOL 2252, A&P I, laboratory. This new laboratory will also use a cadaver CD to enhance learning of anatomical and physiological parts. In Spring 08, figures from the cadaver CD that will be used in the new manual, were used during laboratories for A&P II. Students were interested in viewing the anatomical parts in cadavers. They paid more attention and scores in laboratory exams improved. 89% of students taking the laboratory for A&P II passed successfully their laboratory exams. The evaluation of this new lab manual will continue in following terms to keep examining if students improve the learning of anatomical and physiological concepts in the laboratories for A&P I.

Provide affordable access  Met expectations
The new laboratory manual will be more affordable to A&P I students. The cost of the new laboratory manual will be approximately $45.00, compared to $110.00 for the previous lab manual used in the course. To decrease costs, some laboratories will be printed in color (for example, laboratories for labeling blood vessels), while others will be printed in black and white.

Encourage innovation involving use of technology by students and faculty  Met expectations
The new laboratory manual for A&P I will use a cadaver CD. Students will learn to navigate through all the excellent aspects that this new cadaver CD offers. In addition, some laboratory exercises guide students to use the internet to enhance the learning of laboratory concepts.

The main objectives or goals of your project:

Active learning, experiential learning  Met expectations
The new laboratory manual guides students to touch several body parts to learn and remember their locations in body parts or body cavities. For example, students are guided to touch in their own body the C7 (the 7th cervical vertebra), the thyroid gland, the patella, spines at each scapula, etc.
New active learning exercises will be incorporated as suggestions for them arrive in each laboratory exercise. Evaluations of these active learning exercises will be conducted starting in Fall 08 to suggest if improvements and learning of lab contents is occurring.

Applied-learning, problem-based learning  Met expectations
In this new laboratory manual, students are asked to apply concepts learned from laboratory exercises by answering critical thinking questions at the end of the laboratory exercises or to write short answers where the laboratory concepts are tested in laboratory exams.
Evaluations of the applied-learning exercises will be conducted starting in Fall 08 to suggest if improvements and learning of lab contents is occurring.

Technology-supported learning  Met expectations
A cadaver CD is incorporated in the new laboratory manual. Students can view animations,
X-ray images, actual human organs dissected by students using this cadaver CD. To test if using images of organs from human cadavers improved the learning of anatomical parts, students taking A&P II in Spring 08 saw several human cadaver organs to learn anatomy and physiology. These same students were later tested in laboratory exams with questions from the same cadaver figures. 80-85% of students taking A&P II laboratory exams passed them with a score of C or higher.

Evaluations of the use of technology-supported learning in laboratories for A&P I will be conducted starting in Fall 08 to suggest if the use of technology helps improve the learning of anatomical and physiological concepts to students.

The outcomes you anticipated from this project:

Student Learning Met expectations
The use of cadaver figures and active learning was tested in students taking A&P II to see if the learning of anatomical and physiological concepts improved with the use of cadaver figures and active learning. 80-85% of students taking A&P II laboratory exams passed them with a score of C or higher. However, the evaluations of the use of technology-supported learning, active learning, etc. in laboratories for A&P I will be conducted starting in Fall 08.

Course and curriculum design Met expectations
Starting in Fall 08, all laboratories for A&P I will use the new laboratory manual. Students will buy the cadaver CD that will also be used along with the new laboratory manual. The lab grading will be adjusted to fit scoring of assignments with the use of the new lab manual. All A&P instructors at EGF campus are familiar with the use of this new laboratory manual, starting in Fall 08. All new A&P instructors at EGF campus will receive the cadaver CD in addition to the new laboratory manual.
Proposal #871
Status - Final Report Submitted

**Actual Budget - Received**

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## Final Budget Narrative

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Proposal #871  
Status - Final Report Submitted

**Final Narrative**

**Final Project Narrative**  
The proposed Awards for excellence took longer than expected to complete. However, it was still manageable for completion before the deadline for submission (June 1st).

The lab manual is completed and most laboratory exercises use the new cadaver CD that students need to use in conjunction with the lab manual. To decrease the cost of the new lab manual, some lab exercises will be printed in color while others will be printed in black/white. The cost of the new laboratory manual for A&P I will be approximately $45.00. The cadaver CD will cost approximately $42.00. This CD will be used again in the laboratory for A&P II. Therefore, the expense to purchase this CD will be only done once by students.

**Dissemination Activities**

- Your own classroom or lab

**Details related to dissemination activities:**  
This new laboratory manual will be used in Fall 08 by all students taking A&PI laboratory at NCTC-EGF campus.

**Future sustainability**

- Project completed, no replication planned

**Details related to sustainability outcomes:**  
This laboratory manual is completed and will only be used in the laboratories for A&P I at NCTC-EGF campus.

5/22/2008
College Faculty Awards for Excellence Project Report

Motor Controls
Andrew Dahlen

ORGANIZATION INFORMATION
College Northland Community and Technical College, Thief River Falls
Chief Academic Officer Kent Hanson

AWARD INFORMATION
Primary Faculty Member Andrew Dahlen
ETAS Instructor
218-681-0701
andrew.dahlen@northlandcollege.edu

Other Contact(s)

Project Title Motor Controls
Project Start Date 12/15/2007
Project End Date 05/12/2008
Project Summary
Motor Controls are an integral part of automated systems. This project developed a number of equipment modules to
instruction of AC frequency drives, stepper motors, servo motors, and self feed fixture drills. The design of each mo
permits easy field wiring for PLC integration.

BUDGET SUMMARY

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* If applicable
** N/A boxes refer to cost items that cannot be covered by CFAE award funds.

Proposed Total Budget: $30000.00
Proposed Award Funds: $5000.00
Motor Control Modules $15,000 Automated Drill Trainers $10,000 • Funds for the
Motor Control Modules came from the FY08 ETAS Equipment Budget. • The Servo
Motors and Drives are not included in this budget. These items were donated by
the Center for Automation and Motion Control at Alexandria Technical College. The
servo motors and drives have a total value of about $8000. • The funds for the
Automated Drill Trainers is split between a Carl Perkins Award and the FY 08 ETAS
Equipment Budget.

OUTCOMES
The goal for this project was to establish a tool for students to learn a variety of motor
control technologies. Modules were designed and assembled for AC frequency drives,
stepper motors, servo motors, relays, and self feed fixture drills. Development of this
equipment parallels the development of the ETAS program at NCTC. As the ETAS
program matures, resources like these training modules add value to student learning. It

Student Learning:
Met expectations
is critical for the program and student success to have this type of equipment infused into the curriculum to provide a hands on learning experience.

The teaching skills and strategies were improved by just working with the products used in the modules. The faculty has been educated on how to use the individual parts and how to integrate them with a PLC. Conceptually all motor control products are similar. However each manufacturer has their own software, language and method for integration and control. Knowledge of the specific product details is crucial to providing student instruction.

As a result of the motor control modules, many concepts can be studied and demonstrated in lab in addition to classroom discussion. The design of the PLC and sensor courses will be restructured to include more lab time dedicated to motor control and interfacing with other devices such as the self feed drills, pushbuttons and relays.

No improvement in this category

The modules developed in this project will be used to various degrees in the following classes; Program Logic Controls, Sensor Technology, Microcontrollers, Digital Electronics, Analog Electronics, Electricity II, Assembly, and Hydraulics. Instruction with these motor control modules is focused on student ability to read product data sheets, user manuals, and other resources to troubleshoot systems.

N/A

The motor controls project allowed time and resources to develop equipment to a point where it can be used in the classroom. In order to make the most of our equipment dollars, the ETAS program has decided to design and assemble training modules, rather than purchasing an expensive off the shelf system.

Other than the price tag, the benefits to this approach are interesting. Product selection can mirror what is used by our industry partners. With the modules developed in house, the solution to interfacing devices is not stamped out in a lab manual. The student has to learn to look for answers by reading product manuals and talking to tech support. Troubleshooting skills get sharpened when students have to dig around to find a solution. Individuals seeking careers in manufacturing and automated systems absolutely need to be trained in motor controls. A shortage of skilled labor coupled with the need to be competitive, means manufacturing organizations need to invest in more automation. The result of this shift is the need for individuals who can troubleshoot, program, and repair the high tech equipment. Motor control is an integral part of these systems. The ETAS Program has better prepared graduates by completing this project.

PRINCIPLES

STRATEGIES

DISSEMINATION

SUSTAINABILITY

FINAL STEPS

Date award approved
Award amount approved
Final report submitted
Files attached
Control Number 2475
College Faculty Awards for Excellence Project Report

Precision Machine Lab
Andrew Dahlen

ORGANIZATION INFORMATION
College: Northland Community and Technical College, Thief River Falls
Chief Academic Officer: Kent Hanson

AWARD INFORMATION
Primary Faculty Member: Andrew Dahlen
ETAS Instructor
218-683-3730
andrew.dahlen@northlandcollege.edu

Other Contact(s): Joel Ziegler
Welding Technology Instructor
218-681-0701
joel.ziegler@northlandcollege.edu

Project Title: Precision Machine Lab
Project Start Date: 11/01/2007
Project End Date: 04/08/2003

Project Summary Narrative:
The goal of this project was to research and establish a precision machine laboratory on the TRF Campus.

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* If applicable
** N/A boxes refer to cost items that cannot be covered by CFAE award funds.
Proposed Total Budget: $65000.00
Proposed Award Funds: $5000.00
Budget Narrative
$56,000 of the funds for the equipment were contributed by 360° Center for Manufacturing Excellence. The $4000 surface grinder was purchased with a Carl Perkins Award.

OUTCOMES
Student Learning:
- Met expectations

Teaching methods:
- Met expectations

Course and curriculum design:
- Met expectations

Student assessment:
- No improvement in this category.

Cross-curriculum skill development:
- Exceeded expectations

Other:

Unanticipated Results

Lessons Learned

PRINCIPLES
- Most important:
- Second Most important:
- Third Most important:
- Other:

STRATEGIES
DISSEMINATION

SUSTAINABILITY

FINAL STEPS
Date award approved
Award amount approved
Final report submitted
Files attached
Control Number 2399
Writing Center
Jennifer Dahlen

ORGANIZATION INFORMATION
College: Northland Community and Technical College, East Grand Forks
Chief Academic Officer: Kent Hanson

AWARD INFORMATION
Primary Faculty Member: Jennifer Dahlen
English Instructor
218-773-4501
Jennifer.Dahlen@northlandcollege.edu

Other Contact(s):
Writing Center
01/28/2008
05/08/2008

Project Title: Writing Center
Project Start Date: 01/28/2008
Project End Date: 05/08/2008
Project Summary Narrative:
Whether they are called writing labs, writing centers, or just tutoring writing, a writing program of any size is essential to the success of many students who cannot survive in writing intensive courses without the help of personal attention from tutors. A portion of our students have documented learning disabilities, while others test into developmental courses in writing. The need for developmental courses, as well as more contact hours for writing help will increase in the coming years because of "cut scores" changes. Many adults are returning to school as well as are accompanied by many English as a Second Language or English Language Learners. While a writing center would help these students succeed in their courses, the writing center's mission will be designed to meet the needs of a diverse student population: technical, occupations, and college-transfer students. A writing center will serve all of our students.

BUDGET SUMMARY

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* If applicable
** N/A boxes refer to cost items that cannot be covered by CFAE award funds.

Proposed Total Budget: $5000.00
Proposed Award Funds: $5000.00

As project manager I am asking for 4600.00. I have soliciting the help of other full time faculty: Sherry Lindquist, Bonnie Andrys, Kerry Jaeger and Paula Davis, all of whom have agreed to work as tutors in the writing lab at different times in the semester for a fee as described below on the budget summary. I have agreed to pay them each a stipend of 100.00 for at least five hours of tutoring. The total for my services and the help of my peers is 5,000.00.
OUTCOMES

Student Learning: My number one goal in doing this award was to assess the need for a writing center. The information collected from the data sheets showed that from January 28th to May 8th we had 92 visits to the writing center: A total of 40 individual students visited the writing center, 26 students visited just once, 5 students visited the twice, 11 students visited 3 or more times, and 2 students visited a total of 7 times. The student satisfaction survey reported that: 28 out of 31 of students believed they left the writing center with an increased knowledge and understanding of their writing process, strengths and weaknesses. When asked to rate their overall experience with the writing tutor, all of the students surveyed reported their experience was good or excellent. Students also reported they were satisfied with the amount of time spent with the tutor to answer their questions and concerns. 31 out of 31 students left the writing center believing they would achieve a high grade because of having the writing center as a resource to them. I didn’t know what to expect when starting this project, but I am very pleased we helped so many students.

Teaching methods:
Course and curriculum design:
Student assessment:
Cross-curriculum skill development:
Met expectations

Other:
Unanticipated Results

Lessons Learned

Most important:
Second Most Important:
Third Most Important:
Other:

Date award approved
Award amount approved
Final report submitted
Files attached
Control Number 2440

PRINCIPLES

STRATEGIES

DISSEMINATION

SUSTAINABILITY

FINAL STEPS
NORTHLAND COMMUNITY AND TECHNICAL COLLEGE

Awards for Excellence

Cover Sheet

Applicant Contact Information

Name Diane Drake
Title/Position English Instructor
Institution NCTC-TRF
Address Hwy 1 East
City, State, Zip Thief River Falls, MN 56701
Phone 218-681-0748
Fax 218-683-7052
E-mail Diane.Drake@northlandcollege.edu

Other Contact Name Andy Mueller
Title/Position English Instructor
Institution NCTC-TRF
Address Hwy 1 East
City, State, Zip Thief River Falls, MN 56701
Phone 218-681-0744
Fax 218-683-7052
E-mail Andy.Mueller@northlandcollege.edu

Project Information

Title of the Project Creative Writing workshop

Total Amount Requested $5000

Certification Signatures

Based on the criteria for eligibility in the Northland Community and Technical College Award for Excellence Guidelines, I am eligible to apply. I understand and agree that a written final report, including how the objectives and/or goals have been achieved, is due as stated in the Guidelines. I will provide a copy of my report to the College Award for Excellence Committee. I understand that unless there exists a law characterizing some portion of the information submitted as private, proposals will be treated as public information on submission in accordance with the Data Practices Act.

Applicant Signature

Academic Dean's Signature

Date

Date

Awards for Excellence Committee use only
Project Description

I. What issue or problem is being addressed?
There is a need for getting high school students on campus to show them how solid a Liberal Arts program that we have. Also there is a creative writing workshop for grades K-8, so this workshop would supply one for grades 9-12.
Result: We did bring 22 high school students to campus. I would like to have had more for the workshop, but as the presenters and I learned, 22 was a more workable number.

II. What are your goals and methods?
The goal is to hold a creative writing workshop this spring, on March 11, 2008, to be exact. That date is at the same time as the Young Authors Conference (YAC) for grades K-8. I selected this date so that schools could use the same transportation for both the Conference and the workshop. The workshop could also be used as a recruiting tool. The methods for achieving that goal are covered in the next section under activities.
Result: The workshop was held and successfully so as indicated by the evaluations completed by the participating students and their teacher/chaperones.

III. What activities will address your goals?
I will advertise for participants through letters and brochures sent to the area high schools, particularly to the English instructors at those schools. The letter and brochure will describe the workshop activities and the presenters. Again because the workshop is to be held in conjunction with the Young Authors Conference, times will be consistent with their schedule. I want the workshop to begin and end at the same time so that students can ride the buses together.
The activities will consist of presenters doing hands-on writing with the participants in the areas of short story, poetry, letter writing, personal narratives, scriptwriting, and lyric writing. Each session will be offered three times so that students can participate in more than one area.
Result: As indicated above, the letters and subsequent emails did not produce the response that I would have liked. However, having heard from other faculty at NCTC who have conducted workshops for high school students, I discovered that the first workshops are nearly always not as well-attended, but word-of-mouth spreads the success and subsequent years' numbers have risen.
The actual workshop itself was very successful. The activities and instruction were so well-received that the main student complaint was that the sessions were not long enough. When students make those comments about writing activities, it is clear that the activities have been good!

IV. How is the project innovative for your own development, your program or the college?
At present there is no such workshop. The workshop would provide a new opportunity for high school students to present their talents and see how the college itself has talent in that area. Consequently the school itself would have a new means of demonstrating the quality of the education to possible students.
Result: We have not held such a workshop before, and the participants were very excited about the workshop and the activities. I also visited with several of the chaperones for the Young Authors Conference, and they said that our workshop is a wonderful idea and would encourage their high school teachers to bring students to the next one.

V. Who will be involved: how many faculty, students, etc.? At least five other faculty members as presenters must be involved with two more for registration help and to coordinate activities during sessions. The number of participants is uncertain, but hopefully the workshop will involve many students. I plan on inviting students from up to 35 area schools. PSEO students will also be allowed to participate. Result: Eight NCTC faculty participated with 22 students and 2 teacher/chaperones.

Rationale/ Evidence

I. Why is the project important? How do you know it is important, what is your evidence (i.e., how has the issue or problem been documented and how will its success be measured)? First, the project is important because high school students need to see that NCTC has a strong Liberal Arts program that can meet their special interests, particularly in the area of writing. It also brings students on campus and lets them see the facilities and experience what it is like to be on campus. Secondly, it is important to present the academic side of NCTC to students, who normally experience the college through athletic events. Thirdly, the workshop offers high school students a venue for developing their creative writing abilities. Many students do write, and this workshop will offer them ideas for improving their writing and finding new means of expressing themselves creatively.

The success of the project will be measured by the number of participants and the subsequent evaluation by the high schools. Also a growth of interest in NCTC would indicate that the workshop has made students more aware of NCTC’s strengths. Result: The favorable evaluations from the students and their teachers indicated that the project is important and should be continued. Included in the positive comments about the workshop were comments about the excellent facilities. Students were impressed with the school and with the English faculty.

II. What are the conditions or contexts in which the project will be taking place? The workshop will be a 5 ½-hour affair that will take place on the Thief River Falls campus. We will use classrooms not already dedicated to the YAC. If possible, the classrooms will have computers or wireless access. Result: We used the three science labs that have computers in them. We also used the laptop cart. The time was actually too short since students would have liked longer sessions.

III. What is the need, both locally and in a system or national context? There is no local 9-12 creative writing workshop. That NCTC would hold such a workshop indicates the importance of academics in community colleges, thus
counteracting the perception that community colleges are where students will not be challenged academically.

Result: As mentioned above, there is no such workshop in the area, although there is the Young Authors Conference for grades 5-8. This workshop is for grades 9-12 who have had no such specialized work to encourage their creative writing. We have music workshops, but this workshop is the first to address writing.

IV. How is the project linked to college and/or MnSCU priorities and initiatives?
The college’s mission statement says that “Northland Community and Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, [and] businesses.” The mission statement for MnSCU expresses a similar idea in that “The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners [and] enhances the quality of life for all Minnesotans.” The workshop addresses both statements through involving the NCTC service area and through helping young writers meet their “personal and career goals.”

Result: The workshop had participants from the area and provided a new learning environment to encourage writing creativity.

V. How will the innovation or change be sustained after the project funding has ended?
My intention is to make this a yearly event, in conjunction with the YAC. Hopefully funding will be available through other sources, such as the Student Senate or English Department. I will also look into the Northwest Development Arts grants. It is too late for them to fund the March 2008 workshop. Once we know the initial costs, later funding needs will be easier to assess.

Result: After the workshop, all the presenters agreed that we should do it again. We will try to fund it through the English Department at NCTC, but I am going to visit with the Northwest Regional Development Center to see if and arts grant fits their requirements.

Anticipated difficulties

I. What kinds of hurdles or limitations do you expect to encounter?
The chief hurdle will be getting participants, although I believe that the previous YACs have led present high school students to anticipate such workshops. Weather could also be a hurdle since March is a notorious blizzard month. Another hurdle will be funding for future workshops.

Result: Getting many participants was a hurdle, and one that we did not overcome, but as experienced illustrated, we didn’t need more participants for the first workshop. Having only 22 made the first workshop—the test workshop, so to speak—easier and a better learning experience for future workshops. However, I am going to try to advertise it better next time, and participating schools said that they would spread the word about the excellence of the workshop.

The weather was beautiful!!

II. How would you address them?
I am inviting 35 high schools. If I average one student from each high school, I would have 35 students, a good participation rate for a first-year event. The YAC has bad-weather contingencies, and I would utilize theirs.  
**Result:** We didn’t average one student from the 28 schools to which I did send letters (after consideration, I omitted seven schools as too much out of the area), but we were close with 22. One participant was a home-school student. Next year I will try to advertise better and maybe, if time allows, visit a few schools.

**Timeline of Activities**

I. **When are activities planned?**
A planning session with the English Department is scheduled for December during test week. We will finalize the brochure and sessions. I will send letters and brochures to area school principals in January to invite them to the workshop. The letter will include a brief form to be returned by February 22 to indicate participant numbers. The workshop is scheduled for March 11, 2008. I will inform other faculty and the recruiters so that they have the opportunity to do some recruiting as well.  
**Result:** The planning went well with everyone coming off without a hitch. I am glad that we work well as a department because everyone chipped in with good ideas and completed their parts involved.

II. **How can you assure the project will be completed within the proposed timeframe?**
English Department members are excited about the workshop. I have also been working with Mary Morken, organizer for the YAC, and she has been tremendously helpful in helping me organize our end of the event.  
**Result:** The workshop was held on March 11, 2008.

**Outcomes**

I. **What specific outcomes do you want to achieve?**
I hope to see at least 35-50 high school student participants who will enjoy the day and give the workshop a good evaluation. Secondly, I would like to see Liberal Arts numbers improve at NCTC because students now recognize that the college is a good place to receive a Liberal Arts education.  
**Result:** As indicated above, I did not get the numbers I wanted, but I had the numbers that were more appropriate to a first-time workshop. Students were impressed with the faculty and school and hopefully will consider NCTC for their higher education choice.

II. **How will your planned activities achieve these outcomes?**
They will bring students on campus and in contact with our excellent, enthusiastic, creative English Department and the institution itself. Doing so will indicate to students the high level of education that they can receive at NCTC.  
**Result:** Students were brought on campus and were shown the high level of faculty and facilities at the college.
III. How will your plan promote excellence in student learning?
Encouraging students to be creative in any constructive means is promoting excellence in learning. Even if students do not choose NCTC in the future, they will be better students because they have seen how important creativity and imagination are in their lives.
*Result:* Our workshop helped students gain ideas and experience in creating their own work. That the workshop helped students was indicated in the evaluations where students requested another workshop next year and with longer sessions.

Evaluation plan

I. How will you know that you have achieved your outcomes?
The numbers will be good for the workshop, and participants’ evaluations will be positive. There should also be an increase in Liberal Arts numbers, after one or two years.
*Result:* The evaluations were all positive. Participants’ verbal comments underscored how much the students enjoyed and benefited from the workshop.

II. What kind of evidence will you gather?
Student registrations will indicate numbers, and there will be an evaluation form in the folders given to students when they register. There should also be an increase in Liberal Arts numbers, after one or two years.
*Result:* The evaluations were positive and encouraging. Hopefully numbers will increase in the Liberal Arts, but only time will tell.

III. What kinds of assessments will you use?
There will be an analysis of number of participants from each school. The presenters will also review the evaluations to determine how to better the workshop. The English Department will also seek out numbers from the Admissions area to see if Liberal Arts numbers increase over the next two years.
*Result:* Evaluations were perused and will be used to modify a second workshop.

IV. Is there an assessment matched to each outcome?
Yes.
*Result:* Evaluations were perused and will be used to modify a second workshop.

V. What is the impact on campus or the surrounding community?
The impact for campus should be increased numbers of good students seeking to complete their Liberal Arts requirements for the first two years of higher education. The workshop should also encourage writing as a means of creative expression for area students. If it helps them to see themselves as writers, the workshop is a success.
*Result:* The impact was positive. Students and faculty from the participating schools were impressed with the workshop and the facilities.

Dissemination
I. With whom will you share this information? 
The success of the workshop will be shared with other faculty and college recruiters. We will also let area high schools know about the workshop’s success. 
*Result:* I have already discussed the workshop with several faculty and will also share the information with recruiters. Perhaps they can help with next year’s workshop numbers.

II. How will the project be shared with others? Consider campus professional development days, conference presentations, articles, electronic portfolio. 
Department Chair meetings is one method for sharing the workshop’s success. Another method will be a meeting with recruiters to share workshop participants’ names and evaluations. The particulars of the workshop will be shared with the Dean of Academics. 
*Result:* Discussion with various departments and Student Services.

**Budget**

I. How much money will the entire project require? 
The entire project will require the $5000. At present, presenters have agreed to take expenses for the project out of the $5000 and then divide up the rest as compensation for the presenters. We want the workshop to take place, so we’re willing to give our own money toward its fulfillment. 
*Result:* The workshop was run relatively cheaply. I am using the Award money for presenter compensation. The rest of the expenses are coming out of the English Department budget since the 20 lunches and the cost of paper (the only real expenses) had to go through a cost code.

II. What resources, equipment, or other funding are you requesting from other sources? 
We will probably draw on the English Department budget for brochures, letters, and mailing costs. Because a goal is to interest students in NCTC, I am going to ask Admissions for folders and pens and whatever else they want to add to the folder. The YAC charges participants for the workshop, but since we want to use the workshop as a recruiting tool, I don’t feel that charging participants is a good idea. I also know that the workshop takes time from the presenters’ classroom duties as they prepare for their sessions. That these presenters are willing to contribute the cost of that time to the workshop indicates the value on which they place this project. 
*Result:* The English Department budget.

III. How did you arrive at this budget? 
Mary Morken gave me some idea of the costs which shouldn’t run to more than $100 for mailings and printing. There will be two mailings: an initial invitation and a follow-up mailing. Mary Morken said that the follow-up mailing is important in affirming the participants’ attendance. Thus, mailing will be at least $29.40 if I send the invitations to 35 schools and receive 35 positive responses. I will print up 35 brochures initially at a rough estimate of $10.50, using the $.30 a copy rate. When participants come to the workshop, they will receive a second brochure with the day’s events outlined. I can’t project that cost until I know how many participants there will
be. However, if an estimated 35 attend, that would be another $10.50 in printing costs. Hopefully that figure will be higher to indicate that more than 35 participants attend the event. Participants will be asked to bring their own paper and computer disks/flash drives. I am projecting at least another $50.00 to cover incidentals.

Result: The above indicates the process.
**Budget Narrative and Budget Summary**

**Budget Summary  Final Report:**

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♦ You must identify the source of any additional (internal or external) funds.

Presenters have volunteered part of their salaries, if needed. Once funding has been granted, we will hold the workshop and divide leftovers among presenters and organizer. English Department budget may be utilized if there's anything left in the budget. I will also ask the Admissions area for folders and pens.
Project Information
Project Title:
Preparation for spring RN Nursing courses
Project Contact:
Field, Susan
Institution:
Northland Community and Technical College, Thief River Falls
Project Start Date:
2008-01-01
Project End Date:
2008-05-30

Project Abstract:
Students requested that the A&P portion of our medsurg course be separate from the courses. I would like to develop an online A&P review that will go hand in hand with each week's lecture for our Advanced Concepts (our main medical/surgical content) course and for the paperwork required for clinicals for the spring semester. This online review would include quizzes that would be required to be accomplished by the students prior to attending the class and/or clinicals.

Officers
Chief Academic Officer:
Name:
Hanson, Kent
Title/Position:
Provost/Vice President of Academic Affairs
Institution:
Northland Community and Technical College, East Grand Forks
Phone:
218-773-4630
Fax:
218-773-9924
Email
kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name:
Lindseth, Becky
Title/Position:
Director of Human Resources
Institution:
Northland Community and Technical College, Thief River Falls
Contacts

Primary Contact:
Name: Field, Susan
Title/Position: Community College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 1101 Highway One E
Thief River Falls, MN 56701
Phone: 218-681-0841
Fax: 218-681-0774
Email Sue.Field@northlandcollege.edu

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Budget Narrative
$5000 for the developer of the review.

Proposal #863
Status - Final Report Submitted

Objectives
The top three principles that will guide this project:

- Encourage successful student learning
- Provide affordable access
- Enhance quality and continuous improvement of programs

The main objectives or goals of this project:

- Applied-learning, problem-based learning
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Course and curriculum design
- Cross-curriculum skill development

Proposal #863
Status - Final Report Submitted

Disciplines addressed in this project
HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES.

Project Narrative
Only cost was for the creator of the review.

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Proposal #863  
Status - Final Report Submitted

Outcomes
The top three principles that guided your project:
Encourage successful student learning  
Met expectations
1. The completion of 6 quizzes for the spring course covering
   - Fluid and electrolytes
   - Acid/Base
   - Renal System
   - Cardiac System
   - Neurological System
   - Homeostasis & Adaptations
2. The completion of 6 Powerpoints with sound that will be impaticized and uploaded into D2L.

This will promote excellence in student learning by requiring the students to review the information prior to class/clinicals each week. We know as instructors that unless assignments are required, students have limited time and will not accomplish tasks that are not required. As much as we would like students to review the Anatomy and Physiology on their own prior to class, we know from past experience that they are time crunched and the majority of students only do what is required of them.

This goal was accomplished. All PP are up in D2L and the quizzes are posted.

2. Students will successfully pass 5 Anatomy and Physiology quizzes on D2L by 80% BEFORE their lecture on the topics.

This goal was achieved. 98% of the students successfully passed all 5 anatomy and physiology quizzes on D2L by 80% before their lecture on the topics.

3. Student assessment will be done at the student rep meetings. General feedback from students will be positive.

This goal was also achieved. Students stated that they liked the PP with sound, that they found the quizzes basic but able to help them refresh the A&P portion of the body system without taking time away from studying for the content of the course.

Provide affordable access  
Met expectations
It is much more affordable to have a course up online that can be a supplement to a course rather than paying a faculty member to teach the same thing each semester.

Enhance quality and continuous improvement of programs  
Met expectations
This did enhance the quality of the course and demonstrated continuous improvement by responding to the students request for this.

The main objectives or goals of your project:
Applied-learning, problem-based learning  
Met expectations
Yes, this helped the students to apply the A&P to the body systems that were studied in their nursing courses.

Technology-supported learning
Met expectations
The technology used was Articulate Presenter and the material was put up into D2L.

The outcomes you anticipated from this project:
Student Learning
Met expectations
Yes, I had 98% of the students achieve 80% on 5 or more quizzes

Course and curriculum design
Met expectations
Yes, this did meet our need for the curriculum design for A&P.

Cross-curriculum skill development
Met expectations
Yes, this was met by taking a Biology course and integrating it into the nursing course.

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Status - Final Report Submitted

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Final Budget Narrative

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**Proposal #863**

Status - Final Report Submitted

Final Narrative

Final Project Narrative

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Dissemination Activities
- Your own classroom or lab

Details related to dissemination activities:
This was disseminated to students and faculty who teach this course.

Future sustainability
- Project completed, no replication planned

Details related to sustainability outcomes:
there is no additional cost to this.
Awards for Excellence Study Table Results


Guy Finstrom

Northland Community and Technical College

Project Goal:
1. To institute a STUDY TABLE for students/athletes and other student groups if interested. The Study Table would meet two hours/twice per week. The meetings would include note checks, class attendance checks, studying, reading, meeting with tutors, and grade checks.

2. Students/athletes that are freshman or sophomores with grade point average scores of less than 2.5 would be required to attend the Study Table. These study tables would be held two days per week for two hours per session. Study Table sessions would begin the second week of the spring 2008 semester and conclude the last week of the semester.

3. The Study Table sessions are setup as quiet sessions for studying and reading as well as completing class room assignments. The classrooms used had access to wireless network to allow for laptop computers. The meetings were held in computer lab #263 on Monday and Wednesday nights.

Summary
Two nights a week for the 2008 spring semester a Study Table met at the Thief River Falls campus. Student/athletes that had under a 2.5 grade point average were required to come to the study table. Student/athletes who had above a 2.5 grade point average were encouraged to attend and offer help to those who needed it. The Study Table met on Monday and Wednesday nights from 6-8 pm. During that time notebooks were checked for content,
class attendance and grade checks were monitored and, signed progress reports were checked from instructors every two weeks. The progress reports also gathered concerns or praise from instructors as to individual student progress. Students attending the study table sessions that held GPA above 2.5 greatly assisted students by providing increased one on one tutoring experience. This process was very effective for learning and assisted in completing homework assignments.

The spring 2008 average GPA of student athletes was 2.2. The spring 2007 average GPA of student athletes was 1.5. This is a 46.7% increase in GPA. Included in the study table was an average of 25 students. These students were comprised of mainly football participants. There were hopes of having as many as 50 students at the study table with added students from other athletic teams. The data implies that the study table sessions increased student GPA. Research has shown that increased student GPAs provide for increased retention rate. A significant number of student athletes that participate in the study table are minority students. Minority retention has been a stated Minnesota State College and University goal for colleges within the system. The organization of a study table as illustrated above brings accountability for class attendance and satisfactory class work.

**Conclusion**

In conclusion the study table was a great tool for enhancing the importance of education and teaching the kid’s accountability and how through education you can obtain goals for a better life.
Recent publication requirements of a Pandemic Influenza Plan for Minnesota Colleges in 2006 constitute a belated reality. Until recently, developed nations have gone through an escape "bubble" period relatively free of disease epidemics and pandemics. This is changing. Humankind has suffered some of its worst disasters because of deadly disease epidemics. Some of the worst human die-offs in recorded history are due to mass epidemics and, recently, worldwide epidemics called pandemics.

Bubonic plague contagions of the Middle Ages killed one-third of Europe's population and half of India's in just a few years. Societies have crumbled and wars touched off by the effects. Smallpox killed an estimated 70 to 90 percent of Native Americans over time. These disease contagions were brought from the Old World to New World peoples who had no natural immunity to these maladies.

AIDS has been the major disease scourge of the last several decades. Oddly, it is not typical of most fatal diseases. It is not readily contagious, attacks its victim/host rather slowly, and does not quickly wipe out entire populations, thereby causing "developed" societies to collapse.
The HIV virus's spread in underdeveloped sub-Saharan Africa and Southeast Asia are different from "developed" countries. Recently, cocktails of medications have postponed the lethality of AIDS and properly medicated persons in developed nations. They are often able to live for decades with the AIDS/HIV virus. Again, this is true only in developed nations. For the most part, Americans are self-absorbed in that way.

Yet health professionals are more worried about another highly contagious disease. Rapidly traveling and frequently fatal influenza pathogens mutate quickly and thus frustrate medical attempts to control its lethality. Influenza, at its face, does not seem that deadly. Vaccines have been available annually to stem outbreaks and epidemics. True, the worst epidemic in United States history took place via two waves in 1918. This so-called Spanish influenza was first observed in World War I military troops. When alarms of an outbreak of the "flu" rang around Fort Riley, Kansas, in 1918, people were astonished at how contagious and lethal it was. Simple coughing and/or sneezing could spread the disease to many others.

Generally, the incubation period was less than a week. Once symptoms occurred, the crisis point was reached in 48 to 72 hours. Twenty to thirty percent of victims died. Lungs filled up rapidly with fluid and excruciating death was swift. Doctors were baffled about how to treat the disease's cause. It mutated swiftly into new strains. All kinds of nostrums were attempted; none worked.

The doleful badge of this disease was the simple gauze face mask. Americans and other people worldwide wore them whenever they went out and even at home. It was useless. Over a half million Americans and twenty-five million people worldwide died of the Spanish influenza.
Mysteriously, however, this terrible disease simply "burned through" and faded out. To this day, it is unclear why this influenza abated as quickly as it had started. Specimens of these disease microbes could not be isolated later. Tissue samples taken from bodies of Eskimos whose corpses had been "buried" in permafrost yielded few traces of the virus.

In recent years, types of "swine flu" and SARS or "avian flu" infected mysteriously and quickly killed off great numbers of hogs and fowl. Influenza both mutates rapidly and is notorious for "gene jumping" from one species and genus of animals to another.

In many ways, the lethality of another deadly influenza pandemic is even greater now. This problem is two-fold. First, the population bomb has resulted in a tripling of the world's population since the dawn of the twentieth century. Secondly, the rapidity and availability of swift transport, especially by air, means that a human carrier incubating a disease can cross entire continents and be in close contact with hundreds, if not thousands, in just days.

Despite better health in the developed nations, almost half of the world's population lives in poverty to the extent that their health is impaired. These unfortunates are undernourished, exist in very crowded environs, and have access to little or no sanitation, have polluted water, and compromised foods.

For disease pathogens, the real killers, this has to be a slice of paradise. Lots of unhealthy bodies, crowded and with compromised immune systems means that communicable microbes can spread not only from person to person and then can be quickly transported to entirely new locales, nations and continents to maximize distributions never before foreseen by humans.
In polling my students, most have not had a serious disease yet. They have escaped such childhood sicknesses such as measles, mumps, rubella, and even chicken pox. I have developed learning units for my students in two of my classes as to the reality of the Spanish influenza for some of the last Native American survivors and family members of that 1918 epidemic.

**OUTCOME EXPECTATIONS**

Three teaching units have been developed. These teaching units evolve around oral history interviews that I previously conducted with elderly Native Americans on the Rosebud Sioux Reservation (Burnt Thigh Band) in South Dakota. Unfortunately, chronic back troubles precluded my transcribing the tapes into written form and working them into a classroom-friendly form for use by students.

All of the recoverable sound tapes have been transcribed. A number of tapes cannot be deciphered as noted in my application. All my interviewees were elderly and interviewed during a serious heat wave. Poverty precluded electric fans much less air conditioning for them. Aware of their suffering and knowing the importance of courtesy to those I was interviewing, I purchased box fans to help out with the heat. The gifts were much appreciated, but the noise degraded several of the recordings as a result. The fan blade white noise made them essentially not understandable.

My very "rough" transcriptions have been made whole by Renae's usual superb work. She worked and reworked my manuscripts with great attention to detail. Three transcripts have been made into teaching units for use in two classes. One transcript teaching unit is designed to be utilized in American Indian Studies and one in Cultural
Geography classes. The final teaching unit is general enough to be used in both classes but with different emphases.

**EVALUATION OF WHAT WAS ACHIEVED**

One of the transcriptions is included at the end of the final report in the form of an attachment. This teaching unit will be given to students in groups to read and analyze. Questions in two areas will then be answered for grades. The example would be discussed and answered orally and conclusions made in written form. This example would be used in the American Indian Studies class in the area of critical thinking.

**ORAL HISTORY COMPONENT**

History is by definition analyses of written or oral chronicles over time. Chronicles (or sagas) constitute the recounting of events put down without an analysis or weighing of the facts scientifically. Bias, hyperbole, and metaphysical accounts must be strenuously removed and the core of importance in descending order compiled.

For example, the "Anglo-Saxon Chronicle" was compiled over a period of centuries in medieval England. Unsubstantiated rumors, legends, fanciful tales, personal biases, and rank guesses were all placed in the Chronicle in chronological order. It was added to over time and changes, often contradictory, made. Little effort was made to see the "big picture" analyses or to seize causation factors.

Students will determine the following in light of what they will have learned of oral historical techniques:

1) What was the main thrust of the interview?

2) Determine the main subject transition points and the techniques used by the interviewer.
3) Where did the interviewer add informational comments so that

A) a listener could extrapolate on otherwise unfamiliar materials?

B) the interviewer could reinforce important things stated while making the interviewee feel comfortable and positive?

C) the interviewer could subtly redirect the interview where necessary? This is especially important when going over things that the interviewee feels uncomfortable with or dealing with unhappy or traumatic memories.

D) the interviewer did not take advantage of interviewee asides or digressions which, while off the subject, are of interest or important in their own rights?

"BIG PICTURE" VS. "LITTLE PICTURE" EVALUATIONS

This portion of the evaluation is in two parts. The "Big Picture" relates to the subject that the interviewer is there to collect as much information as possible. The subject is on the Spanish influenza. Why was so much time taken up on burial sites and all the talk about an existence of obituary-style markers or records?

How did the interviewee shift from recollections of her parents and relatives rather quickly to more impersonal burial customs? What part would be Native American and what portion from the dominant Anglo culture?

Ultimately, the interviewee often changed the subject to other observations. The interviewer (me) was quite aware she knew much more about the influenza epidemic but had suffered losses of quite a few members of her extended family. She did not want to go into this area in the interview and politely and deftly, changed the subject.

In this respect this interview was less than successful. I should note one thing: Native Americans on the Rosebud Sioux Reservation are reticent to talk to Anglos and for good reasons. The Rosebud Sioux Reservation was occupied for over thirty years
by United States Cavalry and the army unit was there as an occupying force. The natives were subject to military rule into the twentieth century; consequently, the tribe does not trust Anglos. Sinte Gleska College ("Spotted Tail") is named after a beloved chief. This chief's murder eventually became an important Supreme Court case.

My first office at Sinte Gleska was in the old late nineteenth century United States Cavalry headquarters. It was built like a fortress and looked out on an old quadrangle that had been the early assembly point for the troops. The business office was located in the old brig or jail. It was quite secure. The iron bars were sawed out of one window to serve as an escape route in case of emergency such as fire.

These Native Americans, especially the elders, are quite stoic and tried to avoid uncomfortable situations. As a child the interviewee in this attachment spoke Lakota at home and spoke English only at the on-reservation boarding school. I knew that the original subject was "off limits" for the interview. I was happy she steered me into a different area that was not intended. This is an important aspect of oral history and a difficult one to convey. Likewise, I want to know what the students think of this interview.

On one hand, less information about the epidemic was forthcoming than I had hoped. In that respect the session was not a success. On the other hand, many of the small asides give a "little vignette" flavor of life at the time on the reservation.

On this basis, the "Little Picture" is served rather well. Questions for (this interview only) would include:

1) What was the subject's general outlook on life?

2) How does she approach the issue of so much change in her life and how did she look back at "making do" in the old days?
3) What were her World War II experiences? How did they affect her family?

4) How do the students see her arranged marriage in relation to parents and her own happiness?

5) That each student should write down a question that SHOULD have been asked but was not. What would that question be and how might it be answered judging from information gathered in the interview?
INTERVIEW WITH MERCY POORMAN

Narrator: This is Jack Haymond, and I'm interviewing Mercy Poorman here in Antelope. Mercy, when were you born?

Mercy: My birth year is 1922. Influenza went around here like 1918-19. I heard my mom told me.

Narrator: What did she tell you and how did it arrive on the reservation? Where was she living?

Mercy: She was living in White River at that time and during this time this year especially people were going out for trips. There is a dancing group that went out to Chicago and Maine like that they travel all over.

Narrator: Was that the Pawnee dance?

Mercy: No. I forgot. This one man was taking them. I know my dad went on that trip. Only person who went overseas with this group but they traveled a lot. They were dancing doing the Indian dancing, and my dad was in that and I had a great uncle that went overseas with them. Nobody has ever said if that is what really caused it, but to me I wonder if it is when they went all over that they brought this disease back. When they had this flu it was all over and people were dying and getting sick. I know of one person who got the flu and she happens to be a ______ of mine and she, oh, all night long. I don't think she ever slept. She just sit up all night and cough. Oh, my heart went out to her, but she told me that’s what she had was influenza. They call it influenza at that time.

Narrator: Did she have just the effects of it for a long time after that?

Mercy: Yes, that coughing that coughing never went away. I don't know about anybody around the reservation who had anything like that to live with it. My folks were alright.

Narrator: Did either of them catch it?

Mercy: I don't know. They didn't tell me. Nobody told me about this. I never realized how devastating it was until I figure it out myself reading about the disease, and I think, oh my, they must have really suffered because it was an epidemic. It got to epidemic proportion, I guess.

Narrator: Do you know of any relatives of yours that caught the flu?

Mercy: I don't think so, I don't know maybe they did, but I didn't hear about it. My mom she always talked about it, but she never said, oh, I had it.

Narrator: Who took care of the sick? Did they have doctors or did medicine men help?
Mercy: I think they help themselves and the families nobody ever said see there's nurses on the reservation that come around and checked on us. When I was a little girl. Nobody has ever said if people had come around and treated them or anything like that maybe ______ little church would know about that. But that's practically all I know is that they were really very sick, and it was an epidemic that went all over everywhere you know, Indian people really help each other families get together and help each other. But I don't think I ever heard how they got well or if they ever got well. They said there were a lot of deaths. I know that a lot of the older cemeteries haven't been kept up and a lot of the markers have rotted away or fallen over.

Narrator: Do you know where the cemeteries would be where they buried a lot of the people?

Mercy: I know there's an old cemetery, our cemetery, it's not in use anymore, but there's a lot of pit stumps and that is near the sight of White River, about seven miles north on the old road.

Narrator: That's been closed down though, hasn't it?

Mercy: No, that's still a road farmers use it. But that cemetery you go about two miles north of White River and then you go down a hill, then you turn right, then you stay on that road, you go about a mile, there's a road that goes up the hill, but you don't take that you take the one that is left and then you go up a hill again. You keep going until you go around a little hill and then the road is there and the cemetery is up here on the hill. There usually up on a hill. There is a lot of old stones there. I saw a sign one time it said about influenza somewhere so I always wondered.

Narrator: Like that was a sign to a section of the cemetery for the people that died of influenza or could it have been a mass burial just where they buried everyone together?

Mercy: No, it wasn't that. No, everybody had a grave to themselves.

Narrator: So it was probably just a separate section for the influenza people. So it's north of White River going north on White River would be on the right-hand side of the road on the side that most of White River is on?

Mercy: I'll give you directions from White River. You go straight towards M______. You go on 83, you keep going until you go down the hill about a mile to two miles from White River, you go down the hill, just as you go down the hill halfway down the hill, you turn right.

Narrator: Okay, this is White River and here is 83. We've already passed through White River. You go down the hill and you turn right at the bottom of the hill or once you start going back up again?
Mercy: No, as you going down the hill you haven't hit the bottom yet. Okay, and you turn right then you go about maybe a mile, then you turn left and you go down until you hit up hill again. There is a curve and then you go uphill again. When you get to the top, you turn left again. Go there until you go down the hill again, when you go down the hill there it's going to be flat for awhile, there stay on that road until you get to a corner, it turns. It turns right a little ways, there's a gate and you go uphill.

Narrator: Okay, the gate will be on the right?

Mercy: Yes, on the right side and you go uphill there.

Narrator: Okay, is the gate open?

Mercy: You might have to open it. I don't know, but sometimes it's open, it's a farmer's.

Narrator: Does the gate have a cattle guard on it?

Mercy: No, I think it's just a gate. Okay, now you start going up the hill and on top of that hill is the cemetery. Okay, it's an old cemetery, nobody's been buried there for the last 15 or 20 years now. But some of the graves are kept. There still kept cause their relatives are still alive. You might look at these tombstones on the one that said influenza.

Narrator: Did they have stone tombstones or did you recall if they had wood?

Mercy: No, there all stone. There all stone so their well-kept, but some fall over. Maybe you can tell on them that some of them are deaths from that influenza, at that time that would be good cause I've heard that there are some folks. I know that Cecil Scott here was interested in having the tribe try to spend some money to maintain them, but I guess money is pretty scarce right now. I wish that we could do that renovate some of those cemeteries because there's relatives still living it's just that we can't afford it. Some of them don't even have fence or fence post or nothing and that's probably like it.

That's where my folks buried. But they don't have tombstones cause my folks were so poor we couldn't afford tombstones.

Narrator: Do they have someplace?

Mercy: I know cemeteries are supposed to have a map that gives a number for each of the plots so even if the tombstones are gone you should be able to locate where everybody is. It's a catholic cemetery.

Narrator: Oh, okay.

Mercy: So you can go the priest in White River they might still have the map. They used to have a map of who alls buried there.
Narrator: Oh, okay.

Mercy: So you can talk with the priest there. You'll see that big church when you go from here, it's on the left side of the road. It's painted very nicely and everything I remember that. Yes, it's fancy, it has Indian designs on it.

Narrator: Have you ever seen the map that they have of that cemetery like it may indicate when they died or does it just indicate the names?

Mercy: I think I seen it, but just for a brief. We were just looking at it. I don't know who owns it now.

Narrator: Who has it? Was it on a wall or was it in kinda like a desk?

Mercy: No, it was on a paper. It used to be on a paper in the cemetery with all the people that are there, but I don't know if that still exists. They don't use it for a long time now, but I know of the other one in town they had a map of that one I know in White River you mean. Yes, they have one in White River. The cemetery in White River.

Narrator: Oh, okay. That is the cemetery that sits kinda right in town? Yes, well, if I get a chance I sure would like to look it up.

Mercy: Again Cecil mentioned that there are areas where you have entire families died. Just one after another. I have kind of a special interest cause my grandmother she was born 1896 and she was teaching school trying to go through college and it went through and all her kids and everything that fall on they'd bring them out to the school in coffins and kinda prop them against the school, and I guess it as the custom of the day. Before burying them everybody would file past and look at them.

My father-in-law got Parkinson's disease. I read some place that a high percentage of the people that had Parkinson's disease had suffered from this flu epidemic but had survived, and I had asked him one day and he said yes when he was young he had got that flu and got real sick from it he almost died but he got better. He eventually died of the Parkinson's disease, of course, years later. But that would be a good thing to look at.

Narrator: Do you have any idea who the priest would be now or you haven't kept up with that?

Mercy: Just talk with the priest there in White River.

Narrator: Okay.
Mercy: I don't know where he lives now. The church is on the left-hand side as you going this way you'll see the big white church. I think there is a house there that the priest used to live in. Maybe there is a priest there. I think there is a house kinda next to it. Yes. It looks like they kinda refurbished it relatively recently it looks better than it did. Yes, well there is a priest there that even talks Indian. But I forgot his name. But there is a priest there you can talk to. I don't know who would be the oldest one there you can talk to. Cause I think there all dead now that would know something about it. Earl Bordeaux would be nice to talk to, but they said he is in Sioux Falls hospital right now. Oh, he is too ill right now. Earl Bordeaux would be nice to talk to. There is an old lady that is still living I think. Maybe she passed away or maybe her memories not too good anymore. Earl Bordeaux would be about the best one to talk to if he is around. I don't know if he is back. Maybe he is back cause he was sent out there about two weeks ago. So he should be well by now. Bordeaux, there is a lot of Bordeaux there. That is a Bordeaux town. If you see an older man or an old women just go up to them and talk cause there nice they'll talk to you.

Narrator: What are some of your early memories when you were young? Were you raised pretty much in White River? Did you attend White River schools?

Mercy: I went back and forth between two towns. I was born in White River, below the cemetery there is a old homestead there an old home it's not there anymore. Just before you go up that hill, as you go down that hill, it's on the left side, you'll see some trees, that is where we used to live then, you go north for awhile and then you go around kind of a bend and the gate is right there where you go up to the cemetery.

Narrator: How many brothers and sisters did you have?

Mercy: Oh, I had a whole bunch of them.

Narrator: Where were you kind of in that group?

Mercy: I was about the third one in the family. I lost something like little brothers and sisters. At that time TB was also really going around and I lost all these brothers and sisters to that disease.

Narrator: Somebody was saying though this was probably a little bit before your time that the Indian agent wanted to get people in the Rosebud to be in one place instead of moving in teepees and they had these hogans. I guess they were log and I guess they often had dirt floors and that because of the dirt floors and I guess the fires which are usually going during the summer which made them pretty hot. That that these floors could be a problem if somebody just spit on the floor or something like that that TB could spread. When you were young did you have dirt floors or did you have regular board floors?
Mercy: When I was growing up it wasn't dirt floor. We had already now had board floors. We lived in two log cabins. One was smaller than the other, but we already had board floors and everything.

Narrator: Did people cut it or did they buy presawed boards for the cabins?

Mercy: Yeh, we bought boards; I think we went to Mertile to buy boards. Just bring them in by buckboard. Yes, and team and wagon.

Narrator: And the houses themselves, what are your early memories about them? Did you have plumbing and wiring and that sort of thing?

Mercy: No, it's outdoor plumbing and, of course, we lived by the river. We lived right by the river so that is where we take a bath and wash our clothes. And we have cook stove inside. In the summer we cook outside in open fire. I had a mother who was very, very, you know, she keeps things clean and we'd take a bath all the time. In fact, she always boils the flour sacks until the writing. She used to boil and boil them until the prints would come off and then she makes our slips and underclothes so that is what our underclothes were. It probably softened the cloth a lot too. When they go and buy material like if I would go and buy material. Now I would buy different patterns but in those days when they go and buy material it was a whole bolt so everybody had the same dresses, shirts were same as dresses. There were sewing machines already. They all had sewing machines so they sewed a lot and we made our own clothes. There was something I experienced that day that I always thought it was really good. I got this interest I thought I sewed long enough. Now that is interesting. Grandma, I'm gonna play and I put down this needle and thread. She looked at me and she picked up that thing and said No, you sit still until you finish this one block. She said if I let you go and play now she said you going to have a lot of pieces and a lot of sewing you'll never finish or . That is something I learned that day. So I sit there and I finish that and then she let me play. And that I thought was a real good teaching.

Narrator: Any questions now? During the Second World War. I think sometime ago did you ever mention that she (you) left the reservation to work in a city for a defense plant or something?

Mercy: Yes, in fact during World War II, we all left the reservation a lot of us did, except the old people. But my dad went. There is a big air base in Rapid City today. When they first made that my dad was in that.
Narrator: You say he help build it?

Mercy: Ellsworth, yes, Ellsworth. And then I went there when I was a young teenager. Maybe about 17 or 18. We went there and here there was a big sawmill there at that time so a lot of us Indians that camp there all worked at that sawmill. So my first experience of working was at that big sawmill. And all the menfolk had left for war. So all the women had to replace men. So I worked with big saws at that time. I remember working in a sawmill. I did some green chaining which is not very much fun.

Narrator: What did you do on the mill? Did you work with any of the equipment or did you separate the lumber once it had been sawed or putting it out to dry?

Mercy: No, I worked in about this wide a stand and there was a table like this and saws were right there. And some other person was working over there with another saw. So there'll be a big log coming down and I watch that. If the log was rotten all over I had one of these things I took it down and let it fall on the floor. If it's rotten all over then it cuts up in four pieces and it goes down. But if it's a nice log I put it over there and then this lady that sits up there with saws would slice it up in long planks. So that was my job there. I worked with great big saws running in front of me.

Narrator: You had hooks or something like that to kinda push these things around?

Mercy: Yes, a hook.

Narrator: And where was this?

Mercy: Rapid City. Oh, Rapid City. Oh, there just pulling things out from the Black Hills. So you probably just had mostly pine and _______ and spruce and things like that. So there were hardly any men around there at all just almost all women. Old men cause they didn't go to war. All the young men of working age are not there cause they're at war. So I worked with an old man. He works above me and I had to help him. So that what it was like then. Rapid was pretty small.

Narrator: Did you live in town or did you just kinda live out near the sawmill?

Mercy: Sawmill is right from the beginning of the city, now that big sawmill. But this one was farther back under that hill there. I think that hill had a big letter. I forgot what it was but the big sawmill was there. And, oh, there was a lot of us that worked there. A lot of people. Women and there was hardly no men cause they were all at war. It was old men and ladies that we worked with. It kinda reminds me there was a song about there is either too young or too old. I forgot someone was saying that kids were old folks there and she gonna stay good as gold cause there's nobody around. I don't know why but maybe there wasn't any houses for rent. Cause we lived in tents while we were working there. We all lived in tents. The sawmill had their own grocery store so we could get stuff. And I thought
that was really nice in those days cause we had food and nice things to eat. And my dad was working at the air base, building the air base. So he made a deal with me. The bill was open so he said you buy food for us and then when I get paid I'll give you cash so you can buy clothes so that was our deal. So that's what I did. So every now and then my mom would make a list of what I should buy so I used to bring groceries home. That was so funny one time. You see we didn't have clock in those days. They weren't working in those days. We live out in the country and we lived on the land. We milked cows and we raised our own vegetables and everything so we just go up when the sun come up to milk our cows and go to bed when it's dark and that is the way we lived. So when we went over there we had to live by clock and we don't have a clock. So one day my mother went and got up early. And you know the cock crows at 12 midnight and sometimes it crows about 4 or 5 o'clock so she went by that when the cock crows, well she got up. One day I think she got up at 12 o'clock and everything made breakfast and everything. We ate and we sit and sit and daybreak didn't come so we went back to bed. Cause we didn't have a clock and the second time the cock crowed then we got up and sure enough daylight came after that. So we were all guessing you know, until my dad I think got his pay he went to look for a clock then we owned a clock. Either that or get a new ______.

Narrator: It's really interesting and after the war was over did they close down or something or they gave the jobs to the GIs when they were coming back?

Mercy: Yeh, I think so, of course, there is that air base that is still there now. So that's been there like 50 years now. They say that Rapid City was real small before that air force base come. Yeh, right there were wagons too and a little bit of Model T's in those days.

Narrator: Is that the place that people like now people say go to Rapid that's going to the big city?

Mercy: Yeh, that was going to the big city, and we still go to the big city to shop. When we get a lot of money we go there to shop. But ______ is a little bit big now and ______. In fact we used to work in ______. My dad used to be a ______ and my husband used to work as a railroad section person. So that's where we lived and worked after I got married. And my children came while we lived there. That was a nice setup to when we worked in ______. The bill was open at the store for us. Everything was nice and we worked from about April to something like October. We worked like six months or so then we'd come back. So what we did was we'd buy big supplies of flour, sugar, coffee and stuff like that and when we came back that's what we'd bring home. That's what we'd live on for the next few months. All we did was we'd sell wood. There's a lot of wood down the river. So that's what my husband sold to buy our groceries every week. I remember one time it was going to be Christmas. So we talked and we decided let's sell two loads of wood. So we can spend on toys and candy.
Mercy: I think we only sell it for like 5, 6 dollars a load in those days, but that bought our Christmas candy and toys for our kids and the other half is coffee and sugar. We really had to figure out how we were going to live and what's going to feed us. And then, of course, in the summer we'd go out to dig turnips. Wild turnips is really good. So in the winter we'd cook it with meat and it was really good. There's a lot of wild things we eat in those days. Remember those milkweeds they have a little ball. Yes, it's pods, I guess. Yeh, that's what we'd cook with our potatoes and bacon and it makes good soup. I haven't eaten that in the last five years I don't think. But someday if we're to live harder we know what to get. You know go out and feed our children with. And, of course, there's a lot of cherries and berries that we have to pick for the winter. That's what our fruit is. So there's a lot of things we could live on. That's why they always says "live off the land." And that's what we did.

Narrator: How did you meet your husband?

Mercy: How did I meet my husband? I think my husband was picked when I was 13 or 14. My grandmother always said you must marry this guy cause you gonna have a good life. She said he works a lot and he's a nice guy. Although he drank a little but. Everybody drinks you know. My grandmother always said if you marry him he will be a good husband. And sure enough he was. He really took care of us. And he works all the time. When his other job he would take off, even then we didn't have no car, all we had was horses and team. So he said I'll just hitchhike and find a job somewhere. Then maybe a few weeks later he would have someone to come after us.

Narrator: This is just a final question here. You've lived a long time and seen a lot of things. Well, the good times and the bad times. I know it's one of the things. It's the topic that I've got here. It's a sad time in history one should remember everything the good times and the bad times too. On kinda looking back, is there something a few minutes you'd like to share with folks? Cause a copy of this is going to be in the archives. Just any thoughts in particular that you'd like to share?

Mercy: Oh, okay. Well I thought I had a good life and I thought to myself many times if I'm good to everybody they'll be good to me. That's my philosophy. I'm a very kind-hearted and nice person, and I visit a lot of people. I try to be a friend to everybody whoever I meet. I help people too. Just the other day someone came and I always try to share food or if I need food I'll go to my next door neighbor and borrow stuff and that's how we survive. I just had that experience a couple of days ago. I had to go to my neighbor and borrow some stuff. But I always return when I get mine or when I get something. It's kinda hard to get to the store sometimes. Yeh, well sometimes I don't have any money like that last week, last week of the month I'm usually kinda hard up cause I've used up my resources. Cause I get my money first part of the month, and I buy things that will last me. But, of course, today I have children that work so that's not bad at all. I did have a question about ______ hills. I know that the archives they have a very,
very small budget and so they have hardly any money at all. What I'd like
to do being in the Sioux traditions and all being in good manners and all I
know to share a donut even. I know that traditionally say the gift of
cigarettes or coffee or cloth is considered good, but I was wondering I'd like
to give you a donut if you'd like to have it.

Narrator: Yeh, but anyway we talked about.

Mercy: Would you mind if I gave you a donut?

Narrator: Yeh, whatever.

Mercy: Okay, we talked about putting stuff my grandmother did something that.

Narrator: Oh, thank you.

Mercy: My grandmother when I go outside in the back of the house she would be
standing there praying. And I saw that and I thought it was something
spiritual, you know strength, and she would stand back there and really
pray out aloud lifting her hands up and really going to town. And then what
she did she would cut some pieces of cloth too. One time I went with her
on a little hill and there she set out some flags. I always call them prayer
flags after that. She got some cloth they were blue. But, of course, any
color I guess is okay. But she set them out on the hill and she prayed. She
was worried about something, she never told me what, but she was
concerned about something. In those days you have a lot of sick children
sometimes with the epidemic or something and I notice that that's when she
prays too. So I think some people really pray a lot. They know the super
man, I guess, the superpower whatever you want to call it. I go to church
I pray to God. But I know my grandmother prayed to God too when she
prayed. But she prayed a lot. And one day she used to say you children
pray quietly today. She never told us why. But she said I want you to pray
quietly. You don't be talking loud or screaming. So even to this day I've
always wondered. I wish she had told me why. Oh, she never said. No,
all she said was today I want you to pray quietly. Maybe that's the time
she put those flags up on the hill. I don't know. I never know it. Those are
guides that you live by. You know my grandmother to do those things. You
do it this way you do it that way. Today I remember things like that. I
always tell my daughters. Always tell your children and correct them.
When there's a sign of badness and tell them that's not the way it should
be. I think we were corrected all the time. It seem like there always time
when somebody tells us not to do this and tell us the right way and all those
things. Do you have any questions?

Narrator: No, that should just about do it. I'd like to take a picture of you.
Awards for Excellence Project Proposal

Online Labs for Astronomy


Project Goal:
1. To develop online labs that are suitable in content to complement the lecture material and course content being addressed.
2. Use the online labs as backup labs for campus courses in Astronomy.
3. Labs could also be used as the discretion of the instructor as make-up labs for Astronomy.

The eight labs that were developed for online education are flexible enough to be used to meet all three of the project's objectives. The powerpoint format in which they were developed, lends itself very nicely to the D2L foundation that Northland builds its online courses in. In the case of a rainy lab day, the online labs can quickly be adapted to fulfill the need for a backup lab. Labs often take a great deal of time to prep for, thus most science faculty do not allow make-ups. Having a repertoire of online labs available, would allow faculty, if they wish, to assign one as a make-up.

Specific assignments to be submitted were designed for each lab. Assessment of the labs will be established by individual instructors as they use the various labs.

In addition, one of the roadblocks to offering science courses in the evening is the need for 5 hours of instruction. With the development of the online labs, the possibility of assigning many of the labs as online labs would ease the time constraints for offering an astronomy course that would require 2 evenings to complete, three hours one night for lecture and two hours another evening for lab. Having the online labs available opens up many possibilities for Astronomy. Environmental Science online labs have also been developed and could be used the same way. Now to work on some of the other Biology courses.

I have included copies of the eight labs that were developed for this Award for Excellence.

Observing the Night Sky
Tour of the Universe
Apparent Magnitude
Moon Phases
Spectral Analysis
Scale Model of the Solar System
Observing the Sun
Inventing Life Forms

Respectfully submitted,

Kathy Huschle
Biology/Natural Science Instructor
NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
AWARDS FOR EXCELLENCE

Cover Sheet

Applicant Contact Information

Name: Kathleen Huschle
Title/Position: Biology/Natural Science Instructor/Coach
Institution: Northland Community and Technical College
Address: 1101 Highway 1 East
City, State, Zip: Thief River Falls, MN 56701
Phone: 218-681-0746
Fax: 218-683-7052
E-mail: Kathy.huschle@northlandcollege.edu

Other Contact Name
Title/Position
Institution
Address
City, State, Zip
Phone
Fax
E-mail

Project Information

Title of the Project: Online Lab Simulations for Astronomy
Total Amount Requested: $5,000.00

Certification Signatures

Based on the criteria for eligibility in the Northland Community and Technical College Award for Excellence Guidelines, I am eligible to apply. I understand and agree that a written final report, including how the objectives and/or goals have been achieved, is due as stated in the Guidelines. I will provide a copy of my report to the College Award for Excellence Committee. I understand that unless there exists a law characterizing some portion of the information submitted as private, proposals will be treated as public information on submission in accordance with the Data Practices Act.

K. Huschle
Applicant Signature

Date

A. Poncek
Academic Dean's Signature

Date

All applications must include:

☑ Signed and completed cover sheet
☑ Project narrative
☑ Budget summary and budget narrative

Submit your proposal (including signatures) to Becky Holthusen, Director of Human Resources

AWARDS FOR EXCELLENCE COMMITTEE USE ONLY


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PROJECT PROPOSAL: Online Lab Simulations for Astronomy

Project Description and Rationale:
This project proposal is a direct response to the first strategy of NCTC Strategic plan: Expand programs and access opportunities.

The project goal is to develop online labs that are suitable in content to complement the lecture material and course content being addressed. Currently, the Astronomy course is in the process of being developed as an online course. But to be a successful online course, the entire course must be offered online. The idea of using simulations to allow the students to see the consequences of action would be an exciting process to use in Astronomy labs.

In addition to the above goal, any lab developed could also be used as backup labs for campus courses in Astronomy.

As is the case with most science courses, the labs are designed to supplement or enhance the lecture material. Many of the existing Astronomy labs are designed to be completed either entirely or partially outdoors. In the case of inclement weather, often the assigned lab cannot be completed and another lab, which may not exactly fit the topic, is used instead. Oftentimes, the cancelled lab is never able to be completed.

So in the case of bad weather, the appropriate backup, online lab can be used in its place instead of substituting another lab that may not be designed to complement the course material at that time.

A third goal of the project would be the availability of the developed online labs to be used as make-up labs, if the instructor wishes. Often times, lab requires a great deal of prep and the presence of the instructor, in order for the student to complete it. If a student misses a lab, it is usually difficult for it to be made up.

As labs are developed, volunteer students could be used to assess the effectiveness of the lab in regards to content of the course. Once assessed by volunteer students, the labs would then be used either in an online course or be made available as backup labs to cancelled outdoor labs.

Once funding is depleted, the labs will be established as a part of an online course and be filed for use in on campus courses requiring a rainy/snowy day alternative

Anticipated difficulties:
The major difficulty or hurdle to this proposal is access to training. With the help of the ITS department, conferences or courses may have to be accessed in order to complete the simulations.

Timeline of activities:
If approved, labs should be ready by fall 2008. And if recommended by administration, online Astronomy would be ready by fall 2008.
Outcomes:
Several outcomes are desired from this proposal.

1. The development of online labs that can be used in an online Astronomy course. The desire to develop this course is keeping with the Strategic Plan, expanding programs and accessing opportunities. NCTC already has a very strong online science program. This course would strengthen our presence in the online community. Astronomy is a course that is taken mostly by non-science majors. This is one area in online education that we are a little light.

2. The development of online labs will also enhance the campus offering of Astronomy. Having the appropriate online labs available will allow the instructor to utilize them as back-ups in the case of inclement weather.

3. The development of online labs will also allow the labs to be used as make-up labs if the instructor so wishes.

4. An online Astronomy course with the appropriate online labs, may be a course that could be marketed as a “public” course. Online courses for the public is an area that may be an untapped market for Northland.

Excellence in student learning can be heightened by meaningful labs that complement the content of the course. Otherwise, lab often becomes “busy work”. For students taking online courses, student learning is always strengthened by the ability to complete the course totally online. Many students choose not to take courses that have a required on campus lab attendance component.

Evaluation plan:
The evidence of achieving outcomes will be very simple. For the first outcome of developing an online Astronomy course, the success of the course offering will be evidence of achievement.

The second and third outcomes will be based on faculty evaluation of the success of the students in performing the online labs. Did the faculty make use of the availability of the online labs in the case of inclement weather?

The fourth outcome would be assessed based on interest and enrollment in an online Astronomy course.

Assessment of the student’s labs, will of course, rest with the faculty, as does assessment of the entire course.

Dissemination:
The results of this proposal can be shared with faculty and administration during meetings on campus. Demonstrations of the developed online labs will be made available to those interested.

Summary:
With increasing requests for online education, NCTC is in need of developing more science courses for non-science majors. In order to have an online science course, online labs need to be developed. NCTC has made a name for itself as a leader in online science education and we need to strengthen that position.
In addition to the benefit to online education, the Astronomy class on campus will be enhanced by the availability of options for labs. The potential for make-up labs without all of the prep and time from the instructor is certainly a positive aspect of this proposal.

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Proposal #917

Status - Final Report Submitted

**Project Information**

**Project Title:** Using Rankem and Excel to Expand Financial Analysis  
**Project Contact:** Jensen, Betsy  
**Institution:** Northland Community and Technical College, Thief River Falls  
**Project Start Date:** 2008-04-01  
**Project End Date:** 2008-05-02

**Project Abstract:**
The goal of this project is to provide a more indepth analysis of farm financial measurements. I plan to create a 6 page document for our Red River Valley students that will include new data analysis. It will be a supplement to the Average Books they already receive.
Proposal #917

Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-773-4630
Fax: 218-773-9924
Email: kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Dvergsten, Ron
Title/Position: Dean of Management Education
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-681-0797
Fax: 218-681-0797
Email

http://www.ctl.mnscu.edu/grants/application/print.php?prop_id=917

6/2/2008
Proposal #917
Status - Final Report Submitted

Contacts

Primary Contact:

Name: Jensen, Betsy
Title/Position: Technical College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 712 Demers Ave

East Grand Forks, MN 56721

Phone: 218-689-5375
Fax: 218-773-4961
Email: Betsy.Jensen@northlandcollege.edu

http://www.ctl.mnseu.edu/grants/application/print.php?prop_id=917
Project Description

The financial data compiled by Farm Business Management instructors is the gold standard for nationwide agricultural economics and management. Our records are unrivaled by anyone when it comes to accuracy, diversity of numbers, and consistency. Year after year, the MnScu Farm Business Management program delivers the same consistent and accurate financial data for our students. That data serves as the base for our instruction.

The problem I would like to address is the underutilization of the data. Every year we publish our Valley and Northwest Minnesota Average Books, but these books are very succinct, and do not utilize all of our data. These books are a wonderful overview, but do not provide an indepth analysis.

In January, I attended the Minnesota Association of Agricultural Educators winter conference in St. Cloud, MN. While at that conference I attended two workshops that gave me the idea for this project. The first workshop was titled “Financial Ratios”, and gave an overview of 46 financial ratios that can used to determine the profitability and efficiency of a farm. There is a standard “Sweet 16” set of ratios that has been approved by the Farm Financial Standards taskforce, but this workshop discussed 30 additional ratios that may help farmers make better business decisions. The students in our program are routinely presented with the “Sweet 16” ratios on their cash flows and income statements, but there may be added value for some farmers from looking at additional ratios. It is important to emphasize to farmers that the strength of their operation does not come from only 16 numbers.

The second session I attended was a demonstration on how to use a software program, Rankem, to develop charts of our analysis data. The analysis software, Finbin, used by farm management instructors has a standard set of charts for graphing the “Sweet 16” ratios, but this session demonstrated how to dive deeper into the data to create new charts.

The goal of this project is to provide a more indepth analysis of farm financial measurements. This will not require any additional data collection by management instructors, but it will better utilize the data that is already collected. I plan to create a 6 page document for our Red River Valley students that will include new data analysis. This will be a supplement to the Average Books they already receive.

This information will be targeted to our students in the Red River Valley, but it can also be utilized by area bankers and agribusinesses. The priority is to enhance the education of our students, but it is hoped that a byproduct will be increased publicity for the farm business management program, and Northland Community and Technical College.

Rational/Evidence

This project is important in 2008 because of the financial situation of our students. The 2007 crop year will most likely be remembered as one of the most profitable in history in Northwest Minnesota, and farmers are demanding more decision making tools. When money is tight, the decisions are easy: Spend nothing. Now that farmers have some cash available, many are asking
questions about expansion, purchasing land, purchasing machinery and hiring additional help. Farm management has the data to help make quantitative financial decisions, but our Sweet 16 ratios don’t always have the answers. It requires more investigation into our data.

In our statewide Farm Business Management Program Strategic Plan, we have the following goal and objective:

**Goal 1: Enhance the Accessibility and Quality of FBM Programs**

*Objective 2: Update core curriculum and pursue specialized program strategies*

This project would pursue more specialized program strategies, and expand our teaching beyond the generic Sweet 16 ratios that we currently use.

The funding for this program is for start up expenses. It will take trial and error to determine the best method for presenting the data, and what data will be the most useful. Once the template is complete, compiling the data in future years will be much easier. This is the first time this project has been tackled in the state of Minnesota, and if successful, it will be easy to replicate in other areas of the state.

**Anticipated difficulties**

Since this project will be using new technology, there is always the challenge of trying to learn the new software. While I received an introductory lesson on combing our Rankem program with Microsoft Excel graphing capabilities, there will still be software difficulties.

The Center for Farm Financial Management at the University of Minnesota is the developer of Rankem software, along with many other software programs that we use in our department. Farm Management instructors have a very close relationship with the CFFM, and they are quite responsive to our questions and request. I am very familiar with Microsoft Excel graphing, and if I run into hurdles trying to pull the data from Rankem into Excel, I will contact the CFFM.

Another obstacle for this project is the timeline. There is just not enough time to get the data to farmers before they begin fieldwork. Once the template is set, the data can be given to farmers in a timely fashion in future years, but for 2008 this data will most likely be used during our summer instruction, instead of prior to field work. While not the ideal timeline, the data will still be useful.

**Timeline of Activities**

Our faculty department will finish compiling our 2007 data in March, and the database will be available in late March or early April.

A major decision for this project will be which data to include, and I will rely on other instructors to help make that decision. I will compile data, explain the different analysis available, and ask other instructors for their input on which charts to include.
I plan to have the first draft copy of the analysis by Friday, April 11, and make it available for review at that time. My deadline for the final copy is Friday, May 2. An electronic copy of the final report will be made immediately, and instructors will be able to print their own copies as needed.

I do anticipate problems with the software, but I have allowed myself adequate time for trial and error.

Outcomes and Assessment

Many students in our program are lifelong learners. Many already have a Bachelor of Science degree, or even a Masters of Science, but they enroll in our program to continue their agricultural education. Farming is constantly evolving, and our students enroll in the program to expand their understanding of financial concepts.

Students enroll in the program because they can see a positive return to their income. What they learn in class has to be practical, and relevant to their operation.

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<tr>
<th>Outcome</th>
<th>Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Students will expand their farm management financial analysis beyond the Sweet 16 ratios</td>
<td>Instructors will highlight additional ratios beyond the Sweet 16, using primarily graphs and data to teach</td>
<td>Students will be able to utilize the information to make changes to their own operation</td>
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<td>Students will see correlations between business decisions, and the effect on income</td>
<td>Information highlighting direct correlations between business decisions and returns will be shared, such as fertilizer expense and yield</td>
<td>Students will be able to modify their business decisions, based on maximizing return</td>
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<tr>
<td>Newsletter will showcase the depth of the farm business management database</td>
<td>Information will be shared with area agribusinesses, lenders, and media</td>
<td>Feedback from area agribusinesses will be collected</td>
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</tbody>
</table>

Dissemination

The data will be used primarily for our students, during one-on-one instruction but also during group instruction. Our Farm Management department also publishes a weekly Farm Management Minute, and the data can be used in those articles as well.

I have already been asked to present a workshop about Microsoft Excel charting at our Minnesota Association of Agricultural Educators summer conference, and I will use this project as an example. I would also like to enter this project in the "Exchange of Ideas" session at that same conference.
I am unable to attend our National Farm and Ranch Business Management Educational Association conference, but other instructors from our department will attend and can share the information with other instructors from around the country.

Farm management instructors also work closely with area agribusinesses and lenders, and this will be an excellent promotional tool for our department. These businesses are familiar with our average books, but I look forward to showing them the depth of farm management data.

I have also started writing a farm management article for Prairie Grains magazine, and this would be a wonderful topic to cover in that article. I have already covered many of the Sweet 16 ratios and this would be a new topic.

I also serve on the advisory board for the Red River Farm Network, and they have been longtime supporters of the farm business management program. This information can be used for a news brief and interview. They already highlight the major numbers from our average books, and this could be an additional interview at a later date.

I do anticipate that dissemination of data, to people other than students, will require a large share of my time. I have budgeted time for the creation of articles, press releases, and time to share the data with colleagues.
## Budget Summary

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Proposal #917
Status - Final Report Submitted

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Budget Narrative
Instructors will be required to use their own cost centers to publish the newsletter. The salary reimbursement includes 8 days at $325/day.
Proposal #917
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:

- Encourage successful student learning
- Enhance quality and continuous improvement of programs
- Meet community needs

The main objectives or goals of this project:

- Active learning, experiential learning
- Applied-learning, problem-based learning
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Teaching methods
- Cross-curriculum skill development

http://wwwctl.mnscu.edu/grants/application/print.php?prop_id=917
Proposal #917
Status - Final Report Submitted

Disciplines addressed in this project
AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.

Project Narrative
I have uploaded my project description file.
Uploaded file: Project_Description.doc
Proposal #866
Status - Application Submitted

Project Information

Project Title: Electronic Health Records in Nursing Education
Project Contact: Koenig, Kari
Institution: Northland Community and Technical College, Thief River Falls
Project Start Date: 2008-01-21
Project End Date: 2008-05-15

Project Abstract:
Since most health degree students will be using electronic health records (EHR) in practice, MnSCU has provided fees to assist in implementing an EHR program. NCTC purchased 200 spots in the system for this past year. Faculty in the associate degree nursing program feel a lead faculty is needed in order for this system to be used to the effect that the students will value the money they must invest in it. This project is designed to develop orientation, classroom and clinical activities to assist in implementing the program into the associate degree nursing curriculum.

http://www.ctl.mnscu.edu/grants/application/print.php?prop_id=866

5/23/2008
Proposal #866
Status - Application Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-773-4630
Fax: 218-773-9924
Email: kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Paesler, Dennis
Title/Position: Human Resources
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-681-0847
Fax: 218-681-0774
Email: dennis.paesler@northlandcollege.edu

5/23/2008
Proposal #866
Status - Application Submitted

Contacts

Primary Contact:
Name: Koenig, Kari
Title/Position: Community College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 1613 Cedar Court
          Crookston, MN 56717
Phone: 218-773-4780
Fax: 218-681-0990
Email: Kari.Koenig@northlandcollege.edu

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5/23/2008
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### Budget Summary

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### Budget Narrative

Approximately 100 hours of time is required from a lead faculty member each semester to:
1. Orient students and faculty to the system,
2. Develop, implement, evaluate and improve activities compatible with the system,
3. Mentor faculty and students, providing support, trouble shooting and connection to resources,
4. Serve as campus representative on a state wide committee for evaluation and continuous improvement of system.

Department funds were used to cover the travel and material costs associated with the project. Campus and department funds were used to cover costs needed to enroll 200 students into the program.

Proposal #866
Status - Application Submitted

Objectives

The top three principles that will guide this project:

- Encourage successful student learning
- Encourage innovation involving use of technology by students and faculty
- Meet workforce needs

The main objectives or goals of this project:

- Active learning, experiential learning
- Applied-learning, problem-based learning
- Student research
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Teaching methods
in study groups, or in tutoring sessions. If used in tutoring sessions, they will be guided by an instructor and used for discussion.

Proposal #866
Status - Application Submitted

Disciplines addressed in this project
HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES.

Project Narrative

OBJECTIVE I: Have case study assignments related to specific EHR cases available for use in clinical II.

ACCOMPLISHMENTS: Developed three case studies that could be used throughout the entire academic year (clinical I or clinical II). These case studies cover the topics of care planning, client education and research and application of cellular metabolism problems. They can be done as an entire clinical group with the instructor guiding the system, or they could be done as individuals or small groups where the participants navigate through the system and complete the questions on the case study. Also developed was an admission assignment that can be used in place of admitting an actual patient in the clinical setting. These documents will be added to a clinical workbook being designed by another faculty. Clinical instructors will have the opportunity to use them whenever they chose. They could also be used as makeup assignments for students who miss partial clinical days.

OBJECTIVE II: Provide mentorship and assistance for students and faculty as they use the EHR system to complete their clinical assignments.

ACCOMPLISHMENTS: Spent 30-40 hours assisting students with issues related to accessing and navigating through the system. The HELP center at the systems office was instrumental in helping me provide advise to students. One of the biggest issues students had was the difficulty connecting with newer computers installed with vista. After trial and error, we were able overcome the barriers. Another barrier was the fact that I had oriented the students to the system during the first part of fall semester and they were asked to complete their first assignment during spring semester. The time between orientation and actual use of the system was a little too long. Many of the students forgot how to access and use the system and were frustrated when trying to navigate through it. Next year, orientation will be done within a few weeks of requiring the students to use the system.

OBJECTIVE III: Utilize specific EHR cases to provide an online clinical day for faculty to use on snow days.

ACCOMPLISHMENT: Developed an assignment that could be used for the entire clinical group in the event clinicals would need to be cancelled. The assignment uses the EHR cases as well as the discussion board in the Desire 2 Learn web support system used by the college. The students are divided in teams and are required to plan and discuss how they would care for the EHR patients they are assigned to. This assignment facilitated research, critical thinking and teamwork. In addition, the students were able to complete their clinical day as scheduled. This document will also be included in the developing clinical manual.

OBJECTIVE IV: Assist med/surg instructor with ways to implement EHR case studies into her classroom activities.

ACCOMPLISHMENTS: After discussion with the med/surg instructor, it was decided to start with developing case studies that would be useful for study/tutor sessions. Four case studies have been developed on a variety of med/surg topics. Several more will be developed throughout the summer months. These can be used independently by students.

Clinical Make up Day
Intended to take the place of an eight hour clinical day

Your instructor will divide you into three groups. Each group will care for a
different EHR patient. You will need to work together as a group to plan the care of
this client. You will work together as if you are one person caring for the client.
There will be times throughout the day where you will need to make decisions as a
group involving delegation, prioritizing, patient care, patient teaching, etc.

Group I: Pristine 18. February 28, 3 – 11:30 shift
Group II: Pristine 46. August 22, 3 – 11:30 shift
Group III: Pristine 22. August 14, 3 – 11:30 shift

Keep in mind you will be collecting your data from the patient's record on the date
and shift assigned above. However, on the day you do this makeup clinical day, you
will act as if you are all taking care of the patient on the same day. So, if your
makeup day is March 31, 2009, that is the day you will all be caring for the patient
even though you collect your data from that date assigned above.

For the first 3 hours of the shift, navigate through the chart and collect all the data
you can on the patient. Review the orders, do a systems assessment, review labs,
vitals, x-rays, meds, psychosocial/spiritual needs, and any other data you feel is
important to contribute to the care of this patient. Type the following in a word
document and submit it under part one in the discussion board by the beginning of
the fourth hour.

- A summary of your assessment from above
- Was there a history and physical available to obtain information from
- Where did you go to obtain individualized information on your patient?
  Include areas besides the H & P that might provide you with information.
- List the patients priority needs and develop a plan of care for the shift.

During hour 4, read the documents posted by the other members of your group and
respond with questions and statements regarding their statements. After this is
done, as a group, come up with 3 priority nursing diagnosis's to address for your
client. If you have four people in your group, choose 4 nursing diagnosis's. Each
person should choose the nursing diagnosis they want to work up.

Spend hour 5 and 6 formulating your plan of care based on your assigned diagnosis.
Incorporate in your plan of care, information you have obtained from the EHR
help place. Click on the world icon located at the top of your chart, then click on the
point of care reference resources. Go to the resources and use the drop down arrow
under resources and chose consumer health information. Then chose healthline or
mayo clinic. Type in the nursing diagnosis you are working on and see what
information you find helpful either for nursing interventions or for patient teaching.
Be sure to share this information with the rest of your group. Post your care plan
HUGO’S #4
DATE: 6-2-08
TIME: 10:35

Please deliver the following:

TO: Becky Lindseth
FROM: Kari Koenig

Total number of pages including cover sheet: 10

If you do not receive all the pages please contact:
218-281-3290

Comments:

HUGO’S #4: 1310 UNIVERSITY AVE., CROOKSTON, MN 56716
218-281-3690- FAX 218-281-5827
Proposition #866
Status - Application Submitted

**Project Information**

**Project Title:** Electronic Health Records in Nursing Education  
**Project Contact:** Koenig, Kari  
**Institution:** Northland Community and Technical College, Thief River Falls  
**Project Start Date:** 2008-01-21  
**Project End Date:** 2008-05-15

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Email kellt.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Paesler, Dennis
Title/Position: Human Resources
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-681-0847
Fax: 218-681-0774
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Title/Position: Community College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 1613 Cedar Court
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Phone: 218-773-4780
Fax: 218-681-0990
Email: Kari.Koenig@northlandcollege.edu
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Budget Narrative

Approximately 100 hours of time is required from a lead faculty member each semester to:
1. Orient students and faculty to the system, 2. Develop, implement, evaluate and improve activities compatible with the system, 3. Mentor faculty and students, providing support, trouble shooting and connection to resources, 4. Serve as campus representative on a state wide committee for evaluation and continuous improvement of system. Department funds were used to cover the travel and material costs associated with the project. Campus and department funds were used to cover costs needed to enroll 200 students into the program.

http://wwwctl.mnsceu.edu/grants/application/print.php?prop_id=866

5/23/2008
Proposal #866
Status - Application Submitted

Objectives

The top three principles that will guide this project:

- Encourage successful student learning
- Encourage innovation involving use of technology by students and faculty
- Meet workforce needs

The main objectives or goals of this project:

- Active learning, experiential learning
- Applied learning, problem-based learning
- Student research
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Teaching methods
Proposal #866
Status - Application Submitted

Disciplines addressed in this project
HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES.

Project Narrative

OBJECTIVE I: Have case study assignments related to specific EHR cases available for use in clinical II.
ACCOMPLISHMENTS: Developed three case studies that could be used throughout the entire academic year (clinical I or clinical II). These case studies cover the topics of care planning, client education and research and application of cellular metabolism problems. They can be done as an entire clinical group with the instructor guiding the system, or they could be done as individuals or small groups where the participants navigate through the system and complete the questions on the case study. Also developed was an admission assignment that can be used in place of admitting an actual patient in the clinical setting. These documents will be added to a clinical workbook being designed by another faculty. Clinical instructors will have the opportunity to use them whenever they choose. They could also be used as makeup assignments for students who miss partial clinical days.

OBJECTIVE II: Provide mentorship and assistance for students and faulty as they use the EHR system to complete their clinical assignments.
ACCOMPLISHMENTS: Spent 30-40 hours assisting students with issues related to accessing and navigating through the system. The HELP center at the systems office was instrumental in helping me provide advise to students. One of the biggest issues students had was the difficulty connecting with newer computers installed with vista. After trial and error, we were able overcome the barriers. Another barrier was the fact that I had oriented the students to the system during the first part of fall semester and they were asked to complete their first assignment during spring semester. The time between orientation and actual use of the system was a little to long. Many of the students forgot how to access and use the system and were frustrated when trying to navigate through it. Next year, orientation will be done within a few weeks of requiring the students to use the system.

OBJECTIVE III: Utilize specific EHR cases to provide an online clinical day for faculty to use on snow days.
ACCOMPLISHMENT: Developed an assignment that could be used for the entire clinical group in the event clinicals would need to be cancelled. The assignment uses the EHR cases as well as the discussion board in the Desire 2 Learn web support system used by the college. The students are divided in teams and are required to plan and discuss how they would care for the EHR patients they are assigned to. This assignment facilitated research, critical thinking and teamwork. In addition, the students were able to complete their clinical day as scheduled. This document will also be included in the developing clinical manual.

OBJECTIVE IV: Assist med/surg instructor with ways to implement EHR case studies into her classroom activities.
ACCOMPLISHMENTS: After discussion with the med/surg instructor, it was decided to start with developing case studies that would be useful for study/tutor sessions. Four case studies have been developed on a variety of med/surg topics. Several more will be developed throughout the summer months. These can be used independently by students.

in study groups, or in tutoring sessions. If used in tutoring sessions, they will be guided by an instructor and used for discussion.

OBJECTIVE V: Assist Health Assessment Principles instructor to determine the best EHR cases to use in her course.
ACCOMPLISHMENTS: After receiving preferred topics from the course instructors, three case studies were developed for this course. The cases studies are designed to help reinforce the topics of care planning/nursing diagnosis, IV therapy, and respiratory assessment. These case studies can also be done independently, as a small group, or as an entire class. The instructor will have access to the case studies to be used as she chooses.

OBJECTIVE VI: Provide training for spring admits so the program can be utilized in the courses they take this semester and throughout the remainder of the nursing program.
ACCOMPLISHMENTS: Due to a tight course schedule, it was difficult to find appropriate time required to officially train these students on the system. Since they don’t start clinicals until the fall it was decided to provide them with independent study materials to learn how to access the system. This was difficult as many of them had difficulty accessing the system. Therefore, they worked in groups for the one assignment they had to do. Plans are being made to officially orient them to the system for the fall semester. Also, time is being built into the schedule to orient the Spring 2009 admits to the system.

OBJECTIVE VII: Promote the use of EHR for research and additional assignments.
ACCOMPLISHMENTS: Faculty and students were provided with written instructions on how to access the research component of the EHR system. In addition, a clinical assignment was altered requiring the students to use this component for a research paper. Due to the benefits of evidence based research, faculty was also encouraged to use this site to support their clinical and classroom presentations. I used this feature a lot when researching topics for lectures and clinicals.

DISCUSSION: Since this EHR program is new to use in college systems, there were several discrepancies noted. This made navigating through the system frustrating for students and faculty. It was helpful to have me available to assist students when they had difficulties. If I was unable to help them, personnel at the systems level were very helpful. It was also helpful to have a contact person at MNSCU to communicate benefits and drawbacks of the program to. She was very supportive and is working on ways to assist us with use of the program. She is sponsoring an additional training session this summer which will be attended by myself and the director of the AD nursing program at NCTC. This will be useful in finding ways to improve use of the program. It will also be essential to network with other programs that are using this system.

See attachment for a sample of the clinical make up day described in objective III.

Uploaded file: EHR Clinical Make up Day.doc


5/23/2008
Clinical Make up Day
Intended to take the place of an eight hour clinical day

Your instructor will divide you into three groups. Each group will care for a different EHR patient. You will need to work together as a group to plan the care of this client. You will work together as if you are one person caring for the client. There will be times throughout the day where you will need to make decisions as a group involving delegation, prioritizing, patient care, patient teaching, etc.

Group I: Pristine 18. February 28, 3 - 11:30 shift
Group II: Pristine 46. August 22, 3 - 11:30 shift
Group III: Pristine 22. August 14, 3 - 11:30 shift

Keep in mind you will be collecting your data from the patient’s record on the date and shift assigned above. However, on the day you do this makeup clinical day, you will act as if you are all taking care of the patient on the same day. So, if your makeup day is March 31, 2009, that is the day you will all be caring for the patient even though you collect your data from that date assigned above.

For the first 3 hours of the shift, navigate through the chart and collect all the data you can on the patient. Review the orders, do a systems assessment, review labs, vitals, x-rays, meds, psychosocial/spiritual needs, and any other data you feel is important to contribute to the care of this patient. Type the following in a word document and submit it under part one in the discussion board by the beginning of the fourth hour:

- A summary of your assessment from above
- Was there a history and physical available to obtain information from
- Where did you go to obtain individualized information on your patient?
  Include areas besides the H & P that might provide you with information.
- List the patient’s priority needs and develop a plan of care for the shift.

During hour 4, read the documents posted by the other members of your group and respond with questions and statements regarding their statements. After this is done, as a group, come up with 3 priority nursing diagnosis’s to address for your client. If you have four people in your group, choose 4 nursing diagnosis’s. Each person should choose the nursing diagnosis they want to work up.

Spend hour 5 and 6 formulating your plan of care based on your assigned diagnosis. Incorporate in your plan of care, information you have obtained from the EHR help place. Click on the world icon located at the top of your chart, then click on the point of care reference resources. Go to the resources and use the drop down arrow under resources and chose consumer health information. Then chose healthline or mayo clinic. Type in the nursing diagnosis you are working on and see what information you find helpful either for nursing interventions or for patient teaching. Be sure to share this information with the rest of your group. Post your care plan.
and any other resources you found in the help place in part II of the discussion board by the beginning of hour 7.

During hour 7 respond to the other care plans in your group. Ask questions and give constructive suggestions to help enhance the care plans. Also respond to the information presented from the help site.

During hour 8 perform and evaluation of the day in section III of the discussion board. Discuss with your group, areas of the assignment you thought were helpful as well as barriers you encountered while doing this assignment.
Project Description

This project involved reviewing the current Infection Control training guidelines for health care providers as related to the training needs of NCTC health programs on both campuses. The training requirements for NCTCs main clinical sites were also reviewed. Upon completion of this data-gathering, an online training module was created that will be available to all health and human service programs for fall semester 2008. Completion of the training module and accompanying quiz will be a requirement for students as part of their preparation for clinical education experiences. Two different versions of final quiz were created in order that programs can choose the level of detail they want students to be tested on. This training module was developed as a stand-alone module as well as in a version that is deliverable in D2L.

The following goals, outcomes and timelines were completed:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Outcomes</th>
<th>Responsible Person(s)</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
</table>
| 1. Assess health program and clinical site infection control training guidelines and needs. | 1a. Survey created for both Health Division Program Directors and clinical education sites.  
1b. Data gathered and assessed to determine common training requirements. | *Create surveys – Both  
*Administer surveys – Beth: Health division programs.  
– Ruth: Clinical Education sites.  
*Assess data gathered – Both | Feb. 15, 2008 | Surveys were created and administered by Feb. 30, 2008. Data was compiled by the same date. |
<p>| 2. Review current CDC guidelines for infection control guidelines to determine appropriate | 2. Training information for training module that meets identified needs is gathered. | Beth &amp; Ruth | 2. Mar. 1, 2008 | Information to be included in the training was gathered from various sources. This goal was completed by March 15, 2008. |</p>
<table>
<thead>
<tr>
<th>Content for inclusion.</th>
<th>3. Complete computerized education module.</th>
<th>Beth &amp; Ruth</th>
<th>3. Mar. 30, 2008</th>
<th>The education module, quizzes (2 versions) and handouts for students were completed by April 15, 2008.</th>
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<td>3a. Education module completed.</td>
<td>Beth:</td>
<td>4. Apr. 15, 2008</td>
<td>The completed training module and accompanying documents were shared with Health and Human Service Program Directors at the May 2008 meeting. There were no suggested changes or additions.</td>
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<tr>
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<td>3b. Training completion testing and documentation processes identified and completed.</td>
<td>Ruth:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feedback</td>
<td></td>
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<tr>
<td></td>
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<td>from Health</td>
<td></td>
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<tr>
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<td></td>
<td>Program</td>
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<td></td>
<td></td>
<td>Directors</td>
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<tr>
<td></td>
<td></td>
<td>from clinical</td>
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<tr>
<td></td>
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<td>sites.</td>
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<tr>
<td></td>
<td>4. Obtain feedback on module from Program Directors and Clinical Education sites.</td>
<td></td>
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<tr>
<td></td>
<td>4. Feedback obtained that can be incorporated into final product</td>
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<tr>
<td></td>
<td>5. Finalize training module and add link to NCTC Health and Human Service Website.</td>
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<tr>
<td></td>
<td>5a. Make changes based on feedback.</td>
<td>*Changes to presentation – Both</td>
<td>5.May 30, 2008</td>
<td>The training module, quizzes, and handouts were finalized and packaged for delivery via D2L and as a stand-alone version for the web.</td>
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<tr>
<td></td>
<td>5b. Have link created to training module from NCTC’s website</td>
<td>*Link to website – Beth</td>
<td>5.May 30, 2008</td>
<td>The training module, quizzes, and handouts were finalized and packaged for delivery via D2L and as a stand-alone version for the web.</td>
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**Dissemination**

This training module will be available for all interested college faculty, administrators and clinical sites for use starting in Fall 2008. Feedback will be gathered from health and human service program directors at the end of Fall 2008 regarding the need for additions or improvements to the training module.
Final Report on Fast Track Refresher Sessions #919
Submitted by Sherry Lindquist and Barb Weber
Northland Community and Technical College
May 29, 2008

Description of Project
♦ Design 4-day, 16-hour refresher sessions for students who have been placed into developmental math, reading, or English courses
♦ Offer an Accuplacer re-test in the relevant subject(s) at the end of the session
♦ Charge $10 to cover the cost of the re-test, other costs covered by grant
♦ Develop promotional materials to be mailed to new and prospective students and displayed on campus

Anticipated Outcome
♦ At least 50% of students registering for the refresher sessions would re-test into the next higher level course by the end of the sessions

Preparing for the Sessions
♦ Limit sessions to 15, one morning session (8-noon) and one afternoon session (12:30-4:30 pm)
♦ Limit session to May 19-23, due to reporting constraints (July 2008 session not possible with reporting deadline of June 1, 2008).
♦ Offer Math 1 and Math 2, one in morning, one in afternoon. Math 1 would cover Math Foundations and Introductory Algebra. Math 2 would cover Introductory and Intermediate Algebra.
♦ Replace English session with a combined Reading/English session, offered morning and afternoon, as Reading test became the standard for placement for ENGL0090 and READ0098. Combined session would cover context, vocabulary, main ideas, supporting details, and relationships (chronological, exemplification, definition, comparison/contrast, cause/effect).
♦ Use Desire2Learn for storing materials and offering review opportunities
♦ Use campus library for sessions and classrooms as needed
♦ Take Accuplacer tests ourselves, learn to administer Accuplacer re-tests
♦ Determine registration method
♦ Create content for refresher sessions
♦ Obtain textbook publisher's permission for students to use review websites
♦ Prepare informed consent and exit surveys

Observed Outcomes

Registration
♦ One student registered for Math 1, student was planning to enter Northland in Summer or Fall 2008
♦ One student registered for Math 2, student was planning to enter Northland in Summer or Fall 2008
Two students registered for Reading/English—morning session, one was current student, one was a new student planning to enter Northland in Summer or Fall 2008

One student enrolled in two sessions: Math 1 and Reading/English, for a total of four students enrolled in the May 19-23 sessions

NOTE: Because high school students (a significant target audience) were unable to attend the May 2008 session, we added a session June 9-13, 2008, at no additional charge to the institution. We will submit results from that session to the committee in mid-June for informational purposes. To date, we have had over 15 inquiries about registering for the June session.

Entry/Exit Level Scores for Relevant Accuplacer Test (Math or Reading/English)

♦ Fast Track Reading
  o Student 1: Entry Score—73.3 Exit Score—87.9 Improved score by 14.6 points, or 20%, tested out of READ0098 and ENGL0090. Student is now eligible for ENGL1111.
  o Student 2: Entry Score—34.2 Exit Score—45.3 Improved score by 11.1 points, or 32%, although the student did not score high enough to test out of READ0098 or ENGL0090

♦ Fast Track Math 1
  o Student 1: Entry Score (Arithmetic)—28.4 Exit Score (Arithmetic)—64.8 Improved score by 36.4 points, or 128%, tested out of MATH0080. Student is now eligible for MATH0090.

♦ Fast Track Math 2
  o Student 1: Entry Score (Elementary Algebra)—49.5 Exit Score—61.4 Improved score by 11.9 points, or 24%, Student is now eligible for MATH0098 instead of MATH0094.

Placement into next higher level course
(Note: MATH0080 Math Foundations is the lowest level Mathematics course, ENGL0090 Fundamentals of English is the lowest level English course, and READ0098 is the lowest level Reading course)

♦ 1 student placed into MATH0090 Introductory Algebra
♦ 0 students placed into MATH0094 Pre-College Algebra
♦ 1 student placed into MATH0098 Intermediate Algebra
♦ 0 students placed into MATH1110 College Algebra
♦ 100% of all students registering for a Math refresher placed into a higher level course after the sessions

♦ 1 student placed into ENGL1111 Composition 1
♦ 1 student remained at the developmental level for READ0098 and ENGL0090
• 50% of all students registering for the Reading/English portion of the refresher placed into a higher level course after the sessions

Unanticipated Outcomes

• Concern from Learning Services/Adult Basic Education about duplicating their individual tutoring program for students wishing to retake tests—allayed concerns by focusing on short term nature of Fast Track and that it was designed primarily for new students who would not have access to tutoring as they had not yet begun to attend classes.

• Established college procedure for Accuplacer re-testing—students cannot retake the Accuplacer if they have already attempted the developmental course, so we needed to be sure to check transcripts of students registering for sessions.

• Experiencing Accuplacer for ourselves—an eye-opening experience to see the difficulty level and branching format, helped us prepare our tutorials. In the case of the various levels of math, it required more than one attempt at the test.

• Challenges of getting new students enrolled in D2L “courses” to access material—Karleen Delorme and Jo Schill collaborated to find a way to create the course in ISRS, enroll students, and then enroll them in the D2L shell. Students who enrolled in the Fast Track program the day before it started or the day that it started were unable to access D2L materials for much of the week, meaning they would need to participate under generic “student access” login names.

• Concern from high school students who were not able to come in May—resulting in our offering a second session June 9-13 at no additional cost to the college. Mary Fontes agreed to mail brochures to new students whose scores indicated a need for developmental course work. Sue Ridley also promoted the refresher when discussing Accuplacer results with new students. Brochures were also given to Learning Services, to Karen Meine at the main desk, and to the counselors.

• Additional data analysis will be necessary for the second Fast Track session. Since it is offered after the due date for our final report, the results of the second session will be submitted in June as an addendum to this report.

Student Comments

From Survey Data

• One student took Math 1, one student took Math 2, two students took Reading/English. NOTE: one student took Math 1 and Reading/English, so there were a total of three students enrolled in Fast Track sessions.

• Two students who signed up for a Fast Track refresher attended all four sessions; one student missed the first session and started on day 2.
• Two students learned of the program from counselors, one from e-mail/brochure
• Two students wanted to take the refresher to test out of a course, while one wanted to review skills before beginning college
• All students felt the sessions were what they expected them to be based on promotional material
• All students felt the session instructors gave clear directions on how to complete work for each session
• All students were satisfied with the quality of the Fast Track sessions they attended
• All students would recommend Fast Track to a friend
• Two of three students were willing to pay $100 for the sessions, while one was willing to pay $75.
• Estimate of entry level knowledge of subject area: two students said “3” on a scale of 1-5, one student said “2”
• Estimate of exit level of knowledge of subject area: two students said “5” on a scale of 1-5, one student said “4”
• Confidence in subject area at beginning of refresher sessions: two students said “2” on a scale of 1-5, one student said “1”
• Confidence in subject area at end of refresher sessions: two students said “5” on a scale of 1-5, one student said “4”

Comments from Students

• Come to all of the classes
• It’s cheap and easy and saves you money.
• I certainly liked it a lot. It has been a great refresher course. Sherry and Barb, you guys were great. Thank you!
• Students were grateful for the opportunity and appreciated the low cost of the sessions.

Budget Report

• $200 requested for photocopying brochures and printing promotional posters, to reimburse cost center 323821
• No cost included for mailing, as brochures were sent as part of regular admissions office mailings to new and prospective students
• $5000 to be disbursed to Barb Weber, $5000 to Sherry Lindquist for researching and developing session material, designing promotional material, and facilitating the refresher sessions

Future Plans

• Offering another session June 9-13, 2008 at no additional cost to the college to accommodate high school students who could not attend the May 2008 session
◆ Availability to offer another session in July/August 2008 upon request, $1500 per instructor per session (for example: $3000 if Math 1 and Math 2 offered), plan to charge students $100 for the session, including Accuplacer retest fee, unless Northland is willing to bear a portion of the salary costs
◆ Seek funding for refresher sessions in Summer 2009 to offset costs
◆ Anticipated amount to charge students: $100, based on 15 students per session
◆ Explore options for developing hybrid refresher sessions combining on campus sessions with additional online practice and/or worksheet practice at home between sessions
◆ Explore options for offering the session in early January 2010 for students entering at mid-year
◆ Explore options for duplicating the sessions at the Thief River Falls campus
◆ Promote the sessions as preparation for Accuplacer before students take the test the first time, as well as continuing to promote sessions for “retake” option

Sharing Results

◆ Final report will be posted at the MNSCU site: http://awardsforexcellence.project.mnscu.edu/index.asp?Type=LINKBULD&SEC={E766FD70-E79B-4340-A8C7-2FF8EECB0B79}
◆ Both faculty members will actively seek opportunities to share results in department/division meetings and in-service meetings as well as sharing results with individual faculty who teach developmental courses
◆ Both faculty will submit the results to regional and national conferences and publications for consideration, such as the University of North Dakota Beyond Boundaries conference, the Desire2Learn Users conference, the MERLOT (Multimedia Educational Resource for Learning and Online Teaching) conference, and the Journal of Online Teaching and Learning.
FastTrack Session 2: June 9-13

*Page 2 includes suggestions for future sessions

Students Enrolled:

GTEC0001 FastTrack Reading/English: 5 students
MATH0001 Math 1: 3 students
MATH0002 Math 2: 2 students

Accuplacer Scores

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<tr>
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<th>Subject</th>
<th>Entry</th>
<th>Exit</th>
<th>Results</th>
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<tbody>
<tr>
<td>1</td>
<td>Read/Engl</td>
<td>67.80</td>
<td>96.6</td>
<td>No dev Read/Engl required</td>
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<tr>
<td>2</td>
<td>Read/Engl</td>
<td>65.00</td>
<td>77.69</td>
<td>No dev Read/Engl required</td>
</tr>
<tr>
<td>3</td>
<td>Read/Engl</td>
<td>42.60</td>
<td>66.50</td>
<td>No dev Read, needs Engl</td>
</tr>
<tr>
<td>4</td>
<td>Read/Engl</td>
<td>62.40</td>
<td>88.80</td>
<td>No dev Read/Engl required</td>
</tr>
<tr>
<td>5</td>
<td>Read/Engl</td>
<td>52.70</td>
<td>63.80</td>
<td>Needs dev Read/Engl</td>
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</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Subject</th>
<th>Entry</th>
<th>Exit Arith</th>
<th>Exit Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Math 1</td>
<td>43.2(Arith)</td>
<td>67.7(Arith)</td>
<td>77.4(Elem Alg)</td>
</tr>
</tbody>
</table>

Student originally tested into Math 0080 (Math Foundations). Student is now exempt from Math 0080(Math Foundations) and Math 0090(Introductory Algebra) and is now eligible for Math0098(Intermediate Algebra).

<table>
<thead>
<tr>
<th>Student</th>
<th>Subject</th>
<th>Entry</th>
<th>Exit Arith</th>
<th>Exit Algebra</th>
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<tbody>
<tr>
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<td>20.8(Arith)</td>
<td>58.2(Arith)</td>
<td>32(Elem Alg)</td>
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</tbody>
</table>

Student originally tested into Math 0080 (Math Foundations). Student is now exempt from Math 0080(Math Foundations) and is eligible for Math 0090(Introductory Algebra).

<table>
<thead>
<tr>
<th>Student</th>
<th>Subject</th>
<th>Entry</th>
<th>Exit Arith</th>
<th>Exit Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Math 1</td>
<td>37.7(Arith)</td>
<td>95.2(Arith)</td>
<td>88.5(Elem Alg) 22.3 (Coll Math)</td>
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</tbody>
</table>

Student originally tested into Math 0080 (Math Foundations). Student is now exempt from all developmental math courses (Math 0080, Math0090, Math0098), and is ready for a college-level math course.

<table>
<thead>
<tr>
<th>Student</th>
<th>Subject</th>
<th>Entry</th>
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<th>Exit Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Math 2</td>
<td>54(Arith)</td>
<td>25(Elem Alg)</td>
<td>52.1(Elem Alg)</td>
</tr>
</tbody>
</table>

Student had tested out of Math 0080(Math Foundations) and was eligible for Math 0090 prior to Fast Track. Student is now eligible for Math 0094(Pre-College Algebra).

<table>
<thead>
<tr>
<th>Student</th>
<th>Subject</th>
<th>Entry</th>
<th>Exit Arith</th>
<th>Exit Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Math 2</td>
<td>45(Arith)</td>
<td>78.5(Arith)</td>
<td>76.3(Elem Alg)</td>
</tr>
</tbody>
</table>

Student originally tested into Math 0080 (Math Foundations). Student is now exempt from Math 0080(Math Foundations) and Math 0090(Introductory Algebra) and is now eligible for Math0098(Intermediate Algebra).
Ideas for Future Fast Track Sessions

- Mini-review sessions before test—2 hours, perhaps one evening during the week
- Comprehensive review sessions—2 hours daily for 4 days, take-home review work (booklets, CDs, D2L), test on Friday
- Follow up with Fast Track “graduates” to see how they did in courses
- Develop web-based review that incorporates interactive and downloadable testing and links
- Promote refresher sessions with Trades and Technical programs that have large blocks of time scheduled for program-specific courses or courses scheduled outside of the traditional semester
Awards for Excellence Final Report

Designing and Implementing H-POD:
Health Program Orientation Day

Elizabeth McMahon, Ruth LeTexier, and Justin Berry

Project Description

This project created the framework and necessary content for inclusion on the first deliver for a Health and Human Service Division-specific orientation day that would be used by all interested programs. One half of the orientation day would be for all incoming health and human service division students, with the other half consisting of program-specific orientation. Many health care programs have decided to take part in the orientation day, which will take place on the week before classes start on Thursday, August 21, 2008.

Programs that will be taking part in the orientation: Surgical Technology, Radiology Technology, Cardiovascular Invasive Technology, PTA, OTA, and possibly paramedicine and respiratory therapy.

Please refer to the Goals/Outcomes/Timeline table for project goals.

Goals/Outcomes/Timeline

The following goals, outcomes and timelines were completed:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Outcomes</th>
<th>Responsible Person(s)</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Survey input from health and human service division faculty and student services personnel for proposed H-POD agenda</td>
<td>1. Survey created and administered</td>
<td>1. Beth</td>
<td>1. Survey collected by Feb. 15, 2008</td>
<td>Input received from surveyed faculty</td>
</tr>
<tr>
<td>2. Identify elements that will be included in the H-POD agenda</td>
<td>2. Common elements identified through analysis of returned survey</td>
<td>2. All</td>
<td>2. March 1, 2008</td>
<td>Elements identified through analysis of returned feedback</td>
</tr>
</tbody>
</table>
### Dissemination

The results of the project will be recorded in a written report that will be made available in electronic form to interested faculty and administrators. Evaluations completed by participants of the orientation day will be summarized and presented at a Health and Human Service Division Program Director meeting Fall 2008.
Health Program Orientation Day  
H-POD Schedule

8:30-9:00  Location: Room 315  
Welcome to NCTC  
Administrative welcome [insert name of admin]  
Icebreaker/Mixer

9:00-9:45  Informational session to include  
• Common forms, policies, and procedures  
• Criminal background checks; immunization & health screening  
• Professionalism  
• HIPAA, Infection Control Module FYI

9:45 -10:00  Break

10:00-11:00  Student Services and Learning Center Services  
[take-aways: test taking strategies]  
Library services, On-line resources  
[cards, searches, databases]

11:00-11:30  D2L Overview [handout]

11:30-11:45  Conclusion of morning session – feedback forms

12:00-12:45  Lunch

12:30-4:00  Photo Identification Badge – Library

1:00 – 3:00  Program specific meetings [list rooms for specific areas]
Award for Excellence Project

CLINICAL EDUCATION MANUAL

By

Mei SATHER

What teaching and learning strategies were used in your project?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Provide a statement describing the strategies you selected and explain your rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active learning, experiential learning</td>
<td>Education has no time limits and teaching our students how to learn is our goal. We emphasize a student’s learning process be self-centered and encourage the student to be self-directional. In this manual, there are many learning activities actively used as strategies to train students, such as selection of students for assignment of a particular clinical case/patient; evidence-based practice; The use of a “clinical pearl”, etc. Students have their own individual learning styles and paths they follow during their education. The strategies developed will help a student follow-up with their own plans and reach their goals.</td>
</tr>
<tr>
<td>Applied-learning, problem-based learning</td>
<td>Nursing education is slightly different from other majors because a nurse may face many unexpected or unpredictable situations. For this reason, “problem-based learning” will be an important strategy to implement into our program. This manual uses this strategy to foster the student’s critical thinking ability and skills.</td>
</tr>
<tr>
<td>Service-learning and community engagement</td>
<td>In the section containing the learning activity bank, there is a discussion of a community service learning activity. Each clinical instructor will assess the community needs and suggest a different</td>
</tr>
<tr>
<td>Area</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Community service</td>
<td>Community service learning activity for their students. This manual collects different ideas of community service learning activities from eight (8) clinical sites. Through this activity students learn to develop a team project for the community and provide a project that follows the nursing process, including &quot;assessment&quot;, &quot;diagnosis&quot;, &quot;planning&quot;, &quot;implementation&quot; and &quot;evaluation&quot;.</td>
</tr>
<tr>
<td>Student research</td>
<td>This strategy is similar to the first one of &quot;active learning&quot;. Several learning actives in this manual will exercise this strategy to improve the student's learning, such as use of a verbal quiz during the pre-clinical conference. Knowing your client's history prior to care is mandatory for a nursing student. Good research reflects good quality of nursing care, increased confidence and safe practice.</td>
</tr>
<tr>
<td>Technology-supported learning</td>
<td>The health care environment is ever changing and getting increasingly complex as a result of medical technological advancements and an increasingly electronic medical system. Depending on the clinical site there may not be in use a highly technological medical system for patient care. In order to prepare our nursing students, this manual uses a strategy introducing the ERH learning activity, allowing our nursing students to have an opportunity to learn this system.</td>
</tr>
<tr>
<td>Tutoring</td>
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</tr>
<tr>
<td>Internships</td>
<td>Not Applicable</td>
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<tr>
<td>Study abroad</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Improved student services</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>We would like to establish a “team concept” for our nursing students. In reality, nursing emphasizes teamwork in caring for clients, especially under critical situations. This manual represents a good example as teamwork. This manual won’t be completed without all my nursing colleagues providing great ideas and input.</td>
</tr>
</tbody>
</table>
Project Information
Project Title: Student Self Advisement
Project Contact: Schmalenberg, Kathryn
Institution: Northland Community and Technical College, East Grand Forks
Project Start Date: 2008-02-15
Project End Date: 2008-06-16

Project Abstract:
In this project, I will create a template for students to access and follow throughout their tenure. It will be on the Northland web site and students would be able to use and adjust it to meet their individual needs for each program. The template will act as a program planning form and at the same time, they will be able to use this tool as a working document on the web.
Proposal #861
Status - Application Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4630
Fax: 218-773-9924
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Schulte, Gerald
Title/Position: Business Manager
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-681-0848
Fax: 218-681-0848
Email gerald.schulte@northlandcollege.edu
Contacts

Primary Contact:
Name: Schmalenberg, Kathryn
Title/Position: Technical College Faculty
Institution: Northland Community and Technical College, East Grand Forks
Address: 2022 Central Avenue NE
East Grand Forks, MN 56721
Phone: 218-773-4533
Fax: 218-773-4575
Email Kate.Schmalenberg@northlandcollege.edu
## Budget Narrative

Time spent researching and creating template will be the only expense in this project. This project will take approximately 125 to 150 hours to complete.
Proposal #861
Status - Application Submitted

Objectives
The top three principles that will guide this project:

- Provide affordable access
- Encourage innovation involving use of technology by students and faculty
- Enhance student program planning.

The main objectives or goals of this project:

- Technology-supported learning
- Improved student services

Outcomes anticipated from this project:

- Student Learning
- Create an advising tool for students to easily use and assist them in their program planning.
Narrative: The students who are enrolling in Northland College are increasingly more electronically knowledgeable and sophisticated. They are looking for ways to acquire information to assist them in achieving their career and academic goals more quickly and easily. They want information for their program plans, what they have taken and where everything fits into their program of choice. The students are also coming to Northland with more transferable credits which make their advisement more complex. In this project, I will create a template for students to access and follow throughout their tenure. It will be on Northland’s web page and students would be able to use and adjust it to meet their individual needs. The template will act as a program planning form and at the same time, they will be able to use this tool as a working document on the web. Faculty advisors would be able to assist them make informed choices for their program in the least amount of time because the student would also be an active participant in the process. This site will also contain policy and procedure links, program, transfer information links, as well as terminologies that are used in education. Many of these tools are already in place but need to be in a more readily available and useable format for advisement purposes. Rationale: The number of enrolled students is increasing and face-to-face advisement is becoming more difficult to schedule between both the student and the faculty, advisors or counselors. This template could be used as an added tool for the face-to-face advising, or for some students, who are very independent and feel secure in their knowledge and ability; it could be their main source of advisement. Those students, of course, would still have access to faculty or counselors/advisors to ask questions and seek advisement. However, since students of today are very sophisticated web consumers, they want things and information quickly. Many of our students have known the internet all of their lives and feel very comfortable using it. Also, with more time could be spent in developing a valuable relationship between faculty and students. Building better relationships within the college community has always been first and foremost on the minds of Student Services personnel and how that can be accomplished. Building better relationships between students and faculty/staff makes for a more congenial atmosphere for students to stay and feel a part of the college community. According to What Works in Student Retention, a joint study by ACT, the National Center for Higher Education Management Systems and Beal and Noel, 1980, there are three areas that are critical for retention. According to the study, these three goals areas are: 1. Academic Stimulation and Assistance, 2. Personal Future Building, and 3. Involvement Experiences. It is the involvement experiences that this project will attempt to address by freeing up both faculty and the students of the registration processes that student can do for themselves. Instead of spending an hour figuring out schedules and the like, the student and faculty member can have a more rewarding informal professional relationship. Anticipated Difficulties The difficulties which I may encounter are getting the actual web pages created. I want to get this into the list of projects for the web
manager, so that it can be utilized as quickly as possible for students. I will have to educate myself on the various modes of delivery that we could utilize. Easy access will be the focus. Interfacing programs may already be available, and I will also be researching those possibilities. Also, not all students will find web-based templates or information to be helpful. This way of disseminating information and tools on the web is not meant to eliminate face-to-face advising. Some students will still prefer the face-to-face, the personal advisement or counseling and may not take to this project on the web page at all. However, I am hoping that as these students become more computer-skilled, they will become more comfortable with technology to utilize this tool. Timelines: The timelines are tied to the web projects listing. I hope to get the forms and templates created within the 6 months to be placed on the web page. Other organization needs to take place on the home page along with this project. Links need to be reorganized to achieve the goals and objectives of this project. There is also the New Online Student Orientation which is going to be added to the web page and has been on the project list for over a year. The Student Self Advising page will be connected to these orientation pages. That way, any student who wishes may review the information at anytime in their tenure as a student. Outcomes: As a counselor, I believe that students want to be the creator of their own destiny and make their own decisions in their lives. In order to accomplish this goal, however, information is key. The information needs to be easily accessible and the outcomes will be that students will utilize these web pages for their own use and find them to be very useful in achieving these goals. Evaluation One of the ways that evaluations will be done could be the number of students utilizing the site. Also, a live questionnaire would be created to see what the student think about this tool as a viable alternative to meeting with their advisor every time they have a question. The evaluation would ask if the student felt the tool was adequate for their needs, ease in its use, whether they use it again and whether they would recommend their friends to use it. This questionnaire will be given to the initial volunteers to see if the template would need any changes. However, I think that the questionnaire should remain online as long as the page is up and running. Evaluations should continue to be on-going for continued improvement. Dissemination The template will be presented to students electronically and also through advising sessions to advertise the tool being available to them. It could also be shown to students while they register for their first semester during their orientation. Hopefully, when the on-line orientation is complete, this will be an important part of that process. I hope to show faculty and administration how the tool could be used and how to use it in information sessions. This information could be given at in-services, professional development days, and articles in the Pioneer.
Proposal #861
Status - Application Submitted

Outcomes
The top three principles that guided your project:
Provide affordable access
Met expectations
Once the program menus are submitted for publication on the website, they will be free for students and faculty alike to utilize.

Encourage innovation involving use of technology by students and faculty
Met expectations
Most of our students use the internet quite frequently and will find these menus to be very helpful in the planning of their program time frames. Those that don't utilize the internet as frequently may find that using these templates will give them the information that they need to complete their program easier than they anticipated online, and may help them become more acquainted with the internet. The Program Menu templates may also be used as hard copies.

Enhance student program planning.
Met expectations
Because of the information will be in an easily understood format in one location per program, it will assist both students and their advisors, as well as faculty, in planning program timelines. Planning is especially important with the rising costs of tuition to assist the students to acquire the knowledge and expertise they need to become a successful employee in their future.

The main objectives or goals of your project:
Technology-supported learning
Met expectations
The main goal of this project was to research various programs and create a generic template for all academic program plans to be plugged into eventually. Each program has its own set of specific particularities that will require customization of the generic template. Because of that, many program plans from various disciplines were plugged into the template to facilitate design and format of the generic template. This allowed faculty members to review this project within their own program planners and to critique it in a meaningful way. With faculty input, I was able to create various fields of information that can be cut/copied and pasted into the generic template to customize it to fit the needs of the various programs. Many design variations were used before the final version was decided upon.

Improved student services
Met expectations
I believe that once these program menus/templates are in place for each program in the future, it will enhance advising of students from the very beginning of their tenure with Northland. They will have the information regarding prerequisites and certain specific
program requirements all in one spot. If it will not possible to have all this information included in the template, a web link will be available to access information. This will help the student search out information that they may need, by giving them the location of the information.

**The outcomes you anticipated from this project:**

**Student Learning**

*Met expectations*

The outcome of this generic Student Self Advising template was to create an easy access to program information in one location. It was also to include the semester orders, the prerequisites, website links and other program specific information. Faculty members whose programs were chosen to be used as examples, were asked if the information was adequate and whether they felt the information provided was all inclusive and easy to follow. They were also asked if they thought it would be useful to them and their students. The faculty who were asked, were quite happy with the results and wanted to know when they would be published to the web. Faculty were emailed copies of their program templates. Students will be given the opportunity to utilize them as soon as faculty have approved their specific planners. However, this is an added bonus for students and faculty of the chosen programs as this was not the main goal to provide all programs with the Student Self Advising template.

Students from the chosen programs will be given the opportunity to take a survey of their thoughts on their program template. Any improvements that are suggested will be researched and utilized, if appropriate. This project is by no means a static project. This is a dynamic project that will continue as program plans will change including such things as the course choices, semester order changes, number of credits, etc.

**Create an advising tool for students to easily use and assist them in their program planning.**

*Met expectations*

The information provided in these templates will give students and advisors much of the program information they will need. The information that is provided is in one place, is easy to read and understand. Students can fill out the templates online, or print out a version of it to fill out by hand. It is easily accessible as long as one has an internet connection or has a hard copy.
## Proposal #861
### Status - Application Submitted

### Actual Budget - Received

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Grant Funds Received</th>
<th>Funds From Other Sources Received</th>
<th>Total Received</th>
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<tbody>
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<td>Compensation for project manager(s)</td>
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<td>$0.00</td>
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<tr>
<td>Estimated employer-paid fringe benefits for managers</td>
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<tr>
<td>Compensation for other faculty members</td>
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<td>Indirect/Administrative costs (Overhead)</td>
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<tr>
<td>Other</td>
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<td><strong>Total Received</strong></td>
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### Proposal #861
### Status - Application Submitted

### Actual Budget - Spent

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Grant Funds Spent</th>
<th>Funds From Other Sources Spent</th>
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<tr>
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<td>Consultants/Contractors</td>
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<tr>
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<tr>
<td><strong>Total Balance</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Final Budget Narrative
The research and creation of the templates took approximately 130 hours.
Proposal #861
Status - Application Submitted

Final Narrative
Final Project Narrative
Dissemination Activities

- Your own classroom or lab

Details related to dissemination activities:
Since I work in Student Services, I will be utilizing this project in my everyday work. I will also be presenting this project to all of Student Services personnel on how to use this tool with students.

Future sustainability

- Commitment obtained for project continuation at your institution

Details related to sustainability outcomes:
This is not a static project. There will be changes in the future through program changes, etc. As always, if improvements are suggested, they will be incorporated.

Uploaded file: See attached in email.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Description</th>
<th>Credits</th>
<th>Lec/Lab/OJT</th>
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Total Credits

Program Web site link
Extra space to add additional course work, if needed.

Did you know that you can get your Accuplacer scores from your DARS report? Go through your Registration portal, click on Grades and Transcripts, click on Degree Audit Report.

Need help reading your DARS report? Follow this link for a tutorial: http://www.dars.mntransfer.org/updaters/captivate/DARSOverview.swf

More Program information

Please do not wait until the last semester to seek the assistance of an Advisor or Counselor. It is ultimately your responsibility to make sure you have taken the correct requirements for your program.

All developmental courses must be completed with a grade of "C" or better before graduation.

All required technical and elective courses must be completed with a grade of "C" of better as well as maintain a 2.0 GPA overall to graduate.

You may wish to compare your DARS report with this Program Menu Planner to make sure you are on track.

We reserve the right to periodically update information without notice. The information in this publication should not be regarded as contractual in nature.

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What is Minnesota Transfer Curriculum? Mn Transfer Curriculum is comprised of transferable Liberal Arts courses that are categorized in 10 goals areas. These are generally considered transfer courses or General Education Courses that you would take your first two years of a 4 year degree. See this link for a more detailed explanation:

http://www.northlandcollege.edu/transfer/goals/
Proposal #855
Status - Final Report Submitted

Project Information

Project Title: Nursing Faculty Orientation to PDAs
Project Contact: Sorvig, Dorinda
Institution: Northland Community and Technical College, Thief River Falls
Project Start Date: 2008-01-21
Project End Date: 2008-05-31

Project Abstract:
This project was an initiative to prepare for the utilization of personal digital assistants (PDAs) in both our practical nursing program and associate degree nursing program on our campus.
This project facilitated the training of faculty on PDAs during spring semester 2008. Faculty had the opportunity to learn the basics of a PDA, how to load software onto the PDA, sync the PDA with their computer, navigate around and among the software applications, and how the PDA can be utilized in the lab and clinical setting.
Proposal #855
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-773-4630
Fax: 218-773-9924
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Paesler, Dennis
Title/Position: Chief Financial Officer
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-681-0847
Fax: 218-681-0774
Email dennis.paesler@northlandcollege.edu
Primary Contact:

Name: Sorvig, Dorinda
Title/Position: Technical College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 1101 Hwy 1 East
          Thief River Falls, MN 56701
Phone: 218-681-0865
Fax: 218-683-7064
Email dorinda.sorvig@northlandcollege.edu
### Proposed Budget Summary

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Grant Funds Requested</th>
<th>Funds From Other Sources</th>
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### Budget Narrative

The budget request was for my work in providing training to nursing faculty for the PDA orientation. This time was for work not normally included in my current position, so work beyond my normal workload.
Objectives

The top three principles that will guide this project:
  o Encourage innovation involving use of technology by students and faculty
  o Attain technical skills
  o Promote life long learning.

The main objectives or goals of this project:
  o Active learning, experiential learning
  o Technology-supported learning

Outcomes anticipated from this project:
  o Faculty learning
Disciplines addressed in this project

HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES: HEALTH-RELATED KNOWLEDGE AND SKILLS.

Project Narrative

The PDAs, memory cards, and software applications were purchased through money from our division chair budget process. The money requested from the awards for excellence is for my work that involved activities not normally required by me in my current position. I spent at least 50 hours for these extra activities above and beyond my normal workload. These activities are described in the narrative section of this report.

 Uploaded file: Award for Excellence Proposal.doc
Outcomes

The top three principles that guided your project:

Encourage innovation involving use of technology by students and faculty
Met expectations

Attain technical skills
Met expectations
Faculty members involved have gained new technical skills in learning how to use a PDA. This bedside technology provides portable references rather than having to search for texts and reference books in the clinical setting. Faculty members are all at different skill levels in their utilization of PDAs. Some are very advanced and use all the programs and applications available, while some faculty are just using the basics skills. This is to be expected in a new technology endeavor. See evaluation results document.

Promote life long learning.
Met expectations
Several faculty members related to me that they would not go to clinicals without their PDAs any more. Several of us use the calendar/schedule program on the PDA and cannot do without that any more. Thus, we will be learning about new applications, software, and devices to continue the utilization of PDAs in the future.

The main objectives or goals of your project:

Active learning, experiential learning
Met expectations
This project provided faculty with active learning in that they learned how to use nursing references on the PDA. Most of the faculty took this technology to the clinical setting and demonstrated to students how valuable a tool like this can be. Active learning definitely took place.

Technology-supported learning
Met expectations
PDAs are a relatively new technology. Faculty members were provided with instruction on the basics of the PDA (how to use the calendar, tasks, memo, notepad, contacts, document to go programs), as well as nursing software that was programmed on a memory card for the PDA. This was a total technology supported project!

The outcomes you anticipated from this project:

Faculty learning
Met expectations
Yes, according to the project evaluations completed by faculty, faculty learning did occur. See the evaluation results in the narrative section of this report. They all support requiring students to purchase PDAs in the future.
**Proposal #855**  
**Status - Final Report Submitted**

**Actual Budget - Received**

<table>
<thead>
<tr>
<th>Budget Category</th>
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Final Budget Narrative

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Final Narrative

Final Project Narrative

The outcomes I planned to achieve with this project (Nursing Faculty orientation to PDAs) were met. Some outcomes were not met as well as I had hoped, but were met to some degree. Outcomes included:

1. Conduct PDA basics orientation to all nursing faculty (multiple sessions to accommodate faculty on several campuses)

2. Organize, set up, and facilitate webinars for all nursing faculty from the software vendor (multiple webinars to accommodate faculty on several campuses)

3. Provide ideas and resources to nursing faculty on how to utilize PDAs in the curriculum

4. Obtain monthly feedback and ideas from faculty members and share with all faculties (requires multiple meetings to accommodate faculty schedules)

5. Assist in troubleshooting with PDA difficulties

I distributed PDAs to 4 PN faculties and 7 AD faculties. Including myself, 12 faculty members were involved in this project. It was decided by myself and the RN director, to not include the part-time/adjunct faculty at this time.

I met with 10 of the faculty members either individually or in pairs to conduct the PDA basics orientation. This included traveling to Roseau, East Grand Forks, and Mahnomen to meet with faculty at those sites. Many hours were spent by me on set up, installation, and registration of the PDAs and software, before these orientation sessions could be held. Only two faculty members preferred to do all of the preliminary work on their own. I followed up these orientation sessions by creating a 'PDA Basics' document and sending to all faculty.

I organized, set up and facilitated 2 webinars from the software vendor. According to the evaluation completed by faculty, these were not very helpful, so I canceled the third webinar. There were connection problems, and it included some of the set up steps that I had already completed for everyone. I think this will be valuable to students, since they will be required to do these preliminary set up steps on their own.

I provided ideas for faculty in the orientation sessions on how the PDAs could be used in the clinical setting. I also distributed several case studies with questions, answers, and the path to find the answers in the nursing software on the PDAs to all faculty. This is one objective I wish I had done more of. However, from the feedback I was receiving from faculty, some were not to that point of use yet; they were struggling to find the time to practice with the PDA and only using the basic PDA functions. Therefore, it did not seem appropriate to exceed the faculties' comfort level with this technology.

Obtaining monthly feedback and ideas was done, but not in a documented form by faculty. I talked with some or most of the faculty every month to ask how it was going and how they were utilizing their PDA. I'd share how several of the faculty members', who were more skilled and comfortable with PDAs due to prior work on PDAs, were using the PDA in their work day. Several were truly obtaining the maximum amount of capability from the PDA. I sent the evaluation tool out at least 2 times (April and May) and received
8 responses out of the 11 possible. I did not send it earlier as planned, since most faculty members were not comfortable with them yet, and just didn't have time to do more with them. See evaluation results for their comments.

I spent many hours troubleshooting with the PDAs. Some occurred with the set up/installation and registration process, some with the webinar, some hours with a synchronizing problem, and last with one faculty members memory card and PDA device.

Overall, faculty seemed very appreciative of this project. The majority of faculty members feel we should continue working with PDAs and require students to purchase them in the future. As stated earlier, I spent at least 50 hours total for the above mentioned activities.

Thank you for this opportunity to promote technology at the 'point of care'!

**Dissemination Activities**
- Your own classroom or lab
- On-campus conference/workshop Presentation
- Program/Industry Advisory Committee presentation

**Details related to dissemination activities:**
I will be willing to prepare presentations and present to our college faculty at CTL sessions or inservice days. I will definitely be sharing my work with students in my own classroom or lab. I've already mentioned to students that faculty are learning how to utilize PDAs and the students' response in my class was that they want to use PDAs next fall! I'm also willing to share my project with our nursing advisory committee. It will be interesting to discover if any area health facilities are looking into some type of bedside/point of care technology, such as PDAs!

**Future sustainability**
- Commitment obtained for project continuation at your institution

**Details related to sustainability outcomes:**
After reading the evaluations completed by participating faculty members, they do believe we should continue working with PDAs and require students to purchase them in the future. See evaluation results attached.

Uploaded file: PDA evaluation tool - results.doc
### PDA evaluation tool  Results Spring '08 (8 out of 11 faculty responded)

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<tr>
<th>Question</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
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<td>1. How useful was the PDA basics orientation? (1=not useful at all; 2=somewhat useful; 3=very useful; 4=extremely useful)</td>
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<tr>
<td><strong>Comments:</strong> I knew nothing about a PDA, so all the information was very useful and vital to me to be successful in using in the PDA.</td>
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<tr>
<td>2. How useful was the webinar provided by the software vendor? (1=not useful at all; 2=somewhat useful; 3=very useful; 4=extremely useful)</td>
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<td>2</td>
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<tr>
<td><strong>Comments:</strong> It was too basic, not well prepared and poor connections. Difficulty connecting up.</td>
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<tr>
<td>3. How often did you use your PDA? (1=once per week; 2=several times per week; 3=once per day; 4=several times per day)</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>Comments:</strong> I use the medical dictionary all the time. It's great in the clinical setting when one is away from book references. Working on the basics.</td>
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<td>4. Did you receive adequate assistance with ideas and resources for PDA use? (1=no; 4=yes)</td>
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<td><strong>Comments:</strong> Yes, Nursing diagnosis book was added.</td>
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<td>5. Did you receive adequate assistance with PDA difficulties you encountered? (1=no; 4=yes)</td>
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<tr>
<td><strong>Comments:</strong> Not from company but faculty. Dorinda is very willing to help in every way.</td>
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<td>6. How often did you seek assistance with your PDA? (1= fewer than 5 times; 2=five to ten time; 3=ten to fifteen times; 4=greater than fifteen times)</td>
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<td>8</td>
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<tr>
<td><strong>Comments:</strong> I'm sure I will have more questions when I start using it more. I haven't been spending as much time as I would like to. My schedule has been so full, but I have every intention to become more proficient at using it.</td>
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<td>7. What program did you use the most on your PDA? (1=drug guide/IV drug guide; 2=medical dictionary; 3= lab reference; 4=nursing diagnosis)</td>
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<tr>
<td><strong>Comments:</strong> Other: Documents to Go. I've used all these programs, but the medical dictionary has been a great help.</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
8. Would you recommend the requirement of PDAs by students in the nursing program? (1=no; 4=yes)

**Comments:** I think it would be wonderful if all the students had them. It would mean references at their finger tips. What a helpful tool.
I think it is something that will be used in the hospital/clinical setting and it is wonderful that our nursing program has a lead on this. I know MSUM just started with them also with the faculty & students. Wonderful to have these being implemented!
I think we definitely should keep moving forward with the PDAs.
I think it is only a matter of time before all nurses will be required to use a PDA on the job where charting, etc. will be done. I love my PDA and use it as much as I can, but I just haven’t had the time to really use it for everything I’d like to use it for.

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I asked all faculties: “When do you feel we should start requiring students to purchase PDAs?”

**Answers:**
1. I think the PDAs should be used as soon as possible. I see students from NTC in Bemidji using them at NCRH now and it is so great. The other day I needed to look up a new syndrome and the student did it for me immediately. You have done an excellent job in your promotion of the PDAs.
2. Spring ’09 at the earliest
3. Fall ’09 at the earliest
4. Spring ’09 or fall ‘09
Proposal #885

Status - Final Report Submitted

Project Information
Project Title:
A Math Supplement for the LPN Skill I Student
Project Contact:
Swanson, Gayle
Institution:
Northland Community and Technical College, Thief River Falls
Project Start Date:
2008-03-05
Project End Date:
2008-05-30

Project Abstract:
The PN program has struggled with having the time to help the students learn math for nursing in their skills course. Some students of course have no problem, while others come with only math foundations as a background and struggle all the way through. The students have to pass a math competency test to pass Nursing Skills I, and before they start Clinical. What I provided for the students is a math supplement that will be in D2L that instructors can assign their students to and can help to promote the students success in basic nursing math.

Proposal #885

Status - Final Report Submitted

Officers

Chief Academic Officer:
Name:
Hanson, Kent
Title/Position:
Provost/Vice President of Academic Affairs
Institution:
Northland Community and Technical College, Thief River Falls
Phone:
218-773-4630
Fax:
218-773-9924
Email
kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name:
Lindseth, Becky
Title/Position:
Director of Human Resources
Institution:
Northland Community and Technical College, Thief River Falls

Phone:
218-681-0844

Fax:
218-681-0774

Email
Becky.Linseth@northlandcollege.edu

Proposal #885
Status - Final Report Submitted

Contacts

Primary Contact:
Name:
Swanson, Gayle
Title/Position:
Community College Faculty
Institution:
Northland Community and Technical College, Thief River Falls
Address:
1101 Hwy 1 East
Thief River Falls, MN 56701
Phone:
218-463-2702
Fax:
218-683-7064
Email
Gayle.Swanson@northlandcollege.edu

Additional Contact:
Name:
Field, Sue
Title/Position:
Director of AD Nursing
Institution:
Northland Community and Technical College, Thief River Falls
Address:
1101 Hwy 1 East
Thief River Falls, MN 56701
Phone:
218-681-0841
Fax:
218-683-7064
Email
Sue.Field@northlandcollege.edu
**Proposal #885**

**Status - Final Report Submitted**

**Proposed Budget Summary**

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**Budget Narrative**

$5000.00 for my time, that is all the resources needed.
Proposal #885
Status - Final Report Submitted

Objectives
The top three principles that will guide this project:

- Provide affordable access
- Encourage innovation involving use of technology by students and faculty
- Enhance quality and continuous improvement of programs

The main objectives or goals of this project:

- Technology-supported learning
- Tutoring

Outcomes anticipated from this project:

- Course and curriculum design

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Proposal #885
Status - Final Report Submitted

Disciplines addressed in this project
HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES.

Project Narrative
$5000.00 for my time, that is all the resources needed. The college already had the license for the Articulate Presenter program.

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Proposal #885
Status - Final Report Submitted

Outcomes
The top three principles that guided your project:
Provide affordable access
Met expectations
Provide affordable access.

Goal #3. (1) Put the entire course and quizzes into a D2L shell. (2) This goal was achieved by putting all 11 math modules and quizzes into its own D2L shell. Now each PN instructor can go in and roll it over into their own course to use whenever they wish. The instructors are familiar with D2L. It is in D2L for the instructors to use and this is free to the instructor. The students are also familiar with D2L, and can easily access these math modules and quizzes in D2L within the nursing skills course. These math modules are of no additional cost to the students. (3) The evaluation of this outcome is that the entire course is up in its own shell in D2L. The method used to determine the outcome was that the PN program had struggled with having the time to help the students learn math for nursing in their skills course. The students have to pass a math competency test to pass Nursing Skills I, and before they start Clinical I and Clinical II. The students have
struggled with this. This outcome provided a supplement in their skills course which demonstrated affordable access by putting into D2L. This outcome is evaluated when the student states they are using D2L with ease and seen with the completion of each quiz at the end of the module.

Goal #4. 1) Orient the PN faculty to its use. 2) This goal was achieved by accessing the PN faculty for needed changes to the program verbally and by developing a rubric for the faculty to evaluate the ease of use. 3) Faculty are comfortable with D2L. The rubric will be completed at the beginning and end of the semester, with emphasis to 'ease of use' for this goal.

Encourage innovation involving use of technology by students and faculty
Met expectations
(1) Goal #1. Develop Articulate presenter power points, activities and quizzes for 4 chapters in the Pickar Dosage Calculations book that the PN faculty use for their students.
Goal #3, Put the entire course and quizzes into a D2L shell.
(2) The goal #1 was achieved when all power points were developed. Goal #3 was achieved when the entire course and quizzes were put up into a D2L shell. With the innovation of using Articulate presenter, because the power points, with voice, with student access to reading the script also, and with learning activities with in each math module, these math modules definitely enhance student learning. The second way was of encouraging innovation involving use of technology was to put it into D2L for both the student and instructor. With the use of Articulate presenter and D2L to deliver this product this outcome was achieved.
(3) The evaluation method for meeting the outcome of goals #1 and #3 was determined by the instructors using this supplement and by using an evaluation rubric/ assessment given to the instructors that evaluates quality, content, ease of use, and the quality of the quizzes of this product.

Enhance quality and continuous improvement of programs
Met expectations
1) Goals: Goal #1. Develop Articulate presenter PP's. activities and quizzes for 4 chapters in the Pickar dosage Calculations book that the PN faculty use for their students. Goal #2. Take the 9 chapters that I have completed in the book, and fine tune them to the needs of the PN faculty.

2) Achievement: Goals #1 and #2. With using the articulate presenter program I developed power point slides with voice where the students could listen to me explain the math concept and also read what I was saying, thus it was enforced by two methods. Where appropriate, learning games and skill checks were incorporated to enhance the math concept. I made a total of 11 math modules. I exceeded the number of modules written for this goal. I fine tuned the modules to fit the needs of the LPN instructors and their student's schedule. At the end of the module the student were directed to take a 5 to 10 point quiz.
3) Evaluation: The students will be successful in completing the math quizzes by an 80% overall achievement rate, which is a satisfactory result for this course. The PN faculty evaluates these math modules using a rubric/assessment for quality, content, ease of use, and quality of the quizzes. Also, I will assess them for needed changes to the program in the upcoming semesters.

The main objectives or goals of your project:

Technology-supported learning
Met expectations
1) Goals: Goal #1. Use of articulate presenter, and Goal #3. Put the entire course and quizzes into a D2L shell.
2) Achieved: A total of 11 math modules were completed and put up into D2L for the PN faculty to use and roll over into their course for the student to use. The student will be exposed to an on-line supplement that is technology supported.
3) Evaluation: The instructors and the students use this math supplement as evidenced by the instructor putting it into their course, the instructors evaluating it with the use of the rubric explained above, the students utilizing the math modules, taking the quizzes, and passing them an 80% overall achievement rate.

Tutoring
Met expectations
Goals: To provide a teacher for the course material, that has been basically self taught and viewed as an independent project for each student. A math CD program that costs the student $60.00 has been offered to the student but has not been used with much regularity. This math supplement will enhance the students to more easily understand the concepts, and they have will access to it online at their time of convenience, with no additional cost.
2) Achieved. The students will utilize these prepared math modules starting this upcoming semester. They will take the quizzes in D2L and pass them by an 80% overall achievement rate. They will be prepared for Clinical I and II.
3) Evaluation: An evaluation of the course will be done by the students as evidenced by satisfactory results on the quizzes.

The outcomes you anticipated from this project:

Course and curriculum design
Met expectations
1) Goals: Course and curriculum design was to be met with Goals #1 and #2 on creating math modules that would meet the objectives of each chapter/lesson as evidenced by the development of PP presentations, activities, and quizzes to meet the objectives.
2) Achieved: 11 math modules were created that met the objectives of each chapter/lesson.
3) Evaluation: A rubric/assessment form that the PN instructor completes that evaluates the quality, the content, the ease of use, and the quality of the quizzes each semester this it is used.
Proposal #885  
Status - Final Report Submitted

### Actual Budget - Received

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<th>Budget Category</th>
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<th>Funds From Other Sources Received</th>
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### Actual Budget - Spent

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Instruction/Training    $0.00  $0.00  $0.00
Travel  $0.00  $0.00  $0.00
Lodging  $0.00  $0.00  $0.00
Meals  $0.00  $0.00  $0.00
Student compensation  $0.00  $0.00  $0.00
Capital equipment  $0.00  $0.00  $0.00
Materials/Supplies  $0.00  $0.00  $0.00
Facilities  $0.00  $0.00  $0.00
Indirect/Administrative costs  $0.00  $0.00  $0.00
(Overhead)
Other  $0.00  $0.00  $0.00
Total Spent  $5000.00  $0.00  $5000.00
Total Balance  $0.00  $0.00  $0.00

Final Budget Narrative
$5000.00 for my time, that is all the resources needed. The college already had the license for the Articulate Presenter program.

Proposal #885
Status - Final Report Submitted

Final Narrative

Final Project Narrative
This project has been welcomed by the Director of the PN program and by the PN faculty. They are very appreciative of having it developed and ready for use. They will utilize this supplement in the upcoming semester. It is user friendly and engaging. As the PN students have struggled with math, this developed project is an enhancement to their success in math skills.

Dissemination Activities

- Your own classroom or lab
- On-campus conference/workshop Presentation

Details related to dissemination activities:
This will be used in the LPN class, a class that I am not teaching, but will help other nursing faculty.

An on-campus presentation for I.T.on the use of Articulate presenter was scheduled for me to give this spring, but was postponed until a later date, which I anticipate to be this upcoming fall.

Future sustainability
- Project completed, no replication planned

Details related to sustainability outcomes:
Project is completed presently for the TRF PN program, with a possibility in the future of this being replicated for the EGF PN program.
Proposal #851
Status - Final Report Submitted

**Project Information**

**Project Title:** Concepts of Auto Body Restoration  
**Project Contact:** Wagner, Kent  
**Institution:** Northland Community and Technical College, Thief River Falls  
**Project Start Date:** 2008-05-19  
**Project End Date:** 2008-06-04

**Project Abstract:**
This class is for the general public who want to learn how to do auto body restoration at home as a hobby or possibly as a side income. There is no such course offered in the community for people who want to know how to do the restoration, but who don't want a diploma in auto body. The goal is to understand the safety issues, the new products, and the proper techniques for using the tools and procedures.
Proposal #851
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-773-4630
Fax: 218-773-9924
Email: kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Wagner, Kent
Title/Position: Auto Body Instructor
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-681-0804
Fax: 218-681-0774
Email: kent.wagner@northlandcollege.edu
Proposal #851
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Wagner, Kent
Title/Position: Auto Body Instructor
Institution: Northland Community and Technical College, Thief River Falls
Address: 1101 Hwy 1 East
Thief River Falls, MN 56701
Phone: 218-681-0804
Fax: 218-681-0774
Email Kent.Wagner@northlandcollege.edu

Additional Contact:
Name: Reuter, Tim
Title/Position: Auto Body Instructor
Institution: Northland Community and Technical College, Thief River Falls
Address: 1101 Hwy 1 East
Thief River Falls, MN 56701
Phone: 218-681-0807
Fax: 218-681-0774
Email tim.reuter@northlandcollege.edu
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### Budget Narrative

Requesting a total of $5000 to be split between Kent Wagner and Tim Reuter.
Proposal #851
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:

- Provide affordable access
- Enhance global perspective of students
- Meet community needs

The main objectives or goals of this project:

- Active learning, experiential learning
- Applied-learning, problem-based learning
- Service-learning and community engagement

Outcomes anticipated from this project:

- Student Learning
- Teaching methods
Disciplines addressed in this project

BASIC SKILLS. : MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.

Project Narrative

$5000 to be split between the two instructors, Kent Wagner and Tim Reuter.
Proposal #851
Status - Final Report Submitted

Outcomes

The top three principles that guided your project:

Provide affordable access  Met expectations
Yes through affordable and/or free use of shop space and equipment. Offered after normal work hours to accommodate schedules.

Enhance global perspective of students  Met expectations
Yes by hands on use of the products and projects. Developing the correct skills on how to apply them correctly.

Meet community needs  Met expectations
By offering an affordable course requested by the public at hours that allowed them to participate.

The main objectives or goals of your project:

Active learning, experiential learning  Met expectations
Demonstrated by observing participants applying the skills that were taught in class.

Applied-learning, problem-based learning  Met expectations
Applied the skills and products necessary to complete their projects. Worked with instructors to identify the correct procedures in creating the final project.

Service-learning and community engagement  Exceeded expectations
Positive feedback from participants. The workshop got the community into the building and illustrated how the college reaches out to meet specific community needs.

The outcomes you anticipated from this project:

Student Learning  Met expectations
Participants left with the basic knowledge in the following restoration skills among which are metal-straightening, body filling, corrosion protection, wire-feed welding, patch-repair, painting and detailing.

Teaching methods  Met expectations
Hands on experience, lecture and demonstrations.

5/21/2008
## Proposal #851

**Status** - Final Report Submitted

### Actual Budget - Received

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Grant Funds Received</th>
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Proposal #851
Status - Final Report Submitted

**Actual Budget - Spent**

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**Final Budget Narrative**

$5000 to be split between the two instructors, Kent Wagner and Tim Reuter.
Proposal #851
Status - Final Report Submitted

Final Narrative

Final Project Narrative
This class is for the general public who want to learn how to do auto body restoration at home as a hobby or possibly as a side income. There is no such course offered in the community for people who want to know how to do the restoration, but who don't want a diploma in auto body. The goal is to understand the safety issues, the new products, and the proper techniques for using the tools and procedures. The workshop will consist of a three-hour sessions, three days a week for three weeks during the summer. During those sessions, the auto body instructors will instruct the participants in how to restore various body parts on vehicles. The project is important on a community level. It brings community members into the school and illustrates through a practical application the value of the auto body program. It also meets a need for such a workshop to help people pursue their own restoration projects safely and professionally. By the end of the workshop, participants will have a basic knowledge in the following restoration skills, among which are metal-straightening, body-filling, corrosion protection, wire-feed welding, patch-repair, painting, and detailing. In that process of, they will also have knowledge of the tools, techniques, and safety measures needed in completing their own restoration project. Participants will do hands-on work during the workshop on parts, such as panels from the vehicles they are restoring from their own projects. Thus the instructors can evaluate their abilities in the aforementioned skills.

Dissemination Activities
- Your own classroom or lab
- Article or other publication

Details related to dissemination activities:
Discussed the workshop in class and handed out informational posters to local businesses.

Future sustainability
- Project completed, no replication planned

Details related to sustainability outcomes:
If possible, would like to make this into a credit-based course.

COLLEGE AWARD FOR EXCELLENCE – May 29 2008

Northland College

Kent Hanson CAO

AWARDEE INFORMATION

Terry Wiseth

VIRTUAL FIELD TRIP (Agassiz Wildlife Refuge)

It is my hope that the Virtual Field Trip developed give options or alternatives for Northland College Biology instructors and students in their field trip experiences.

BUDGET SUMMARY

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<tr>
<th>Budget Category</th>
<th>Brief Description</th>
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<td><strong>TOTAL</strong></td>
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<td></td>
<td><strong>$5000</strong></td>
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ACHIEVEMENT OF GOALS AND OBJECTIVES

1. Teaching methods: Were faculty teaching skills & strategies improved?

Met Expectations – I have increased my skills in providing the animations required for the Virtual Field Trip and have been motivated to increase the number of field collection data experiences as well as the number of represented different ecosystems.
2. Student Learning: Was student learning achieved with regards to increased knowledge of concepts and skills?

Met Expectations – Students performing the Virtual Field Trip indicated a high degree of satisfaction with the modules. Student surveys scored a 60% increase in pre-test, post-test assessments. Students did indicate a desire for more field collection data simulations and for an increased number of ecosystem experiences.

3. Other: Were there impacts on campus & community, improving cost-effectiveness, etc.?

Met Expectations – Students required only the digital form of the Virtual Field Trip. The data sheet for collecting data is provided in the lab as a pdf file to print out. This potentially can show a much improved cost-effective method of delivery to the students. Transportation to the Agassiz Wildlife Refuge and expensive data gathering machines were not required in order to perform the simulations and thus showed a much improved cost-effective method of delivery.

FACULTY EXPERIENCE IN IMPLEMENTING COLLEGE FACULTY AWARDS PROGRAMS

In your own words, please provide feedback on your participation in the program. Was it a creative teaching and learning experience? What were the lessons learned?

1. Budget

No budget money was required for the activity. Only currently available software and hardware were required for the project. Access to digitized three-dimensional objects was difficult to come by. Images used were gathered by photos taken by the author or provided by the US Game and Fish Department at no cost.

2. Student Interest

Students in the research group indicated a high degree of satisfaction with the Virtual Field Trip. Students did indicate a desire for more field collection data simulations and for an increased number of ecosystem experiences.

3. Institutional support

At this point the dissemination of the Virtual Field Trip was by CD ROM and by web site downloading of the labs. Northland College Biology Department supplied the CD ROM and the CD burners to produce the Virtual Field Trip CD.

WHAT PRINCIPLES GUIDED YOUR FACULTY AWARDS PROJECT?

1. Encourage Successful Student Learning Outcomes – Very Important
My hope is that students performing the Virtual Field Trip experience a high degree of satisfaction in achieving the student learner outcomes.

2. Achieve Collaboration and Partnerships – Very Important

Sharing the Virtual Field Trip with other Biology instructors will hopefully sustain or increase the collaboration and partnerships among the faculty of the Northland College Biology Department. Presently Biology staff at University of Minnesota-Crookston are interested in working with the author to possibly add to the Virtual Field Trip or increase the amount of interactivity. A possible partnership with UMC may be developed in providing for a Virtual Field Trip for the Fertile Sand Dunes.

3. Enhance Quality and Continuous Improvement of Programs – Very Important

It is my hope that the availability of alternatives to traditional field trips will enhance the experience of students taking courses from the Northland College Biology department.

TEACHING AND LEARNING STRATEGIES

1. Active learning, experiential learning.

An important concept in the authoring of the Virtual Field Trip was to incorporate a hands-on feel to the data collection experiences. Students gain this experience by selecting and manipulating objects with the mouse during the course of the experiments.


The Virtual Field Trip incorporates a set of problems or issues which need to be investigated. Student investigations are led by problem based sets of decisions and instructions to a conclusion by students. These conclusions are then applied in answering real-life cases or questions related to the subject material of the experiment.


This project at this point does not lend itself to this goal.

DISSEMINATION ACTIVITIES

1. Your own classroom or lab.

The authored Virtual Field Trip was disseminated by CD ROM and by a web-based download site. Northland College Biology instructors will be supplied with a copy of the CD ROM of the Virtual Field Trip. The Virtual Field Trip will also continue to be available by download from the internet.
2. **Article or other publication.**

Publication of the Virtual Field Trip will be through the produced CD and by internet. The author would entertain any other forms of publication or be available for interviews by area media.

**SUSTAINABILITY**

How do you plan to continue the innovations that you developed as part of this project?

1. **Commitment obtained for future funding of project at your institution.**

   The Northland Biology department will continue to sponsor the purchase of the CDs used for dissemination. The author will also continue to sponsor the web site for future downloads of the labs.

2. **Commitment obtained for project continuation at your institution.**

   My intentions are to continue to increase the number and types of field data collection exercises and the number of ecosystem experiences for the Virtual Field Trip.

**LESSONS LEARNED**

Identify lessons learned and provide recommendations for changes in College Awards program. In what ways could your project have been changed to achieve broader impacts and outcomes?

At this point a major consideration for future authoring would be securing adequate three-dimensional objects which serve as the tools, machines, etc required for a more professional look and feel to the data collection experience. Another major consideration would be to acquire more photo images of different events, plants, animals and ecosystems for the Virtual Field Trip. My research has shown that this will require some capitol outlay in securing the objects and their copyrights.

**SUMMARY NARRATIVE**

In your own words, provide a summary of the overall strengths and weaknesses of the project.

This project has greatly increased my ability to produce the animations in PowerPoint. Future authoring will be vastly increased because of this improved skill. Students overwhelmingly supported the Virtual Field Trip with positive feed back and with increased quiz scores on assessments. Limited access to three-dimensional objects was a hurdle, however a
solution is possible and will be addressed in future modifications to the Virtual Field Trip. A virtual portfolio has been set up to access the simulated labs at the following web address:

http://biologyonline.us/Virtual lab/Virtual Field Trip/Virtual Field Trip Agassiz.ppt
Awards for Excellence Reporting
Becoming a New Teacher
Bonnie Andrys

ORGANIZATION INFORMATION
College: Northland Community and Technical College, East Grand Forks

AWARD INFORMATION
Primary Faculty Member: Bonnie Andrys, Instructor

Project Title: Becoming a New Teacher
Project Start Date: 06/16/2006
Project End Date: 05/16/2007

Project Summary Narrative:
Host a Teacher Retreat titled, "Becoming a New Teacher." The retreat will offer teachers valuable time for critical reflections, a variety of activities and sharing in small and large groups. The retreat will challenge teachers to think about what they have always done and the sources of those teaching ideas, philosophies, and practices. The goal is that teachers will return to their classrooms with new ideas, new practices and a different view of teachers and students, thus, becoming a "new" teacher.

OUTCOMES
Student Learning:
- This objective was met indirectly. The retreat experience was for faculty members only, but all participating faculty had the opportunity to reflect upon their teaching, teaching philosophy, and teaching practices. Hopefully, some of the teachers will make some changes to their current ways of teaching.

Teaching methods:
- Exceeded expectations
- Faculty were given the opportunity to look at the "light" and "dark" sides of teaching, collaborate with one another, share ideas, opinions, and feelings about teaching, and a special session called "How to Use Games Effectively in Academic Classrooms" was held just for participating faculty.

Course and curriculum design:
- Met expectations
- Most likely, some teachers will make changes to the practice of their teaching and incorporate more active learning.

Student assessment:
- Met expectations
- As part of the retreat, we discussed issues related to assessment; also, the faculty were given the opportunity to assess their retreat experience.

Cross-curriculum skill development:
- Met expectations
- One of the sessions provided at the retreat was called "The Dark Side of Teaching." During this session we talked about assigning writing across the curriculum, and many teachers shared that, unless they were "English majors," they felt uncomfortable assessing writing skills in themselves.

Other:
- Exceeded expectations
- The number of faculty who attended the retreat far exceeded the original expectations of this retreat idea. Most of the teachers said orally and/or in writing, "This is the best inservice I have ever been to. This is what all of our inservices should be like. I hope you will do this again next year!"

Unanticipated Results
- Unanticipated outcomes turned out to be wonderful surprises! As the host of the retreat, I couldn't believe the excitement and enthusiasm, and

collaborativeness of the faculty. The "chemistry" throughout the retreat was pure excitement. Some teachers who originally signed up for the Friday-night session only, returned again on Saturday, claiming they didn't want to miss anything!

Lessons Learned

I learned that teachers, give the time and opportunity, truly DO want to reflect upon their teaching, share with their colleagues, learn from their colleagues, and be respected for the professionals that they are! This retreat was an experience FOR teachers BY a teacher and all about teachers and teaching. The retreat included a special meal, an interesting ice-breaker, several large-group sessions, and several small-group sessions. The teachers gave and received feedback from each other regarding whatever topic was being covered. This retreat experience was creative and innovative in that it was a time made especially for teachers to talk about teaching. Not only did the teachers learn new ideas and pedagogy, but also were able to share some of their teaching experiences. Probably the valuable event of the whole retreat was when teachers were divided into groups based on their years of teaching experiences, and any teacher could ask any group of teachers or individual teacher questions about teaching. What a great experience! Given the great response regarding the retreat, it should surely be offered again.

PRINCIPLES
Most important:
Second Most important:
Third Most Important:
Other:

STRATEGIES

DISSEMINATION
On-campus conference/ workshop Presentation
Article or other publication

SUSTAINABILITY

Project completed, no replication planned

FINAL STEPS
Date award approved
Proposed award funds
Award payment approved
Final report submitted
Files attached

The Active Learning Advocate position has been cut due to budgetary issues, so no professional development activities will be funded at this time.

General Overview of Project

Contemporary Math (Math 1102) is a 3-credit, college-level mathematics course designed to expose students to topics in mathematics that are usable and relevant to everyday life. Although it has been taught for many years on the Thief River Falls campus, it is new to the East Grand Forks campus, which previously offered Finite Math (a similar, multi-topic course).

Unlike College Algebra, an instructor of the Contemporary Math course has a large array of topics to choose from when assembling his course each semester. The course consists of a variety of college-level topics that cannot always be addressed in more structured course such as College Algebra. Most of these topics are geared toward practical applications. An instructor in Contemporary Math is able to select topics for his course from the areas of logic, probability, business math, modular arithmetic, gaming theory, sets and counting, matrices, geometry, and statistics. Because of the many choices of topics available to the instructor of the course, instructors can feel overwhelmed at the myriad of choices and repeat the same topics using the same methods semester after semester rather than
exploring other topics and methods which might be more appropriate/beneficial to their students.

Our proposal was to construct a Contemporary Math Resource Center in Desire2Learn which would provide instructors with an assortment of activities, worksheets, links, and online test questions which they might utilize in their courses. Prior to submitting the proposal, all tenured mathematics faculty were invited to participate in the project. Barbara Weber, Lyle Batton, and Farah Rahnama chose to participate. As our first step, we had a D2L course shell created for us by Karleen Delorme. We met and decided as a group what topics to include in the course shell. During the spring of 2007, we added a wide variety of items to the Resource Center. The current contents of the site can be seen in Appendix 1.

As can be seen in Appendix 1, we have divided the content section into ten areas which are commonly used in Contemporary Math. Each section contains several different items. In addition, an online quizzing question library has been developed in the resource center. Samples of some of the items which have been included in the site may be found in Appendices 2 through 4.

It is our hope that this site will be maintained and expanded in the future by users of the site. All Northland mathematics instructors
Evaluation of Anticipated Outcomes

In our original proposal, we had four anticipated outcomes for this project. The outcomes and their results are discussed below:

**Outcome 1: Enhanced resources available to all Northland instructors who teach Contemporary Math.**

As can be seen in Appendix 1, the site contains a wide variety of links, computer activities, worksheets, and a question library for test construction. In addition, Karleen Delorme has enrolled the math instructors who did not participate in the original project so that they may have access to the materials. It is our hope that the site continues to expand as more people utilize it.

**Outcome 2: Increased communication between the mathematics faculty on the two Northland campuses.**

When the original proposal was written, it was our goal to have participation by most tenured faculty on both campuses. To that end, all tenured mathematics faculty members were invited to participate in
the original proposal. This would have been especially beneficial to the East Grand Forks campus since the Thief River Falls campus has offered the course for a number of years, and it is new to the East Grand Forks campus. Since not all faculty members chose to participate in the project, this outcome was not achieved as fully as we hoped. However, we did have faculty from both campuses participating.

**Outcome 3: Improvement in both the quality and variety of topics offered in the course.**

As we spent much time on developing materials for topics which we had not yet taught, we believe that the presence of materials on potentially new topics plus the presence of different materials for old topics will achieve this outcome. This is one of the things we will be tracking with our user survey (see Appendix 5). We will know in a few semesters if the outcome has been achieved.

**Outcome 4: Increased enrollment in the course.**

It is our hope that improving the quality of this course will increase the number of students taking the course. Once again, this is an outcome which cannot be immediately measured—we will have to wait a few semesters to see if the outcome has been achieved.
Participant Activities

Barbara Goertel Weber

My initial contribution to the project was writing the initial proposal and submitting it to the other math faculty for their input. Once it was approved, I set up the basic template for the content section. I volunteered to do this, since I had recent experience in setting up the content of a D2L course. In addition, I have placed the following items in the Contemporary Math site:

- a copy of Northland College’s Common Course Outline for the course so that it is easily retrievable for use in other documents.

- Two different types of downloadable graph paper which can be emailed, inserted in a Word document or a D2L course, or printed out for students.

- Three different drawings which can be modified and inserted into worksheets. These include a generic number line and two different Venn diagrams.
• A 15-page unit that I have written on the use of modular arithmetic in UPC’s (universal product codes), ISBN’s (book numbers), and credit card numbers.

• Seven links to additional Internet resources for contemporary math topics.

• Seven different student worksheets I developed on a variety of contemporary math topics.

• Three student Excel activities I developed on contemporary math topics.

• A set of directions which will guide students on how to multiply two matrices together.

Finally, I prepared the initial draft of this final report, and distributed it to the other members.
Lyle Batton

My contribution towards this project was primarily a single focused task of creating a collection of readily accessible questions stored within the course shell. Using the Quiz Library function in D2L, a database was created using questions from across the course material. More than 200 contemporary mathematics questions, along with solutions, were coded and saved into eight different unit topics. The material included inductive reasoning & critical thinking, sets & counting, number systems & notation, algebra & equations, the metric system, geometric concepts, consumer mathematics, and probability & statistics. As with the other contributed shell material, the question library was not meant to be a comprehensive assessment standard that defined the course in its entirety. The compiled question library is available as an instructional resource when developing a quiz or exam, or when creating homework or review assignments. Also, an additional contribution to the project was that of a physical liaison between the two campuses. In traveling between the two campus locations, I could offer a personal presence in addition to our email communications between the department faculty members.
Farah Rahnama

My contribution to the project was as follow:

- Metric Prefixes table, that contain the Metric prefixes symbols, the numerical & exponential value of each metrics prefix
- Metric Conversion Calculator.
- Length, Volume, and Mass, basic Metric units table.
- Nine links to additional Internet resources, including Logic, unit conversion probability etc.
- Thirteen different worksheets, including Logic, Arithmetic & Geometric sequences, System of equations, metric probability.
- Developed a survey on D2L to evaluate the usefulness of the site, it also includes some questions that will help the site managers (Barb, Farah, and Lyle) to determine how to improve the resource center.
Appendix 1—Current Content of Contemporary Math Resource Center

Accessories
- Common Course Outline
- Link to Free Stat and Graphing Downloads
- Great Resource Link for a Variety of CM Topics
- Another Great Link to MERLOT mathematics resources

Logic and Critical Thinking
- Logic Website
- Mr. Math Logic Website
- Truth Tables Worksheet
- Logic Activity Sheet
- Logic Worksheet 1
- Logic Worksheet 2

Sets and Counting
- Link to Counting problems
- Online Tutorial--Sets
- 2-Circle Venn Diagram--Right Click and Save to Insert in your documents
- 3-Circle Venn Diagram--Right Click and Save to Insert in Your Documents
- Sets Worksheet 1
- Sets Worksheet 2

Voting and Apportionment
- Plurality Method--Excel Activity

The Nature of Number Systems
- Modular Arithmetic--UPC's, Credit Cards, and ISBN's
- Modular Arithmetic--EXCEL Activity
- Fibonacci series--Excel/Internet Activity
- Sequences and Series Website
- Arithmetic Sequences Worksheet
- Geometric Sequences Worksheet
- Arithmetic & Geometric Sequences Worksheet

Algebraic Concepts
- Systems of Equations--Drawing
- Instructions for Multiplying Two Matrices
- Number Line--Right Click and Save to Insert in your Documents
- Graph Paper #1
- Graph Paper #2
- System of Equations Worksheet 1
System of Equations Worksheet 2

The Metric System

- Metric conversion Calculator
- Dimensional Analysis
- Metric Prefixes
- Length, Volume, & Mass
- Metric Worksheet

Topics in Geometry

- Online Geometry Link--Assorted Topics

Consumer/Business Math

- 0% vs. $2000 Cash Back
- Payday Loans
- Rent-to-Own
- Consumer Math Worksheet #1

Probability

- Link to permutation and Combination
- Mrs. Glasser's Math Goodies Probability Link
- Probability Worksheet 1
- Probability Worksheet 2
- Probability Worksheet 3

Statistics

- Link to NWA Foundation --Wonderful source of Regional Statistics
- Statistics Worksheet--Descriptive Statistics
Appendix 2—Sample worksheet included in the Contemporary Math Resource Center.

Contemporary Math

Name__________________________

**Have I got a deal for you!!!**

In-class activity

1. When buying a new vehicle, dealers will often give the buyer the option of a $2,000 cash rebate or a 0% APR financing agreement. Suppose you buy a car for $20,000, and you have the option of taking the 0% financing from the dealer or taking the $2,000 rebate and financing through your local credit union. Fill out the table below:

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<th>Credit Union financed</th>
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Which is the better deal? How much do you save?
Appendix 3—Sample quiz formed from the Question Library in the Contemporary Math Resource Center.

Please Note: It is recommended that you save your response as you complete each question.

Question 1
Use inductive reasoning to predict the next line in the pattern.
2 \times 4 = 3 \times 5 - 7
4 \times 6 = 5 \times 7 - 11

\[ 6 \times 8 = 7 \times 9 - 13 \]
\[ 6 \times 8 = 7 \times 9 + 13 \]
\[ 6 \times 8 = 9 \times 11 - 15 \]
\[ 6 \times 8 = 7 \times 9 - 15 \]

Question 2
Use inductive reasoning to predict the next line in the pattern.
9 \times 9 = 81
99 \times 99 = 9801
999 \times 999 = 998001

\[ 999 \times 9999 = 9998001 \]
\[ 9999 \times 9999 = 9998001 \]
\[ 9999 \times 9999 = 999,001 \]
\[ 9999 \times 9999 = 1,000,001 \]

Question 3
Use inductive reasoning to predict the next number in the sequence.
6, -18, 54, -162, 486

\[ 1458 \]
\[ -810 \]
\[ -1458 \]
\[ 810 \]
Question 4
Use inductive reasoning to predict the next number in the sequence.
0, 7, 7, 0, -7, ...

- 7
- -7
- 0
- 14

Question 5
Estimate the answer by rounding.
(72,197)/479

- 1300
- 1400
- 130
- 140

Question 6
Estimate the answer by rounding.
7524 + 569 + 3225 + 142

- 12,000
- 11,000
- 11,900
- 13,000

Question 7
Estimate the answer to the problem.
An appliance store sells 49 refrigerators a week. Without finding the exact amount, calculate the total amount of money the store makes in a week if each refrigerator costs $638.

- $35,000
- $24,000
Question 8
Solve the problem.

The cost of gasoline is $3.00 per gallon. Jane's car gives a mileage of 37 miles per gallon. Approximately how much did Jane pay for gasoline for a trip of 519 miles?

- $48
- $44
- $42
- $35

Question 9
Solve the problem.

A small farm field is a square measuring 280 ft on a side. What is the perimeter of the field? If you double the length of each side of the field, what is the new perimeter?

- 560 ft, 2240 ft
- 560 ft, 1120 ft
- 1120 ft, 2240 ft
- 280 ft, 1120 ft

Question 10
Solve the problem.

An average newspaper contains at least 16 pages and at most 87 pages. How many newspapers must be collected to be certain that at least two newspapers have the same number of pages?

- 73 newspapers
- 70 newspapers
- 72 newspapers
- 71 newspapers
Save All Responses
Appendix 4—Sample Excel activity included in the Contemporary Math Resource Center

Contemporary Math
Name, ______________________
Excel Activity—Voting and the Plurality Method

As you recall, under the **plurality method**, the winner of an election is determined by whoever gets the most votes. Counting these votes can be tedious, at best, especially when there are a large number of votes cast. If the data are input into an EXCEL spreadsheet, the count can be performed both easily and accurately using the "COUNTIF" command.

The basic COUNTIF argument is entered as follows:

=COUNTIF(RANGE OF DATA, ITEM YOU'RE COUNTING)

For example, if your data are entered in cells A1 to G20, and you wish to count the number of "2"'s in the data, you would enter

=COUNTIF(A1:G20, 2)

The computer will return for you the number of 2's in the data. You may repeat this command for each candidate.

Let's suppose we have three candidates running for student senate president. We will first code the data to save time in data entry:

1= Ted Turner
2= Maya Angelou
3= Napoleon Dynamite

An ambitious student senate worker has taken it upon herself to enter all the data into an Excel spreadsheet, and she provides you with the following data.

Use the COUNTIF command to count the votes for each of the three candidates. Attach a copy of your spreadsheet to this worksheet.
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</table>

Who was the winner?
Appendix 5: Online Faculty Recommendation Survey

Evaluation & Suggestions

This survey is an evaluation of the usefulness of the site, it also includes some questions that will help the site managers (Barb, Farah, and Lyle) to determine how to improve the resource center. Thank you for the time you spend completing the survey.

1) I have taught this course.
   - True
   - False

2) I would use the resource center for this course.
   - True
   - False

3) What do you like most about the resource center?

4) What do you like least about the resource center?
5) Any suggestion on additional topics.
7) What have we not asked you about that you'd like to share with us about the resource center?

8) How would you describe the website "ease of use" for you?

Please respond to this question using a scale of one to five, with one being "very difficult" and five being "very easy."

9) How would you rate the overall quality of the Resource Center?

Please rank the quality of resource center 1 to 5, with "1" being the lowest to "5" being the highest.
Implementing a computer simulated laboratory component for online physics courses

Award for Excellence Report
Submitted by Lyle Batton

Summer 2007
**Overview of Project**

A laboratory component is a necessary requirement for both of the General Physics and the Engineering Physics sequences. One of the challenges to offering these science courses either online or a hybrid delivery is an effective simulated laboratory component. The courses of General Physics and Engineering Physics are examples of science classes that require a laboratory component in satisfying the core requirements for completion and transfer. The number of students majoring in these analytical science courses tends to be smaller compared to other declared majors, leading to smaller enrollments on respective campuses. However, throughout our consortium there is potential to establish a stronger enrollment in physics courses by reaching and serving a broader audience. Several challenges have continually needed to be addressed, one being the completion of the laboratory component at all of the individual sites where the students reside. This award proposal was submitted to address this challenge, at the full compensatory amount uniformly allowed.
Activities

The additional activities and tasks above the normal scope of duties required evaluating numerous current software systems from multiple vendors, learning and using programming languages, adapting the laboratory simulations to the online course delivery software, selecting and coordinating current equipment labs to simulated animations, testing virtual labs for accuracy, and ensuring effective evaluation of achievement throughout the student learning process. Initially, I investigated and compiled current resource and software titles that held potential for online implementation. I then acquired, researched and tested the resources having the best likelihood in meeting the requirements. The next phase was selecting the online lab topics and adapting the selected resources for those labs. The final phase was testing for technical correctness and pedagogical accuracy. Additionally, a considerable amount of the project time required me to evaluate interactive software and resource materials for accessibility and effectiveness. Finally, the remainder of the project time involved working through the chosen simulated laboratories. The simulations were tested for accuracy in order to ensure effective student learning through accurate computerized feedback and responses.
Outcomes of Project

Outcome 1: *Expand physics offerings beyond the current campus locations.*

Offering science courses online requires the “digitizing” of both the core coursework and the laboratory component. With the lab part implemented, the main coursework can also be developed with future support. As the courses are offered, the respective campuses will then track the success of expanding our delivery outside our traditional service region. Because of the online lab availability, students will not need to coordinate meeting times and travel to one of the campus locations to complete their laboratory. The lab component is now implemented for these courses. The core coursework will now need to be addressed.

Outcome 2: *Increase student enrollment in the physics science courses*

This is a future outcome that will be assessed through the colleges’ administrative offices of registration. The colleges’ registrar offices maintain enrollment numbers for each academic year. Higher future enrollment and completion leads to more learners with an improved background in the physical sciences. The purpose of this research was the first step in
addressing this outcome. The next step towards reaching this goal requires institutional support for online implementation of the core physics coursework.

Outcome 3: Eliminate laboratory scheduling and arrangement restrictions.

The outcome of scheduling conflicts can be assessed through the colleges' offices of academic administration. As mentioned earlier, students in these lab courses will no longer be tied to a specific location, time, or room. This allows us much more flexibility in the coordination of course scheduling. The academic deans and chairpersons will be able to evaluate the effect of the newly implemented courses to the previous courses that directed the student schedules at various campus sites to different places or times.

Outcome 4: Provide immediate and guided feedback to student responses.

This was probably the most difficult obstacle towards implementation. I absolutely required that software be available and that it allow for students' performance to be continually assessed, with immediate feedback given on
their performance. As I will explain in the next section of this paper, this particular goal was where most of the evaluated resource material failed to achieve this objective. However, the integration of java simulation software along with a scientific online system completely exceeded expectations.
Analysis & Implementation

Science students located at remote locations have typically needed to travel to a central college location and perform the labs, or have the instructor manage scattered labs by traveling to multiple locations. The purpose of this research activity is to offer a more viable alternative, which is to complete simulated laboratories online.

As previously noted, I first began by researching other instructor’s reviews of physics resources. I also contacted representatives of academic publishers and explained my current research needs. From this initial phase, I became inundated with material and resources. A considerable amount of time was used in critiquing the material, and becoming proficient in the various software and simulation packages. I eventually decided to limit my focus on ten resources that seemed to have the most promise in the implementation of an online lab simulation. These ten resources are listed at the end of the report.

The next phase was evaluating the resources for their online compatibility and simplicity. It eventually became clear that no one resource would meet all of my expectations. However, there were two of the resources that when combined would exceed the implementation goals of
this research. Those two resources were the Interactive Simulations by Jewitt and the online management system WebAssign from North Carolina State University. The other non-utilized resources had limitations primarily with inadequate online student assessment features or accessibility shortcomings (for both student and instructor).

The Interactive Simulations are computer written Java code that was developed to supplement the physics textbooks from Thomson Publishing. These are the same texts that I have adopted and have used in my classes for the past seven years. WebAssign is a scientific course management system that allows for student assessment. These two resources together allow students to run video simulations of physics laboratories. The students can control and change the different variables of the labs and run multiple trials. Throughout the process they are continually assessed with interactive questions. Their answers are immediately evaluated, allowing them to make corrections and run additional trials of each section before continuing on with the laboratory. There is also a classroom communication feature available for student dialogue on the material. The instructor has the ability to modify and control the integrated questions using basic HTML programming.
As noted in the original award proposal, the purpose of this activity was not to develop a component. Rather, the award is compensation for the additional research time needed to test and implement currently developed resources. The next page of this report is a listing of the laboratories that have been adopted and are available for student use. The final section of this report is a list of the copyrighted material that was evaluated throughout the implementation process.
Appendix – Laboratories

1-D constant acceleration
conservation of linear momentum
collisions in one dimension
Pendulum motion
translational vs rotational motion
simple harmonic motion
static friction
kinetic friction
free fall
torque
rotational equilibrium
travelling waves
beats
standing waves
constant velocity vs acceleration
Field in parallel-plate capacitor
Series/Parallel Circuits
Multi-Loop Circuit
RC Circuit
Magnetic fields
Projectile motion
Mirrors and Lenses
Refraction & Internal Reflection
Vector Addition
Relative Velocity
Electromagnetic Induction
Circular Motion
Linear Work & Energy
Mass on a spring
Pendulum Motion
Heat and Temperature
### Evaluated Resources

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<th>AUTHOR</th>
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<td>Addison</td>
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<td>Saunders</td>
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<td>Workshop Physics</td>
<td>Laws, P.</td>
<td>Wiley</td>
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College Faculty Awards for Excellence Project Report

Incorporating Workshop information into the PTA Program

Justin Berry

ORGANIZATION INFORMATION
College: Northland Community and Technical College, East Grand Forks
Chief Academic Officer: Kent Hanson

AWARD INFORMATION
Primary Faculty Member: Justin Berry
Instructor
218-773-2038
justin.berry@northlandcollege.edu

Other Contact(s): Shelley Koerber
Instructor
218-773-2253
shelley.koerber@northlandcollege.edu

Project Title: Incorporating Workshop information into the PTA Program
Project Start Date: 02/16/2007
Project End Date: 05/16/2007

Project Summary Narrative: Incorporate information from the Faculty Development Workshop held by the Education Section of the American Physical Therapy Association into the further development, management, and assessment of the NCTC Physical Therapist Assistant Program.

BUDGET SUMMARY

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9/7/2007
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* If applicable

** N/A boxes refer to cost items that cannot be covered by CFAE award funds.

** Proposed Total Budget:** $10000.00

** Proposed Award Funds:** $10000.00

**Budget Narrative**

**OUTCOMES**

**Student Learning:**

Met expectations

Project Goal #1 was to integrate appropriate service learning activities into the PTA Program. The outcome for this goal was that service learning activities will be incorporated into the PTA Program in at least two of the four program semesters. Two service learning activities have been incorporated in the PTA Curriculum based on information received from workshop facilitators, other PTA faculty in attendance, and current literature on service learning in physical therapy program. The first activity will take place in the Spring Semester during PTAS 1116 where students will educate school age children on chosen health/wellness topics at the Altru Health System Health Expo and/or NCTC's Children's Day. The Second activity will take place in the Fall Semester during PTAS 2111 where students will perform educational presentations for area senior citizens.

**Teaching methods:**

Project Goal #2 was to compare current program assessment procedures with those of similar programs and national PT education guidelines and make changes as needed. The two outcomes for this goal were 1.) A comparison will take place of all program assessment policies and procedures including both direct

**Course and curriculum design:**

Met expectations

Project Goal #3 was to learn the importance of current health care ethical standards and role-modeling in regard to physical therapy education and practice. The outcome for this goal was to include content on ethical standards and role-modeling as per national accreditation guidelines into the PTA Program. The PTA faculty will be pursuing collaboration with the UND PT Department to install more role-modeling in regard to the PT/PTA relationship. Curricular content on professionalism, ethics, and role-modeling was increased due to information received at the workshop.

**Student assessment:**

Cross-curriculum skill development:

Met expectations


9/7/2007
and in-direct measures. 2.) Needed changes to the program assessment policies and procedures will be completed. All direct and indirect assessment measures were compared with information received during the workshop. Minor changes were made to some program surveys to stay within accreditation compliance. Timeframes on assessment program policies and procedures were revamped due to feedback received from workshop facilitators and other PTA Program Directors in attendance. Project Goal #4 was to effectively perform instructional design for physical therapy coursework within the framework of national physical therapy education guidelines. The outcomes for this goal were 1. Analyze course objectives, syllabi and planned instructional methodology for 2007-2008 PTA coursework within the framework of national PT education guidelines, and to make necessary changes to syllabi as needed. Course syllabi, objectives and instructional methodology were analyzed for the PTA Program during workshop small group discussions and exercises. Numerous changes in syllabi and instructional methodology for current and future PTA courses were implemented based on these exercises and feedback received. Project goal #5 was to Integrate new information into the NCTC PTA Program Policy and Procedure Manual as well as the NCTC PTA Program Clinical Education Handbook. The outcome for this goal was that analysis of program manuals against workshop recommendations will be performed and changes will be completed. Based on workshop information, the two program manuals were analyzed and updated. The PTA Program Clinical Education Handbook will also be available on the Program web page for easier access by clinical faculty. Project goal #6 was to understand current physical therapy accreditation guidelines in regard to physical therapy faculty qualifications and scholarly activity. Based on workshop information regarding recommended professional development activities to comply with accreditation standards/needs, the PTA faculty analyzed the professional development needs of the program. For example, it was determined that our program requires more mentoring for further growth and development for the clinical education aspect of the program curriculum. NCTC has joined the Northern Plains Clinical Education Consortium and will become more involved in this organization to meet the needs of the clinical education aspect of the program curriculum. Each faculty member will incorporate additional activities into their respective Professional Development Plan.

Unanticipated Results

the PTA faculty analyzed the current program curriculum; policies and procedures; educational methodology; clinical education guidelines; syllabi, and other program elements and compared them to the national standards and examples discussed at the workshop. Changes to program elements were implemented as needed.

Lessons Learned

PRINCIPLES

Most important:

Second Most important:

Third Most important:

Other:


9/7/2007
STRATEGIES

DISSEMINATION

SUSTAINABILITY

FINAL STEPS
Date award approved
Award amount approved
Final report submitted
Files attached
Control Number 1054


9/7/2007
Awards for Excellence Final Report

Incorporating Material from the Physical Therapy New Faculty Workshop
Into the NCTC Physical Therapist Assistant Program

Justin Berry, PT, DPT and Shelley Koerber, PT, MSPT, ATC

In August 2008, Justin Berry and Shelley Koerber attended the Development Workshop for New Faculty held by the Education Section of the American Physical Therapy Association to further develop and assess the Northland Community and Technical College (NCTC) Physical Therapist Assistant (PTA) program.

This four day workshop was facilitated by nationally renowned experts in the field of physical therapy education and is open to new faculty from both PT and PTA programs. Following the workshop, the PTA faculty analyzed the current program curriculum; policies and procedures; clinical education guidelines; syllabi, and other program elements and compared them to the national standards and examples discussed at the workshop.

Goals/Outcomes/Timeline

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<th>Goals</th>
<th>Outcomes</th>
<th>Responsible Person(s)</th>
<th>Timeline</th>
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<td>1. Integrate appropriate service learning activities into the PTA Program</td>
<td>1. Service learning activities will be incorporated into the PTA Program in at least two of the four program semesters</td>
<td>1. Shelley Koerber</td>
<td>1. These activities will be identified and incorporated by Oct 1, 2007</td>
<td>1. Two service learning activities have been incorporated in the PTA Curriculum based on information received from workshop facilitators, other PTA faculty in attendance, and current literature on service learning in physical therapy program. The first activity will take place in the Spring Semester during PTAS 1116 where students will educate school age children on chosen...</td>
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<tr>
<td>2. Compare current program assessment procedures with those of similar programs and national PT education guidelines and make changes as needed</td>
<td>2a. A comparison will take place of all program assessment policies and procedures including both direct and in-direct measures. 2b. Needed changes to the program assessment policies and procedures will be completed.</td>
<td>2. Justin Berry</td>
<td>2a. Summer 2007</td>
<td>2a. All direct and indirect assessment measures were compared with information received during the workshop. Minor changes were made to some program surveys to stay within accreditation compliance. 2b. Timeframes on assessment program policies and procedures were revamped due to feedback received from workshop facilitators and other PTA Program Directors in attendance.</td>
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<td>3. Learn the importance of</td>
<td>3. Include content on ethical</td>
<td>3. Shelley Koerber</td>
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<td>Current health care ethical standards and role-modeling in regard to physical therapy education and practice</td>
<td>Standards and role-modeling as per national accreditation guidelines into the PTA Program</td>
<td>Fall 2007 Semester</td>
<td>Pursuing collaboration with the UND PT Department to instill more role-modeling in regard to the PT/PTA relationship. Curricular content on professionalism, ethics, and role-modeling was increased due to information received at the workshop.</td>
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<tr>
<td>4. Effectively perform instructional design for physical therapy coursework within the framework of national physical therapy education guidelines</td>
<td>4a. Analyze course objectives, syllabi and planned instructional methodology for 2007-2008 PTA coursework within the framework of national PT education guidelines. 4b. Make necessary changes to syllabi as needed</td>
<td>4a. Justin Berry and Shelley Koerber</td>
<td>4a &amp; b. Course syllabi, objectives and instructional methodology were analyzed for the PTA Program during workshop small group discussions and exercises. Numerous changes in syllabi and instructional methodology for current and future PTA courses were implemented based on these exercises and feedback received.</td>
<td></td>
</tr>
<tr>
<td>5. Integrate new information into the NCTC PTA Program Policy and Procedure Manual as well as the</td>
<td>5. After analysis of program manuals against workshop recommendations, changes will be completed</td>
<td>5. Justin Berry and Shelley Koerber</td>
<td>5. Based on workshop information, the two program manuals were analyzed and updated. The PTA Program Clinical Education</td>
<td></td>
</tr>
<tr>
<td>NCTC PTA Program Clinical Education Handbook</td>
<td>6. Understand current physical therapy accreditation guidelines in regard to physical therapy faculty qualifications and scholarly activity</td>
<td>6. Analyze PTA faculty professional development activities and goals for program enhancement.</td>
<td>6. Justin Berry and Shelley Koerber</td>
<td>6. The results of this analysis will be incorporated into the PTA faculty member's Professional Development Plan (September 2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>faculty member will incorporate additional activities into their respective Professional Development Plan.</td>
<td></td>
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</tr>
</tbody>
</table>
Awards for Excellence Final Report

Designing and Incorporating a HIPAA Educational Module for Health Division Students

Justin Berry and Elizabeth McMahon

This proposal allowed Elizabeth McMahon and Justin Berry to create an ADA-compliant computer based HIPAA educational module that would be required by all NCTC Health Division students prior to performing clinical education.

Goals/Outcomes/Timeline

<table>
<thead>
<tr>
<th>Goals</th>
<th>Outcomes</th>
<th>Responsible Person(s)</th>
<th>Timeline</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create tool to survey health program and clinical site HIPAA training guidelines and needs</td>
<td>1. Survey(s) created for both Health Division Program Directors and clinical education sites</td>
<td>1. Beth and Justin</td>
<td>1. Survey completed by April 1, 2007</td>
<td>1. Survey completed</td>
</tr>
<tr>
<td>2. Assess health program and clinical site HIPAA training guidelines and needs using tool described in Goal #1</td>
<td>2. All surveys returned</td>
<td>2. Beth and Justin</td>
<td>2. May 1, 2007</td>
<td>2. Assessment completed</td>
</tr>
<tr>
<td>3. Assess various HIPAA training guidelines and needs</td>
<td>3. Analyze surveys and gather appropriate HIPAA information to be used in education module.</td>
<td>3. Justin will analyze data from health programs; Beth will analyze data from clinical education sites</td>
<td>3. June 1, 2007</td>
<td>3. Assimilated information from various sources, including information from clinical education sites and other colleges.</td>
</tr>
<tr>
<td>5. Obtain feedback on module</td>
<td>5. E-mail module to NCTC – EGF Health Division Program Directors and clinical education sites</td>
<td>5. Beth</td>
<td>5. August 1, 2007</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
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<td>------------------</td>
<td></td>
</tr>
<tr>
<td>6. Make necessary changes and link to NCTC website</td>
<td>6. Make changes based on feedback and have module linked to NCTC’s website</td>
<td>6. Changes – Beth and Justin; link to website - Beth</td>
<td>6. September 1, 2007</td>
<td></td>
</tr>
</tbody>
</table>

5. Feedback was gathered from Altru Health System, NCTC’s largest clinical education site, and from all health and human service program faculty.

6. Changes based on feedback received were integrated into the final module. Beginning Fall 2007, students participating in clinical experiences were required to complete this module.
Developing and Fostering Academic Integrity in Two-Year Colleges

Final Report for Award For Excellence

Submitted by David Christian

Northland Community and Technical College, East Grand Forks, MN

Introduction and Overview of Goals

At this time, I’m submitting my final report for my project based on developing handbooks on academic dishonesty (AD) and academic integrity (AI). This project was originally proposed in the spring of 2006.

My main goals were to research effective models for identifying AD in two-year colleges, develop processes teachers can use to minimize the effects in their courses, and show students that AI is in their best interest in the long run. I also had the goal of developing handbooks for faculty and students, each with a different focus in the areas of AD/AI. My final goal was to make presentations to students and faculty on these topics. I have met most of the goals of the project. I’m submitting the handbooks that met the first two goals of my project. The presentations are forthcoming.

Conferences and Presentations

Part of my project was also to go to various conferences and make presentations. In October, 2006, I traveled to Boulder, CO to attend the Center for Academic Integrity annual conference where I had an opportunity to discuss AD/AI issues with colleagues from around the world. I was also able to find a number of models for the handbooks I developed from various colleges and universities, and found that very few have separate handbooks for both faculty and students. Most have a universal handbooks and typically discuss definitions and the school’s
procedures for handing issues of AD. No other handbook that I saw at the conference, nor have seen since, discusses how and why students cheat.

In March 2007, I was slated to present at the RSP/iTeach conference. I had also been accepted to lead a round-table discussion on AD/AI in the two-year college. Because of the blizzard that hit Minnesota in early March, the entire conference was cancelled. I will, however, be making the presentation and leading a round table in March, 2008 – provided it isn’t cancelled again due to the weather.

The proposal I submitted to the Higher Learning Commission was not accepted. The reviewer stated that it did not match the themes covered for that year.

**Focus Groups**

I had planned on conducting a series of focus groups on cheating with students and faculty. Since this is a highly sensitive topic, I wanted to have my procedure and initial questions evaluated and supervised by an Institutional Review Board (IRB). Since our college does not currently have an IRB (there is one in the proposal stage, but it hasn’t made it out of committee), I believed that I could not ethically conduct focus groups on this topic. As soon as the college has an IRB I am planning on conducting the focus groups.

Instead of focus groups, I have held a series of informal discussions with students and faculty. From these discussions, I received a plethora of outstanding ideas and data, including input from both groups as to what they’d find valuable in the types of handbooks I had planned on developing. Still, they are not as effective as an organized focus group. Again, once our school has an IRB to supervise research of that type, I am planning on conducting those groups.
Resources

A number of the resources I procured for this project came in the form of books and journal articles found through various database searches. The books and articles relevant to the handbooks are listed in the References section of each handbook.

For design and layout, I used various tools such as Adobe InDesign and Acrobat, Corel Word Perfect, Microsoft Word, and Publisher. The program used depended upon which part of the design I was working on at the time. Since I have not worked much with the Microsoft products, it was much easier and faster for me to work in those environments with which I was more familiar.

Handbooks on AD/AI

As I researched the topics of AD/AI, I developed separate outlines for the two handbooks. Though there is a lot of information that is common between the two, I recognized that the focus would be different for each. Once the outlines were completed, I began the writing process. With the help of Kerry Jaeger (editing) and Bonnie Andrys (layout and design), the handbooks have been laid-out in a publication-ready format.

_Cut + Paste = Cheating: A Formula to "College Success"_. C & P = Cheating is the student handbook. It includes definitions and information on AD, AI, Northland's policy on AD. I have also included information to help the students understand the importance of completing their assignments within the guidelines received from the instructor. The handbook itself is approximately 31 pages. It is my intention that every student at Northland college receive a copy of this handbook, and as such, perhaps a professional designer can look at it and change the layout as needed.
Developing and Fostering Academic Integrity in Our Classrooms. The faculty handbook is centered around three main themes – what is AD, how to identify AD, and how to promote AI. Again, much of the information is common to the student handbook, but, the information has been adapted to the audience. This document includes two appendices. The first is a copy of the student handbook. The second covers and reviews resources for places the teacher can turn to learn about cheating – how its done, why its done, how to encourage students not to cheat, etc. This document with appendices and references totals 69 pages, and again, should be reviewed by someone trained in layout and design before publication.

Stipends

In the original proposal I indicated that Bonnie Andrys and Kerry Jaeger agreed to help me with this project. I turned to them many times over the course of the project for advice and input.

Bonnie assisted with the layout and the design of the final handbooks, making suggestions that helped me immensely. We met numerous times for between an hour and two hours at a time. I feel compensation of $500 is warranted in this case.

Kerry edited both documents, working with me on a number of issues. He helped me fix a variety of problems, and in the end, made these handbooks easier to read and increased the clarity immensely. Again, I feel compensation of $500 is warranted.

Conclusion and Future Plans

Though I was unable to complete all aspects of the proposal, the end products have the information I hoped they would. I will be improving and adding to these in the future, keeping them up to date as new methods of cheating are reported. Students adapt and integrate new technology into their playbook for cheating. I will also be developing a website for instructors
where we can share information about new tactics we're seeing. Finally, I'll be developing more information about fostering AI in distance courses. This is currently a weak area for many instructors, and I hope to rectify this in the near future.

If you have any questions about the handbooks, please feel free to get in touch with me. I'm more than happy to discuss or clarify any of the information that is found in the text.
College Faculty Awards for Excellence Project Report

PLC Trainers

Andrew Dahlen

ORGANIZATION INFORMATION
College
Northland Community and Technical College, Thief River Falls

Chief Academic Officer
Kent Hanson

AWARD INFORMATION
Primary Faculty Member
Andrew Dahlen
ETAS Instructor
218-583-3730
andrew.dahlen@northlandcollege.edu

Other Contact(s)

Project Title
PLC Trainers

Project Start Date
05/07/2001

Project End Date
01/07/2006

Project Summary
Narrative:
Design and build training equipment for the instruction of PLCs (Programable Logic Controllers), industrial sensors, and pneumatic systems.

BUDGET SUMMARY

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* If applicable

** N/A boxes refer to cost items that cannot be covered by CFAE award funds.

Proposed Total Budget: $65000.00

6/14/2007
OUTCOMES

Student Learning:
Met expectations

This project's intent is to provide students with a complete industrial control system for interactive learning. Discrete components such as PLCs, solenoid valves, air cylinders, power supplies, sensors to name a few were integrated into a complete system. Students are engaged and excited to work on the trainers. These PLC trainers have given the ETAS program the industrial flavor that is needed to prepare students for their careers. Student learning is definitely increased as the PLC trainers have provided a platform for learning the skills and concepts of automated systems. The evaluation of the PLC trainers will continue as they are used in more classes.

Teaching methods:
Met expectations

The key to teaching technical subjects is a comprehensive knowledge of the technology. Working through this project has been an education in the particulars of every component that makes up the PLC Trainers. The instructor's knowledge and preparation have increased and this is vital when communicating to the students.

Course and curriculum design:
Met expectations

The PLC trainers are now an integral part of the PLC course. Students will spend most of the semester working on this equipment. Students will gain hands on experience in field wiring, connection diagrams, and interfacing the PLC with a variety of peripheral components. This experience is exactly what industry demands.

Student assessment:
Other:

No improvement in this category

Cross-curriculum skill development:
Met expectations

The ETAS program emphasizes critical thinking, troubleshooting and technical accuracy. The PLC trainers offer another challenge – another problem to think through. Other elements of the PLC Trainers Project will be shared across the curriculum. The trainers provide great examples of pneumatics for the hydraulics and pneumatics course. There is a variety of sensors which will be used in the sensor technology course. Electrical schematics and mechanical drawings will be shared in the blueprint reading course. Evaluation in this area is ongoing.

Other:

The original plan for the PLC trainers was to have a completely finished product ready for programming. Part way through the project it was evident that is was not the best plan. The electrical wiring will be completed by the students as part of the PLC course. This is a great opportunity for them to learn connection diagrams, and field wiring skills. Any wiring mistake would be another troubleshooting exercise and a "real world" experience.

Unanticipated Results

The first part of the project was the design phase. Components were selected and modeled in 3-D software - AutoCAD Inventor. A prototype was constructed to test the design. The prototype was completed, programmed and debugged. From there design improvements were made and components for another 11 machines were ordered. Students from the New and Emerging Technology Class were trained through the design phase, assisted with assembly, and programming of the prototype. Throughout the course of the project I was able to learn AutoCAD Inventor software, AutoCAD Electrical software, and ISRA purchasing software. Some of this software will be integrated into the ETAS program. Much has been learned and much will be taught as a result of this project. I am very pleased with the outcomes of this project. It will have a great impact on the quality of the ETAS program.

Lessons Learned


6/14/2007

PRINCIPLES
Most important:
Second Most important:
Third Most important:
Other:

STRATEGIES
Active learning, experiential learning
Applied-learning, problem-based learning
Technology-supported learning

DISSEMINATION
Your own classroom or lab
On-campus conference/workshop Presentation
Program/Industry Advisory Committee presentation

SUSTAINABILITY

FINAL STEPS
Date award approved
Award amount approved
Final report submitted
Files attached
Control Number 901

Project Description – Final Report

A copy of *Inkwell*’s contents is attached. The book itself is at EMg publishers and in the process of being printed.

I. What issue or problem is being addressed?

Lack of an organ for publication of student, employee, and community creative works.

Final Report: *Inkwell*, NCTC’s new creative writing journal, includes creative work by students, employees, and area writers. For this first issue, I made sure that all three communities were included.

II. What are your goals and methods?

The goal is to publish an NCTC creative writing journal twice a year. The journals will be given to those writers who are included in the work. Other copies will be made available for purchase by the public. The journals could also be used as a recruiting tool. The methods for achieving that goal are covered in the next section under activities.

Final Report: The journal did come out in the half-year, but recommendations for faculty here and in other institutions where such journals are also published indicate that once a year is a better goal. The once-a-year goal will mean a broader selection of entries so that more editing can be done to ensure a journal with adequate, as well as critically-approved, content. For this first publication, I published all the entries simply because I wanted readers to see that the journal is possible and does cover the area.

III. What activities will address your goals?

I will advertise for submissions through classes, posters, television monitors, and student orientation sessions at the beginning of the year. After receiving submissions, I will review them with at least one other editor. We will look for originality, creativity, variety, accuracy in writing. If the art instructor is involved, she or he will also be a part of the selection process for the visual art section. I will work with the editor(s) to present the works in an accurate form, hopefully using Microsoft Publisher. I have already discussed with EMg publishers about printing. Once the journals have been printed, I will see that they are distributed appropriately.

Final Report: As noted above, the other editors – Avis Dyrud, John Leopold, and Jennifer Dahlen – decided that the initial publication needed to have several entries; thus, we accepted all entries. Future publications will be more critically edited.

*How is the project innovative for your own development, your program or the college?* At present there is no such publication. The publication would provide a new opportunity for students to present their talents. Consequently the school itself would have a new means of demonstrating the quality of the education and student body.
Final Report: The college and community can now see that such a journal is available for creative work. I have had submitters ask about when the print form will be available because they are excited to see their work in print.

Who will be involved; how many faculty, students, etc.? At least one other faculty member as editor must be involved. I would also want at least one editor from the East Grand Forks campus. The number of students will fluctuate, but hopefully the journal will involve many students and hopefully faculty and staff creative writers and artists. I have also discussed the project with the art instructor who is interested in including student art projects as well.

Final Report: Everyone who wants to be involved is involved. Anyone can submit a work (one entry is 10 years old), which means that everyone can be involved.

Rationale/Evidence

I. Why is the project important? How do you know it is important, what is your evidence (i.e., how has the issue or problem been documented and how will its success be measured)?

The project is important because students need to see that their talents in writing and art have worth beyond their own satisfaction and grades. The newspaper has no room for such submissions, and having a publication devoted strictly to creative, original works lends credibility to student efforts in writing and art. There is a deep personal satisfaction in seeing one’s creative work in print. The success of the project will be measured by the appearance of the journal and its reception by the school and community.

Final Report: As indicated above, the journal provides satisfaction to artists.

II. What are the conditions or contexts in which the project will be taking place?

The project will take place on both campuses and in the community and utilize faculty computers and offices. Hopefully the bookstores can be marketing places for copies. Perhaps even local businesses might be willing to sell limited copies of the journal.

Final Report: The project involves people from East Grand Forks and Thief River Falls, as well as surrounding communities—a representation of the fact that NCTC is a community college.

III. What is the need, both locally and in a system or national context?

There is no local publication for students' creative work. Once published, the work can also be made available nationwide, perhaps through Humanities Indexes.

Final Report: Meets the need for an outlet for artistic work.

IV. How is the project linked to college and/or MnSCU priorities and initiatives?

The college’s mission statement says that “Northland Community and Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, and businesses.” A journal that rewards students’ creative efforts is a necessary part of the learning environment. The mission statement for MnSCU expresses a similar idea in that “The Minnesota State
Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners [and] enhances the quality of life for all Minnesotans."

Final Report: The journal meets both mission statements in that it represents the college’s being a clearinghouse of sorts for the area’s artists.

V. How will the innovation or change be sustained after the project funding has ended?

My intention is to make this journal a part of Student Life at NCTC. I hope that eventually it can nearly sustain itself through sales. The Art and English Departments will also be involved in further funding.

Final Report: I have requested an increase of $1000 in the English Department funding to cover next year’s publication. However, Administration said that the funding may fit into another area. I was assured that funding would be found to cover the costs of publication.

Anticipated difficulties

I. What kinds of hurdles or limitations do you expect to encounter?

The chief hurdle will be funding for editorial work by other faculty members. Another difficulty may be informing students about the journal and how to submit entries. I hope that students can submit their works via email attachments since doing so would minimize the need for retyping the works.

Final Report: There were some problems in getting submissions. I need to find a better way of getting students involved. Starting at the beginning of the year and having a six-month entry period may help. I also need to find a way to get faculty to encourage their students to submit.

II. How would you address them?

I will seek funding from other sources, such as Student Life, other departments. I may also apply for a Humanities grant from the NEH. As for reaching students, I will encourage other faculty members to tell students about the publication and encourage students to submit entries. I will also use the television monitors, the newspaper, and student orientation sessions. The library may also be a good source for advertising.

Final Report: I am talking with administration about future funding. Unfortunately it is a project that requires funding since any publication costs money.

Timeline of Activities

I. When are activities planned?

I would like to have the first edition available in the Spring 2007 semester, depending on funding availability. A more realistic date is probably Fall 2007 since it will take some planning with future editors and the rest of the faculty for advertising and receiving submissions. Arranging the printing and having the issues printed may also take time. However, I would like to have an issue ready for the beginning of Fall 2007 to be used to illustrate to students what opportunity for their creative works is available.
Final Report: The first edition will be available soon. I am talking with EMg publications about doing an on-line version that hopefully would be available through the college's website.

II. How can you assure the project will be completed within the proposed timeframe?
There has already been enthusiasm from faculty members for the journal, so I believe that with their help and funding, I can complete this project.
Final Report: It was.

Outcomes

I. What specific outcomes do you want to achieve?
I want to achieve a journal of good writing that people can hold in their hands, turn the pages of, read, and enjoy.
Final Report: As you will notice from perusing the journal, it has quality material in it and does represent the creative element for this area.

II. How will your planned activities achieve these outcomes?
They will lead to that very outcome. Without the advertising for submissions, editing, and arrangement of printing, there will be no journal!
Final Report: The journal is finished.

III. How will your plan promote excellence in student learning?
Students will see that their creative work, work done outside their classroom, can have real value to the world. It should encourage them to continue that creative work. What is essential to student learning is their work outside what is assigned in a classroom. This journal would encourage students to continue their writing, since many students already do creative writing on their own time. Perhaps there are students who are truly gifted; this journal could give them an incentive to pursue their talents.
Final Report: Students have been asking about when the journal will be out so that they can read their own and others' work. It is good to see the students excited about publication.

Evaluation plan

I. How will you know that you have achieved your outcomes?
There will be a journal of student creative writing available.
Final Report: The journal is completed and at the printers.

II. What kind of evidence will you gather?
I will have a copy and see other people with copies as well. Hopefully I will see it listed in the Library of Congress, but that may take a little time.
Final Report: Copies will be made available to all authors. Dr. Thomas says that he would like to see the journal available free to anyone who wants it. I agree that the free availability of the journal is best to allow it to advertise itself.
III. What kinds of assessments will you use?
Student participation is probably the best assessment. If students participate, submit entries for publication, and then consequently seek out the journal. I will know that it is a success. I also hope to hear from other faculty, community members, and the general public that they enjoy the journal and find it reflects the high quality of education characteristic of NCTC.
Final Report: That there are 22 different artists in this publication indicates that it did have good participation.

IV. Is there an assessment matched to each outcome?
Yes.
Final Report: The journal itself meets each outcome.

V. What is the impact on campus or the surrounding community?
The journal will provide a chance for students, employees, and community members to have their creative works published. Naturally not everyone submitting works will be published since the editors must select those works most deserving of publication. However, since there is no current community publication of such material, this journal will fill that need for the campus and community.
Final Report: As indicated above, there is a variety of authors in the journal, and people have expressed excitement about its publication.

Dissemination

I. With whom will you share this information?
A copy of the journal will be given to each person who has a work published in it. It will also be available for purchase to the campus and the world at large. A complimentary copy will also be given to the college library.
Final Report: Once the journal arrives from the publisher, it will be distributed to authors. Free copies will also be made available through the bookstore.

II. How will the project be shared with others? Consider campus professional development days, conference presentations, articles, electronic portfolio.
As indicated earlier, the journal will be available for purchase to interested parties. I would like to have a reading session with the opportunity to have contributors autograph copies, but such an activity will depend upon the willingness of contributors.
Final Report: I like Dr. Thomas’s recommendation that the journal be available free. Perhaps in future years, when it becomes more established, it can be “sold.”
Budget Narrative and Budget Summary

**Budget Summary**  
**Final Report:**

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<td>Other</td>
<td>Publishing/printing costs</td>
<td>$1000 (projected)</td>
<td></td>
<td>$1000</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$5500</td>
<td></td>
<td>$5500</td>
</tr>
</tbody>
</table>

*You must identify the source of any additional (internal or external) funds.*
To access on-line version of this document, go to http://orpheum.ctl.mnsu.edu/grants/grant.htm

(DRAFT-9/15/06)

College Faculty Awards for Excellence

Reporting Requirement and Format

INSTRUCTIONS

In creating the College Awards for Excellence program, the Minnesota Legislature intended to provide resources for projects that "promote excellence in student learning." This goal was to be achieved by providing compensation awards for proposals that require the following:

1. The proposal must involve work that is above and beyond the normal requirements of the individual's position; and
2. Successful achievement of the objectives or outcomes will promote excellence in student learning; and
3. The proposal must clearly identify the methods to be used for assessing outcomes.

In order to document compliance with these requirements, a reporting process and format has been developed and is described in this document. This online report is designed to facilitate the reporting requirements by primary faculty who received a College Award for Excellence grant from their home institution in the Minnesota State College system. This report provides a quick, easy-to-use form for grant recipients since it will allow you to save your report mid-process and finish it later, send the electronic report via the web, and attach any documents you deem are relevant to answering the report questions. The college committee and president should use this report produced by the primary faculty member to determine if they wish to pay for the project.

Once faculty have completed their College Award for Excellence project, they should answer all sections on this electronic reporting form by checking appropriate boxes and inserting bullet statements to explain responses. In reporting on your project, be aware that in every section of this report form we have identified a set of possible responses and also provided an "other" option. We strongly encourage you to feel free to use the "other" option, when appropriate, and explain any unique characteristics of your project. You may need to revise this report after it is submitted to your college committee.

REPORTING PROCESS
Upon completion of the report form, primary project faculty should submit the report to the appropriate College Awards Committee for their review and approval. Once the college awards committee and your college president have approved the report, please submit it electronically to Lynda Milne, System Director for Faculty Development, Minnesota State Colleges and Universities (Email: lynnamilne@co.mnscey.edu) no later than the deadline date of October 31, 2007.

Your responses to the questions in this report will play a key role in determining the effectiveness of the College Awards program in improving student learning.

**ORGANIZATION INFORMATION**

Name of College: Northland Community and Technical College
Name of Chief Academic Officer: Dr. Anne Temte

**GRANT INFORMATION**

Name of Primary Faculty Member: Susan Field
Title / Appointee Status: Director of AD Nursing
Phone: 218-681-0841
Email: sue.field@northlandcollege.edu

Name(s) of Other Faculty Project Participants: none
Title / Appointee Status
Phone
Email

Project Title: Nursing Program on the White Earth Indian Reservation
Date Award Approved

Project Description:
Provide a brief description of project
(not to exceed 100 words)

In October of 2005, our college was awarded a $98,000 grant to develop a nursing program at the White Earth Indian Reservation. The proposed project targeted Native American students who desired to pursue nursing as a career. This was accomplished through a comprehensive recruitment and retention program that incorporated culturally specific curriculum and intrusive advising activities. Learning approaches focused on simulations, case studies, and hands on learning. Three “Summer Certified Nursing Assistant Camp” targeted Native American Students.
Budget Summary Table

After approval by College Awards Committee and College President, fill in the following budget summary table identifying the final breakdown of project expenditures.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Brief Description</th>
<th>Proposed College Award Funds</th>
<th>Actual College Award Funds</th>
<th>Proposed Matching Non-College Award Funds</th>
<th>Actual Matching Non-College Award Funds</th>
<th>Proposed Total Budget</th>
<th>Actual Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries-Primary Faculty</td>
<td>No salary all in kind</td>
<td>5,000</td>
<td>5000</td>
<td>98,000</td>
<td>98,000</td>
<td>196,000</td>
<td>196,000</td>
</tr>
<tr>
<td>Salaries-Other Faculty</td>
<td></td>
<td></td>
<td></td>
<td>47,354.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>From MnSCU grant for $98,000</td>
<td>Transition of Underrepresented Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Salaries</td>
<td></td>
<td></td>
<td></td>
<td>21726</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>3075</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Stipends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>18549</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>Materials/Supplies</td>
<td>9000</td>
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<td>N/A</td>
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<tr>
<td>Other</td>
<td>30,624</td>
<td>5000</td>
<td></td>
<td>98,000</td>
<td>68080</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Project Budget Amount (includes matching): $196,000
Award Amount Proposed: $5,000
Award Amount Approved: $5,000
Final Amount Paid:

Guiding Principles

- Grant
- Principles
In your role as Primary Faculty for this project, which of the following guiding principles (identified in the College Award Guidelines) did you consider most important in designing this grant project? Please rate each principle by level of importance and provide short statements explaining reason for your rating.

<table>
<thead>
<tr>
<th>Principles</th>
<th>not at all important</th>
<th>very important</th>
<th>Provide statements explaining reason for each rating.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage successful student learning outcomes</td>
<td>c 1</td>
<td>c 2</td>
<td>c 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The learning style of Native American students tends to be a visual, auditory, and hands on learning. To successfully help the students achieve the student learning outcomes, the faculty of nursing program (PN and RN) developed active learning, case studies, simulations, unfolding case studies, and concept mapping for much of the course material.</td>
</tr>
<tr>
<td>Provide affordable access</td>
<td>c 1</td>
<td>c 2</td>
<td>c 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transportation is an expense and the courses are right on the reservation which cuts those costs considerably.</td>
</tr>
<tr>
<td>Enhance global perspective of students</td>
<td>c 1</td>
<td>c 2</td>
<td>c 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not considered. But as I searched clinical sites for the students, I found that one clinical site has Russian Orthodox and Amish colonies which should help the Native American students expand their own cultural literacy.</td>
</tr>
<tr>
<td>Expand understanding of diversity issues and principles</td>
<td>c 1</td>
<td>c 2</td>
<td>c 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two of our faculty members are graduate students and they did an independent study for their graduate program in which they incorporate the Native American Culture into our Nursing Curriculum. They then presented their work at a staff meeting with 24 nursing faculty present which has increased</td>
</tr>
<tr>
<td>Statement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Encourage innovation involving use of technology by students and faculty</td>
<td></td>
<td></td>
<td>x2</td>
</tr>
<tr>
<td>Achieve collaboration &amp; partnerships</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Enhance quality &amp; continuous improvement of programs</td>
<td></td>
<td>2</td>
<td>x3</td>
</tr>
<tr>
<td>Address stewardship and provides value</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

This was not considered at first. But as the students are getting into the program, many have not used computers before, so they are developing a new literacy not only in general education subjects but technology as well. The Anatomy and Physiology lab that was used was a virtual one in which the students did a computer lab online. This challenged their computer skills and helped to familiarize them with technology.

This is perhaps one of the most interesting and exciting areas. We have developed a good collaborative relationship with White Earth Tri Community College. We also have worked with MSCTC Nursing and developed new partnerships with Fosston First Care Hospital and Nursing Home, Mahnomen Health Care Center and the Indian Health Services. We have worked with MSU to develop a mentoring program for the general education courses at WETCC, and we have an articulation agreement to MSU for students who desire to go to MSU for their Bachelor's degree.

This project has enhanced improvement in the nursing curriculum by educating the faculty on active learning, simulation, and concept mapping, and by moving the faculty forward by implementing it. It has also helped to develop cultural literacy for the faculty in regards to Native American Students.

This definitely provides value. The Indian Health Service (IHS) which is the primary source of health care...
Meet community needs | C | C | C | C | x5
---|---|---|---|---|---
Meet workforce needs | C | C | C | C | x5
Facilitate transition from high school to college | C | C | C | C | x5
Facilitate transition from college to university education | x1 | C | C | C | C | x5
Attain technical skills | C | x2 | C | C | C | 5

For Native Americans, shows that only 1/3 of the RN's in IHS were Native American. This will provide nurses that are Native American for their Health Care facilities.

Within the Native American Community, there is a great need for nurses who are Native American to be able to help care for their elders and others in their community. As more Native Americans become nurses, they will be able to affect the health care status of their people on the reservation.

Of the nurses that are currently working on the reservation, 50% are hoping to retire within the next 6-8 years. This will bring needed replacements for those retiring from nursing jobs on the reservation and the surrounding areas.

Our 3 Nurses Aid Courses that we put on over the summer of 2006 helped to facilitate the transition from High School to college. We had 38 students who took the course, with 100% retention. We had 36 out of the 38 students pass their National Board Registry test to be certified as Certified Nursing Assistants.

We did get an articulation agreement to Moorhead State University for those completing our program.

36 students have attained technical skills as Certified Nursing Assistants. We currently have 50 students taking general education courses this year, with the LPN courses beginning fall of 2007 where they will learn the skills...
needed to be a LPN.

We have 20 LPN students currently taking general education courses this fall to ready themselves for the RN completion program which will start summer of 2007.

Focus / Strategies / Evaluation

- Primary area of focus for this project
- Provide statement describing the primary focus and explaining rationale

The primary focus for this project is to get Native American students trained as nurses (LPN's and RN's). Retirements on the reservation will bring a need for nurses to replace those who will no longer be in the workforce.

TEACHING AND LEARNING STRATEGIES

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Check all that apply</th>
<th>Provide statements describing strategy and explaining rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active learning</td>
<td>x</td>
<td>Faculty were given stipends through the MNSCU Transition grant</td>
</tr>
</tbody>
</table>
Applied learning, service learning and community engagement
Undergraduate student research
Technology supported learning
Tutoring
Internships
Study abroad
Other (explain)

**EVALUATION PLAN**

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Check all that were used</th>
<th>Provide statements on experience related to implementing each assessment activity that you used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- and post-testing of students</td>
<td>X</td>
<td>Assessment tests were taken at the WETCC to determine those students who needed remediation courses. We had time incorporated into the program to allow for students to take these remediation courses as needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We plan to use pre and post tests with a company called Assessment Technology Institute when the students get closer to beginning actual nursing courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a learning assessment for critical thinking test, and then reading and science knowledge tests that will be used.</td>
</tr>
</tbody>
</table>
Pre- and post-reporting of grade distributions

Control and experimental groups

Student evaluation ratings

Faculty evaluation ratings

Focus groups

Faculty reflections

Peer review

Observations

Employer or industry representative review

A Comprehensive exit exam will taken at the end of the program to determine readiness for taking State Board Examinations.

We had students evaluate the Nursing Assistant courses that we put on over the summer of 2006. This is part of our assessment plan for the college and these will be done throughout the program.
Documented Outcomes

- Grant
- Brochure
- Equity/Struggles/Evaluation
- Outcomes
- Dissemination
- Sustainability
- Summary

In each outcome area, choose the major finding based on your evaluation. Provide statements explaining findings achieved as well as unexpected and disappointing findings. Describe assessment techniques that were used to determine outcomes.

Student Learning: Was student learning achieved with regards to increased knowledge of concepts and skills (possibly demonstrate with grades or pre- and post-tests for courses served by grants & benchmark with related courses but not served by grant)?

Cost-Effectiveness: Were cost savings achieved for institution and/or students (possibly demonstrate with data on percent of students who completed courses, savings in instructional costs, savings in costs for...

We had 3 Nursing Assistant courses over the summer of 2006. 100% of the students passed the course. Of the 38 students that passed the course, 36/38 of the students passed to become Nationally Board Certified as Certified Nursing Assistants. The fall General Education courses are currently in progress so pass rates are not known at this time.

The main area here for cost-effectiveness was primarily for the Nursing Assistant Course. The course was totally covered by a Grant by the MNSCU Transition Grant for underrepresented Students. So it was a great cost savings for them.
**Improved teaching methods:** Were faculty teaching skills & strategies improved (possibly demonstrate w/faculty self-reflection & evaluations, peer review, etc.)?

Yes they were improved. Faculty tried different active learning techniques this fall and implement different strategies. The effectiveness was then discussed in staff meetings to determine what does and does not work.

**Improved use of student assessment:** Was there improvement in use of assessment techniques by faculty (possibly demonstrate w/faculty self-reflection & evaluations, etc.)?

This area has not been determined yet. We do have a guest speaker coming to talk to the faculty in January on Assessment techniques. This should theoretically improve student assessment techniques by faculty.

**Improved technological literacy:** Was there improvement in technological literacy among students (possibly demonstrate with student and faculty evaluations, on-line tacking of use of web-supported courses, etc.)?

Many of the students on the Reservation are not computer literate. Due to the culturally sensitive need to NOT dissect animals in Anatomy and Physiology, a web based lab was used. The students needed to learn computer literacy in order to be successful in the lab. We provided Computer lab tutors who helped the students to get onto the internet site and maneuver through it.

**Impacts on campus & community:** Were there impacts on curriculum, campus-wide programs, and/or impacts on community (possibly demonstrate with statements from CAO, Deans, community partners, etc.)?

#1. The impact on the campus was huge. We had lots of problems this first semester getting students admitted to both colleges (WETCC and NCTC), their financial aid process through our college (WETCC is not accredited so all the financial aid ran through NCTC), getting the students register for classes, and getting the files completed so the students would get their money. It also impacted the college because we are mentoring the science courses that WETCC is offering on the reservation. The Science instructors from NCTC mentor the Science faculty at WETCC.

As far as the nursing faculty are concerned, there were great impacts there as well. The faculty had to learn (both PN and AD faculty) about the Native American Culture, and about implementing active learning techniques.
**Dissemination**

- Grant
- Model
- Focus/Strategy/Evaluation
- Outcomes
- Dissemination
- Sustainability
- Summary

<table>
<thead>
<tr>
<th>DISSEMINATION ACTIVITIES (check all that apply and explain)</th>
<th>Provide statements on details related to dissemination activity (e.g., title &amp; date of conference publication)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X On-campus conference/workshop Presentation</td>
<td>We have hired a speaker who came to talk to the faculty about Native American Learning styles, active learning, simulation, and evaluation.</td>
</tr>
<tr>
<td></td>
<td>The two faculty members who worked to incorporate the Native American Culture into the curriculum presented their information for the nursing faculty in August. They will also be presenting to the entire faculty of the college in the near future.</td>
</tr>
<tr>
<td>MnsCU faculty/administrator conference or workshop presentation</td>
<td></td>
</tr>
<tr>
<td>National/regional conference presentation</td>
<td></td>
</tr>
<tr>
<td>Article or other publication</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>On-line dissemination of project findings/materials</td>
<td></td>
</tr>
<tr>
<td>Program or Institution Industry Advisory Committee presentation</td>
<td></td>
</tr>
<tr>
<td>Key industry presentation</td>
<td></td>
</tr>
<tr>
<td>K-12 school district presentation</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

This program has been presented to the advisory committees for the nursing programs at the main campus and at the advisory committee meeting on the White Earth Reservation.

**Sustainability**
FUTURE SUSTAINABILITY (check all that apply and explain)

<table>
<thead>
<tr>
<th>Commitment obtained for future funding of project at your institution</th>
<th>Yes, the college is committed to this. We have another grant for the 2010-2011 academic year which will take us to December of 2007. After that we will look for additional grants to continue the retention and tutoring needed for the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment obtained for project continuation at your institution</td>
<td>Yes, the college is committed to this. We have another grant for the 2010-2011 academic year which will take us to December of 2007. After that we will look for additional grants to continue the retention and tutoring needed for the program.</td>
</tr>
<tr>
<td>Project replicated at other institutions</td>
<td>The Office of the Chancellor is watching our program to see if replication is possible. I have asked them to wait until we can assure success. Right now we can say that the Nursing Assistant courses were complete success, but we have just started the general education course for the nursing programs so we need to see how it does before we can suggest replication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project planned for replication at other institutions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project completed</td>
<td>Project will not be totally completed until May of 2010 when the last group graduates.</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Save and Continue

Summary

- Grant
- Principles
CHALLENGES EXPERIENCED
(check all that apply and explain)

- Timeline and scheduling
- Staff turnover
- Evaluation techniques
- Budget
- Faculty interest
- Institutional support
- Other

Provide statements on the nature of the challenges and how they were addressed.

The hardest part on this was getting the students admitted and their financial aid in place. This is not my area so I had to depend upon others for this area. I did not know what problems we would encounter and we had many problems and challenges in this respect. We are planning for the spring semester registration and financial aid to help streamline the process and make it a successful transition for the students.

This is always a challenge. At this time I'm not sure who will be with me once we start the actual nursing courses summer of 2007.

This has been a challenge as well. But as we have educated the faculty and gotten them involved, interest has been found in different faculty members.

The institution itself is supportive but there were so many times with the registration, financial aid, and admission process that their support waned at times.

LESSONS LEARNED

Identify lessons learned and provide recommendations for changes in College Awards program. In what ways could your

The lessons I have learned could fill a book. I never thought I would ever learn as much as I have about all areas of management in beginning this project. Specific lessons
project have been changed to achieve broader impacts and outcomes?

learned:

1. Impact of advisory committees
2. Native American Culture
3. Hiring process of MnSCU
4. Admission process, Registration process, and financial aid process. (Usually this is just another department’s job but I had to be involved all the way since I was the main contact person.
5. Collaboration with WETCC, and other medical facilitic and people.
6. The curriculum and teaching of the Nurses Assistant course. (I have never been involved in this, my area is RN only)
7. The PN program and the ins and outs of that program. have never been involved in this, my area is RN only)
8. Budgeting of $98,000 grant x 2.
9. Setting up a lab from scratch.
10. Providing training for faculty.
11. Getting faculty on board to provide active learning, simulations, etc.

In what ways could your project have been changed to achieve broader impacts and outcomes? As of this time, the project has surpassed my expectations beyond imagination I anticipated possible 10 to 20 students total. We have 70 students in the 2 programs, and had 38 alone in the Nurses Assistant program.

ATTACHMENTS

Provide as attachments any documents, data tables, etc. that you believe will help explain statements made in the above sections of this report.

If you have any questions about this report or the reporting process, contact Lynda Milne, System Director for Faculty Development, Minnesota State Colleges and Universities, Telephone (651)649-5741, or email: Lynda.milne@so.mnscu.edu.

Thank you for your cooperation.
College Faculty Awards for Excellence Project Report

White Earth Indian Reservation

Sue Field

ORGANIZATION INFORMATION

College: Northland Community and Technical College, Thief River Falls
Chief Academic Officer: Kent Hanson

AWARD INFORMATION

Primary Faculty Member: Sue Field
Nursing Instructor
218-691-0641
sue.field@northlandcollege.edu

Project Title: White Earth Indian Reservation
Project Start Date: 02/16/2007
Project End Date: 05/16/2007

Project Summary Narrative: Implementation of the nursing program at the White Earth Indian Reservation.

BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Proposed Award Funds</th>
<th>Actual Award Funds</th>
<th>Proposed Funds - Other Sources*</th>
<th>Actual Funds - Other Sources*</th>
<th>Proposed Total Budget</th>
<th>Actual Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries-Primary Faculty</td>
<td>$5000.00</td>
<td>$5000.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$5000.00</td>
<td>$5000.00</td>
</tr>
<tr>
<td>Salaries-Other Faculty</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
</tr>
<tr>
<td>Staff Salaries</td>
<td>N/A</td>
<td>N/A</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
</tr>
<tr>
<td>Stipends</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
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<tr>
<td>Equipment</td>
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<td>N/A</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
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<tr>
<td>Materials/Supplies</td>
<td>N/A</td>
<td>N/A</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
<td>$.00</td>
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<tr>
<td>Other</td>
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<td>N/A</td>
<td>$.00</td>
<td>$.00</td>
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<td>$.00</td>
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<tr>
<td>Total</td>
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<td>$.00</td>
<td>$.00</td>
<td>$5000.00</td>
<td>$5000.00</td>
</tr>
</tbody>
</table>

* If applicable

** N/A boxes refer to cost items that cannot be covered by CFAE award funds.


College Faculty Awards for Excellence Project Report

Proposed Total Budget: $ 5000.00
Proposed Award Funds: $ 5000.00

Budget Narrative

OUTCOMES

Student Learning: Exceeded expectations

Teaching methods: Met expectations

Course and curriculum design: Met expectations

Student assessment: Met expectations

Cross-curriculum skill development: We didn't have this as an outcome but this past year the

5. To implement the use of the Vita Sims simulation for learning opportunities that have been purchased with grant money. • One Vita Sim was purchased with money from the $98,000 grant, and 2 more are being funded by a grant from Dakota Medical Foundation. Simulation case studies will also be purchased to help in the implementation of Simulation in the lab and classroom setting. • Evaluation: Implementation of simulation in the lab settings in the summer and fall of 2007. Implementation will be in the Health Assessment course this summer and in the Nursing Skills I course in the fall.

4. To continue to provide in-services to the faculty for implementation of the learning needs of the Native American Students. A specialist (Donna Ignatavious) will be brought in in January to provide inservice on evaluation and on simulations. Inservice at faculty days in May will be provided. • We had Donna Ignatavious present in January on evaluation and on simulations. • We had several of our faculty members attend an inservice at WETCC on cultural differences presented by Jeanne McDougal. • Several of our faculty attended a graduation ceremony on the White Earth Reservation and were part of a drumming and pipe ceremony for the graduates. • Our faculty attended the open house in which we had a pipe ceremony and feasting for the spirits and this was explained to them. • Our faculty was also introduced to cleansing of spirits by an Elder before we moved into our new building which happened to be a funeral home.

1. To begin our first nursing courses the summer of 2007 starting with the Health Assessment Course for the RN completion program. The curriculum written by the nursing faculty will be implemented in this first class and will be culturally sensitive and also incorporate simulation and case studies in the lab setting completed by July 31, 2007. • Course was begun in May 2007. We started with comparing professionalism to the Anishinaabe values. Culture was infused in the Health Assessment course. Simulation with cardiac monitor and case studies was implemented. The course materials are being developed for the rest of the program involving case studies, simulations, gaming, and concept mapping. 2. To begin our first PN nursing courses the fall of 2007. These first PN courses are primarily lab courses in which culturally sensitive curriculum will be used and simulation and case studies will be used in the lab setting completed by December 20, 2007. • This is being developed and case studies have been developed with Native American patients which are not only culturally sensitive but also provide visual learning. Games have been developed to help students, and the lab setting will implement simulation as well.


6/5/2007
students have had their general education courses to develop their cross curriculum skill development. We worked with White Earth Tribal & Community College to provide mentors for their science faculties, and provided tutors for their students in the science areas.

6. To strengthen our retention efforts by hiring a person ½ time for intrusive retention. This has been advertised but interest is limited. Recruitment will continue. Retention specialist hired and retention at 75% June of 2007. We hired Jeanne McDougal in January of 2007. She has worked wonderfully with the students and has been a great asset for our retention project. 7. To strengthen our retention efforts by hiring tutors who also mentor the students towards successful completion of the program. • We currently have 2 RN's who are doing tutoring and mentoring and two LPN's. This will be continued. • We have a tutor who helped us out in the spring with the science courses. Our plans are for her to continue on in the fall ½ time with the PN students. • By September 2007 have 3 nurses who are tutoring and mentoring students.

3. To find funding for a suitable building for a nursing lab to be set up beginning May 2007 to May 2008. Two grants will be written in November of 2006 to try to find funding for a building for the lab. The program grew so quickly that an adequate building needs to be leased. Work with the advisory committee for the White Earth Nursing Program will also be incorporated to find adequate lab and classroom settings. Evaluation: Lab set up for nursing program by May 15th, 2007. • We received a $340,000 Bremer Grant to provide a building and personnel for the program. We moved in on May 1st, had our grand opening on May 9th, and started course work on May 20th.

This was definitely a creative and learning experience. I cannot begin to tell you how successful this has been and is continuing to be. We have 36 students who completed their Nursing Assistant program last summer with 95% becoming certified and the majority of those students now working. We have another 35 students who are planning on taking the Nursing Assistant course this summer. We have 25 students who have successfully completed their general education courses this past year at WETCC and will begin the Practical nursing program in the fall. We currently have 17 students that have completed their general education courses this past year and are currently in their first RN course. This has been innovative in that we have taken our nursing program to the students. The students do NOT need to come to our home campus at all. The collaboration between the tribe, the tribal college, the departments at NCTC, and the faculty has been outstanding.

PRINCIPLES

Most important: Meet community needs


6/5/20
Achieve collaboration & partnerships

Third Most Important:  
Expand understanding of diversity issues and principles

Other:

STRATEGIES

Active learning, experiential learning  
Applied-learning, problem-based learning  
Tutoring  
Improved student services

We have developed a much more active learning based program. The Native American student typically is a hands on student. This has helped to progress our faculty to an active learning approach to education. There has been many problem based learning experience, not so much for the students but for the faculty and myself. New challenges are around every corner. Tutoring has been a great need with these students. We have hired tutors and that has contributed greatly to the programs success. Student services was extremely bumpy at first. We were trying to provide student services 60 miles from our campus without realizing how successful our program would be initially. We had planned for 5 to 10 students and ended up with 70 the first month. Some of those students have not progressed, but we have approximately 40 to 45 students right now registered for fall nursing courses with another 35 that are taking the Nursing Assistant course this summer. Needless to say there were many challenges with student services, getting students registered at both campuses (WETCC and NCTC) running all the financial aid through NCTC and providing the support for the students at a distance. But with great collaboration here at NCTC along with the collaboration with the admissions department at WETCC we have been successful in developing student services that is effectively supporting the students.

DISSEMINATION

Your own classroom or lab  
On-campus conference/workshop Presentation  
MnSCU system-wide conference or workshop presentation  
National/regional conference presentation

Of course the nursing faculty are aware of what is going on at White Earth and we discuss this often. But I also plan on a campus wide presentation in the fall and the program has been presented at a MnSCU system wide student services conference by Gene Klinke (student services). I also plan in the future to present at NISOD.

SUSTAINABILITY

Commitment obtained for future funding of project at your institution  
Commitment obtained for project continuation at your institution

I have the commitment of support from our college administration and President Temte. But future funding is questionable. I do have funding to provide for the building and one recruiter/tutor through the Bremer Foundation which will provide one cohort to complete by 2010. Future funding is questionable although the request for further programming there is definitely there. We have students daily that would like to get into the nursing program.

FINAL STEPS


6/5/2007
### College Faculty Awards for Excellence Project Report

<table>
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6/5/2007
Implementation of Nursing Program at the White Earth Indian Reservation Outcomes:

1. To begin our first nursing courses the summer of 2007 starting with the Health Assessment Course for the RN completion program. The curriculum written by the nursing faculty will be implemented in this first class and will be culturally sensitive and also incorporate simulation and case studies in the lab setting completed by July 31, 2007.
   • Course was begun in May 2007. We started with comparing professionalism to the Anishinaabe values. Culture was infused in the Health Assessment course. Simulation with cardiac monitor and case studies was implemented. The course materials are being developed for the rest of the program involving case studies, simulations, gaming, and concept mapping.

2. To begin our first PN nursing courses the fall of 2007. These first PN courses are primarily lab courses in which culturally sensitive curriculum will be used and simulation and case studies will be used in the lab setting completed by December 20, 2007.
   • This is being developed and case studies have been developed with Native American patients which are not only culturally sensitive but also provide visual learning. Games have been developed to help students, and the lab setting will implement simulation as well.

3. To find funding for a suitable building for a nursing lab to be set up beginning May 2007 to May 2008. Two grants will be written in November of 2006 to try to find funding for a building for the lab. The program grew so quickly that an adequate building needs to be leased.
   Work with the advisory committee for the White Earth Nursing Program will also be incorporated to find adequate lab and classroom settings.
   • We received a $340,000 Bremer Grant to provide a building and personnel for the program. We moved in on May 1st, had our grand opening on May 9th, and started course work on May 20th.

4. To continue to provide in-services to the faculty for implementation of the learning needs of the Native American Students.
   • We had Donna Ignatavious present in January on evaluation and on simulations.
   • We had several of our faculty members attend an inservice at WETCC on cultural differences presented by Jeanne McDougal.
   • Several of our faculty attended a graduation ceremony on the White Earth Reservation and were part of a drumming and pipe ceremony for the graduates.
   • Our faculty attended the open house in which we had a pipe ceremony and feasting for the spirits and this was explained to them.
   • Our faculty was also introduced to cleansing of spirits by an Elder before we moved into our new building which happened to be a funeral home.
5. To implement the use of the Vita Sims simulation for learning opportunities that have been purchased with grant money:

- One Vita Sim was purchased with money from the $98,000 grant, and 2 more are being funded by a grant from Dakota Medical Foundation. Simulation case studies will also be purchased to help in the implementation of Simulation in the lab and classroom setting.
- Evaluation: Implementation of simulation in the lab settings in the summer and fall of 2007. Implementation will be in the Health Assessment course this summer and in the Nursing Skills I course in the fall.

6. To strengthen our retention efforts by hiring a person ½ time for intrusive retention:

   This has been advertised but interest is limited. Recruitment will continue. Retention specialist hired and retention at 75% June of 2007.
   - We hired Jeanne McDougal in January of 2007. She has worked wonderfully with the students and has been a great asset for our retention project.

7. To strengthen our retention efforts by hiring tutors who also mentor the students towards successful completion of the program:

   - We currently have 2 RN's who are doing tutoring and mentoring and two LPN's. This will be continued.
   - We have a tutor who helped us out in the spring with the science courses. Our plans are for her to continue on in the fall ½ time with the PN students.
   - By September 2007 have 3 nurses who are tutoring and mentoring students.
College Faculty Awards for Excellence
Project Report

Novice Integrated Physical Assessment

Barbara Forrest

**ORGANIZATION INFORMATION**

College: Northland Community and Technical College, East Grand Forks
Chief Academic Officer: Kent Hanson

**AWARD INFORMATION**

Primary Faculty Member: Barbara Forrest
Nursing Instructor
218-773-4556
barb.forrest@northlandcollege.edu

Other Contact(s)

Project Title: Novice Integrated Physical Assessment
Project Start Date: 11/16/2006
Project End Date: 11/12/2007
Project Summary: The Novice Integrated Physical Assessment project was developed to facilitate learning of the integrated skill set for physical assessment. The completed tutorial will also aid novice students in learning common normal and abnormal findings.

**BUDGET SUMMARY**

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### Outcomes

#### Student Learning:
- **Met expectations**

  Student mastery of physical assessment knowledge and skills was enhanced through interaction with the product. The ability to self-pace through the tutorial while learning knowledge and hands-on skills eased student anxieties regarding the complexity of the skill set.

#### Teaching methods:
- **Met expectations**

  The comprehensive product allows students to repeatedly review topics on their own terms and time until skills and knowledge is mastered. The product eases the need for faculty to repeatedly demonstrate complex skills for students. This liberates faculty time for other teaching functions.

#### Course and curriculum design:
- **No change**

  There were no course or curriculum changes per se. The product does create a bridge for skills and knowledge of physical assessment for students between the nursing skills courses and patient care clinicals.

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*If applicable

**N/A boxes refer to cost items that cannot be covered by CFAE award funds.

- **Proposed Total Budget:** $5000.00
- **Proposed Award Funds:** $5000.00

**Budget Narrative**
### Student assessment:

Other

### Cross-curriculum skill development:

Met expectations

#### Assessment techniques of student ability were not modified based on this project.

#### The focus of this product is to aid nursing students to gain confidence with their skills and knowledge of physical assessment, building a bridge between the nursing skills courses and patient care clinicals. The application of this knowledge and multiple skills to the individualized care of patients evidences high level critical thinking.

### Other:

#### Unanticipated Results

This project was both a challenging and rewarding experience for me. The technical aspects of taping and producing concise video clips was most challenging. The heartburn produced from working with various multimedia products convinced me I need to keep my day job :). Consulting with other faculty kept the project fresh and open to possibilities. After discovering a new presentation product, Articulate Presenter (C) I chose to completely remodel the project design. Although the remodeling occurred after many hours of development and template creation, it did make for a better product than was initially envisioned.

### Lessons Learned

#### PRINCIPLES

**Most important:**

**Second Most important:**

**Third Most important:**

**Other:**

### STRATEGIES

### DISSEMINATION
<table>
<thead>
<tr>
<th><strong>FINAL STEPS</strong></th>
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Introduction and Background

This Awards for Excellence project was approved in the spring semester of 2007. The scope of this project was high schools along the Highway 11 corridor of northwest Minnesota. Individual school districts include: Lake of the Woods in Baudette, Warroad, Roseau, Badger, Greenbush-Middle River, Karlstad, Lancaster and Hallock.

For many years, these school districts offered agricultural programs for their students. Over the last two decades, agricultural programs have been reduced, combined with other courses, or completely eliminated from the school curriculum. In fact, in the fall semester of 2007, agricultural programs are not offered at any of above listed school districts.

The most common reasons given for the elimination of agricultural programs at these high schools are: 1) declining high school enrollment, 2) a reduction in the number of family farms and students going back to work on the farm and, 3) school district budget constraints cannot justify an agricultural instructor.

Agriculture is still an important part of the rural economy and way of life. Even with a decline in student numbers, many students will return to the family farm. Agricultural education is an important part of a student’s education, especially those who will return to the farm. The average farmer’s age, in this area, is in the mid-40’s. Many farm operators will be transitioning to the younger generation in the next few years. Where will this younger generation receive the necessary agricultural education to be successful?

Several years ago, students with an agricultural interest could receive this education and training at the local high school. Today, this is not the case. One of the concepts of this project is to determine if area high schools would be willing to look at alternative methods of agricultural education for their students. This may mean combining with a neighboring school, alternative methods of program delivery (on-line, ITV), or the integration of agricultural programs into existing curriculum.

However, the question remains, how will these students gain the necessary education and training to be effective on the farm and be the potential next generation leaders in these communities? One of the goals of this project is to begin to ask some of these questions on how agricultural education can be offered in the current environment of declining enrollment, budget constraints and the continued population in the rural areas of Minnesota.
The objective of this project was three fold.

1) Determine the level of interest in agricultural programs at school districts along the Highway 11 corridor.

2) Explore the potential of developing partnership with area high schools, Northland Community and Technical College (NCTC) and the University of Minnesota.

3) Begin the process of agricultural curriculum development, which includes new and existing agricultural curriculum to be taught on-line, ITV or a combination of the two.

The original timeline for this project was aggressive. One of the original goals of this project was to have a class ready for fall semester 2007. This objective of a class for fall 2007 was not met. Complexities of multiple high schools, scheduling conflicts and additional partners made this time line too aggressive. The advisory committee and other cooperators have agreed that fall of 2008 is a reasonable goal for the first class to be offered to area high schools. Objectives one, two and three were met, and will be discussed in turn.

Objective One

The area high school administrators, teachers and school board members that I talked with during this project all recognized the need for agricultural education for students that have an interest in agriculture. To a person, the comment was; we would like to offer and see the value in agricultural education for our students. However, the primary reason for the elimination of the agricultural programs was budget constraints. With reduced income, cuts have to be made, and a difficult decision was made to cut agricultural programs.

To optimize student learning, the best case would be a full-time agriculture instructor on site. However, it became very clear that additional programs will not happen unless student enrollment improves. Near term projections for these rural school districts is to see a continued trend of declining enrollment. It is unlikely in the near term that these school districts will have the budget to add additional staff.

The possibility of offering agricultural classes with an alternative method of delivery was discussed. This concept had good support. Agricultural class offered either on-line or ITV for interested students that would be a good compromise. Individually, these schools may not have the student base to offer a specific class. However, collectively these schools could have enough students to justify alternative programs and class offerings.

Objective Two

Considerable time was spent on the development of partnerships in the area of agricultural education. Ideas ranged from traditional on-line and ITV course delivery, in
which course delivery originates off site; to the integration of college faculty and high school teachers that would "team" teach a class.

Discussions with Dr. Lyle Westrom, U of MN Crookston were very positive. Dr. Westrom indicated a strong willingness to cooperate on a project of this nature. Dr. Westrom has spent some time thinking about how a concept like this might be put in place and is supportive of the project and indicated a willingness to be a part of future discussions.

Objective Three

Considerable amount of material is available for teaching a single agriculture class or entire curriculum. One of the recommendations of Dr. Westrom was to get a commitment from area high schools before spending time on curriculum modification. In Dr. Westrom opinion, teaching material is currently available for many agricultural classes that can be taught on-line or ITV. Dr. Dick Joenger, who was at the U of MN, and now is the state director for MNSCU, expressed a similar opinion as Dr. Westrom.

Project Outcomes

Outcome One

High school stakeholders in school districts along the Highway 11 corridor of northwest Minnesota are supportive of agricultural programs that could be offered to their students. It is quite clear with the current budget climate the addition of full time teachers would be difficult. Support was expressed for agricultural programs to be offered in an alternative method. On-line, ITV, team teaching (high school teacher and a college faculty), possibility of teacher mentor program and partnering of high school teachers with college faculty were discussed and all have some merit.

Discussions are ongoing to chart a course of action that would be a win-win for NCTC and area high schools. This project has brought to light that by working together, the U of MN-Crookston and NCTC can offer agricultural programs that are much stronger than either one institution alone. Dr. Lyle Westrom is willing to cooperate on future program developments and outcomes.

Outcome Two

One of the positivity outcomes of this project is the formation of an advisory committee. This committee meets two to three times a quarter to discuss issues, challenges and opportunities. This group is comprised of community leaders, legislators, school board members, high school administrators and NCTC personnel.

This committee has met twice this year with very productive discussions. One of the missions of this advisory committee is to look for areas of cooperation and find areas that are a win-win situation for area high school and NCTC.
Outcome Three

Local state legislators are interested in this project. Representative Dave Olin and Senator LeRoy Stumpf have been in meetings and are aware of this project. One of the recommendations is to write proposal for a pilot project for a partnership between NCTC and high schools along the highway 11 corridor in northwest Minnesota. This pilot project will be discussed and refined at future meetings.

Outcome Four

A survey will be sent to area high schools districts to ask what classes and courses would be most important to their students. This survey will be conducted in October of 2007, with the results discussed at a future advisory committee meeting.

Outcome Five

The meetings thus far with UMC, area high schools and NCTC have been very productive. It seems that a spirit of cooperation exists and interested parties are willing to cooperate towards a common goal. This is a great first step. Every attempt will be made in future meetings to keep this project moving forward.

Outcome Five

The discussions began with agriculture programs. However, opportunities exist for a similar project in other disciplines. Some of these ideas were captured and will be included in the survey to be sent to area high schools. One message that came across loud and clear; high schools want to expand the number of college credit classes to their students. Without question, NCTC can expand the presence in these area high schools by offering quality college credit classes.

Summary

The original thought for this project was to offer agriculture programs (ITV and on-line) to high schools along the highway 11 corridor in northwest Minnesota. Since the beginning of this project, additional partners have "come on board" and the scope of the project has expanded to more than agriculture. In addition, the formation of an advisory committee will function as a sounding board in the communities and offer suggestions on programs and programming to NCTC. Finally, Representative Olin and Senator Stumpf are aware of the project and will look for potential state funding sources for a pilot project.

Respectfully submitted,

L. Dave Grafstrom Jr.
NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
Awards for Excellence Program Spring Semester - 2007
Ryegrass Production Guide
Dave Grafstrom

This Awards for Excellence project was approved in the fall semester of 2006. At the core of this project was the development of a Ryegrass Production Guide (RPG) to be distributed to area ryegrass growers in mid-May. The completion of this project would require a good working relationship with the Northern Minnesota Grass Seed Growers and Grass Seed Associations. This timeline has been met. However, in working with the grass seed growers and the Grower Associations it became apparent that large grower meetings and classes over the internet were major concerns to this group. As a result, the D2L component and large classes would not be a part of this project. In time, this group may be receptive to the concept of information on the internet. However, at this time, too many of the growers were not in favor of this approach.

The assembly of the needed information for this project required a different approach than listed on the original proposal. In place of large meetings, small focus group meetings were held from Oct - March at various sites in Roseau and Lake of the Woods counties. These focus group meetings were held at ryegrass grower’s shops/offices, restaurants and cafes, grass seed processors offices, Grass Growers Association offices, FSA/NRCS offices, NCTC office in Roseau, MN Extension service offices and public libraries. Internet communication, phone calls and regular mail were modes of communication used to get background information, input and clarification of the various grower practices. This information was assembled in outline form and to develop discussion points used as “conversation starters” at these focus group meetings. Results of these focus meetings were the backbone for the respective topic area of the RPG.

The D2L component was to provide feedback for this project. Because of the sensitivity of the Growers Group to the internet, D2L was not used for this project. Feedback was obtained from focus group meetings and the draft review of the RPG. In addition to this partial review, the entire document was reviewed by sixteen (16) individuals with a wide range of expertise in the production of ryegrass. Reviewer’s comments were incorporated into the final copy of the RPG.

This project took more time than anticipated. Estimated time was approximately 29 days including many nights and weekends. This project was very rewarding. Feedback from the reviewers, growers and Grower Association has been better than expected. Discussion has surfaced on the possibility of an updated version with photos from northern Minnesota and the potential of getting the RPG bound and published.

Respectfully submitted,

L. Dave Grafstrom Jr.
Project Successes, Challenges and Recommendations
PERENNIAL RYEGRASS PRODUCTION GUIDE
Award for Excellence
L. Dave Grafstrom
May, 2007

The following are a few thoughts and reflections at the completion of an Award for Excellence project. At the core of this project was the development of a Ryegrass Production Guide. The information contained in this document was gleaned from several sources and will be used for educational purposes by the ryegrass growers in northern Minnesota.

Northland Community and Technical College (NCTC) has an excellent working relationship with several grower and commodity associations in northwest Minnesota. For example, the Minnesota Wheat Growers and NCTC have a great working relationship. This relationship has evolved over years of working together. NCTC and the Minnesota Wheat growers cooperate on many projects during the year (Newsletter articles, Prairie Grains Magazine, Prairie Grains Conference at the Alerus Center in Grand Forks, local meetings, grain marketing seminars and meetings). Grower associations and organizations are a key ingredient in the establishment of long term working relationships with growers.

In northern Minnesota, the perennial ryegrass is a crop that is in its infancy. Ryegrass harvested acres have risen from a few hundred in 2002, to over 25,000 in 2007. The learning curve is steep for everyone involved in the production of ryegrass. All indications point to a continued ryegrass expansion of acres in the near term. An opportunity exists for partnership between ryegrass growers, ryegrass growers associations, and NCTC.

The Ryegrass growers are still trying to “sort out” the structure of this new organization. At the December 2006 board meeting, the ryegrass growers approved a name change and a “new” structure. This will be a positive in years to come. By using the Wheat Growers and NCTC as a model, one of my goals is to build a strong working relationship with this new group. It may take several years to develop. However, the relationship between the Wheat Growers and NCTC didn’t occur overnight, and it gets better each year. It’s my intent that with hard work and dedication a similar relationship can occur between NCTC and ryegrass growers of northern Minnesota.

The original plan for information gathering for this Ryegrass Production Guide (RPG) was to have several large meetings with growers. In addition, the internet (D2L) was to be used as a communication tool for growers. Early on in this process it became clear that a division within the ryegrass growers association would make it difficult (damaging to the development of a long term relationship) to gain support for large classes and information over the internet. It didn’t seem to make any difference how secure the internet site was; several in the group didn’t want information on the internet.
A new strategy was implemented that would gather the needed information and be palatable to the growers association (see enclosed document). In a nutshell, small focus group meetings would be the source grower information and selected individuals would review the drafts of each section and entire document.

What is the result of the completed RPG? The ryegrass growers and seed processors are very impressed with the completed document. Several have commented and were pleased how sensitive information was handled in the RPG. In addition, it now appears that the ryegrass growers group will be supportive of ryegrass meetings being held beginning next fall. These meetings will be educational in nature and be conducted in a similar format as the FBM marketing classes or special topics classes.

The grass growers in northern Minnesota are hesitant, at times, to share production, financial, and marketing information. In my opinion, the primary reason for this is a fear that the market they have worked so hard to develop, will be taken away from them. This is a valid concern. However, in the development process of this RPG, many growers have expressed the opinion that much of the information contained in this RPG is critical to the success of the ryegrass industry in northern Minnesota. In fact, many have asked if there are plans to update this RPG on a regular basis. This may be a potential area for cooperation between NCTC and the ryegrass growers in the future.

The sensitivity to using the internet for ryegrass production is still a concern for this group. However, due to this RPG project, it appears this group will be receptive to working on a pilot project beginning in the late fall of 2007. My plans are to utilize D2L as a component to the class that will be offered next fall. It is my opinion that once these growers and board members have had a chance to work with the D2L system they will like it and question why they were hesitant in the first place. Relationships take time to nurture and grow. All indications point to this RPG project as being an important part of this relationship building process.

In talking with ryegrass growers, one of the needs expressed by growers is solid financial information on the production costs for ryegrass. Ryegrass is a minor crop and as a consequence, NAP is the only crop insurance available. By not having traditional crop insurance, it becomes difficult to manage the risk associated with costs of raising a crop. A possible opportunity exists to work with the ryegrass growers to gather financial information and cooperate with the Risk Management Association (RMA) to develop the necessary actuary tables for crop insurance in ryegrass.

This RPG project took more time, was more involved than first anticipated, but was very rewarding. Feedback from growers, agronomists, lenders, seed processors and conditioners and others have been very positive. I am convinced this RPG project, is the first step, in the development of a partnership between the ryegrass growers and NCTC. It may not be to the same level as the Wheat Growers and NCTC, but this RPG is an excellent first step in building a solid foundation and several opportunities for a win-win situation for NCTC and the ryegrass growers.
The Smith Institute is part of the Newberry Library. The Newberry is one of the largest privately held, closed-stack research organizations in the U.S. with over 1.4 million volumes. The Smith Institute contains, among other things, the Rand McNally Archives. In addition, the Smith Collection maintains strong holdings of cartographic materials going back to the earliest maps made in the Western Hemisphere as well as Incunabula (materials made before 1500) and many Renaissance/Reformation period maps and atlases.

Scholars and educators are welcomed and may obtain reader’s cards to access the collections. The Smith Institute’s collections are kept in secure, climate-controlled, archival areas. A huge five-story vault of the Newberry houses and protects the core of the Smith Institute’s collections.

Materials to be researched must be requested, in writing, ahead of time so that staff may retrieve the materials from the vault. Rigid conservational rules and protocols must be observed when viewing materials. Any photocopying or photographing of materials must be requested in writing and approved before staff will undertake these tasks. Fragile manuscript and exceptional materials may not be reproduced at all.
OUTCOMES:

Several examples of materials obtained at the Smith Institute will be given in this Report of Outcomes to illustrate how they will be incorporated into the appropriate classes I teach. Assessment methods will be touched upon along with proposed assessment matrices. Visual examples will be appended in this report where noted.

CULTURAL GEOGRAPHY. Curators of the Smith Institute were very helpful in the accessing of appropriate materials relevant to Cultural Geography and American Indian Studies classes. Late medieval maps were often decorated with panels illustrating denizens of other lands. These fantastic humanlike creatures might have heads with huge ears, long trunks or even no heads at all. In the latter case, the face of this "humanculus" was in its chest. Other examples of "Collecteana rerum memorabilia" included a one-legged race who hopped around with the help of a huge foot. The owner of this appendage was viewed at the edge of the map shading himself from the sun using his huge upended foot. (Figure 1)

The use of "quick write" assessments by students in cultural geography class will be used to address spatial interaction and spatial behavior. A part of cultural geography addresses differing human views of others in light of the "stranger as alien." The phenomenon of ranking social distance and perceptions by categoric knowing have been and are still major issues within our society.

A number of cultural maps which are less concerned about surface location, altitude, topographic features, roads or cities will be added to the class. These include mythic Hindu, Mesopotamian, and Medieval "T O" maps. The latter are named because of the peculiar shape the maps took. We are a rather literal society today in the West.
Other societies, past and present, see things symbolically. Using non-Western "cultural maps," the students will be assessed via a group project.

**WESTERN CIVILIZATION.** A major misconception that students possess or rather have been indoctrinated with is the error of "Presentism." That notion goes something like: we are much smarter, better, more civilized, and superior than the silly people of the past. Of course, Isaac Newton was right when he said that "we see further because we stand on the shoulders of giants."

Student groups will be given a simple task of using a Portolan or harbor finding map made in the 14th century. A series of "compass rose" bundles of rune lines delineate routes from one part of the sea chart to another. This will be compared with an illustration of a Polynesian stick map. This chart, without any written notations, utilized wind and sea currents in relation to the sun's orbit to guide these Pacific seafarers usually accurately across huge distances. I have several nautical instrument reproductions with which to show how latitude and directions measurements were made.

Misconceptions in maps also can have a major impact on history. An obscure geographer named Toscanelli produced a series navigator's chart that showed that the Orient "Jindia" = India and "Zipangu" = Japan and "Java" (Spice Islands) were only about 3000 miles to the west of Europe. This was, of course, in error as the actual figure is four times as far. His map, without any intervening land barriers in evidence, was acquired by Columbus. This bad map was used by the Genoese navigator as his basis for sailing west to get to the East Indies. (Figure 2)
AMERICAN INDIAN STUDIES. Professional staff members made available a 17th century map of early Louisiana compiled from notes made by Louis Hennepin. Of interest here (besides the inaccuracies) were the place names of the Native Americans. The French were highly interested in the various peoples that inhabited the areas of their exploration. Their attitudes toward indigenous peoples also differed from the views of the English. (Figure 3)

Attention will be brought toward the figures around the map identification descriptors. Students will be assessed by a short-write assignment to deduce attitudes the French held toward American Indians and themselves as "enlightened" peoples on a course with destiny. Examples of questions for the short-write include:

A) Who does the figure on the left represent?
B) Why is he naked and what is in his LEFT hand?
C) Why place an animal head above the "Mississippi" inscription?
D) What is the reason for the placement of the hands of the clergyman at the near right?
E) Why go to the trouble of placing the "Cotaraketa ad Niagaram" below the figures?

An informal assessment via peer evaluation will be made of the students' ability to:

1) Ascertain the names with corresponding modern locations of peoples, rivers and lakes.
2) How would such a map be viewed by Native Americans? How would the term "Sioux Nadouwes et Isati" be taken by Lakota people?
MINNESOTA HISTORY. A number of articles were found in the written works which relate to excellent teaching examples for students. "Lake Superior’s Mythic Isles: A Cautionary Tale for Users of Old Maps" by Robert Karrow, Jr. is a case in point. This article on how false information may often persist and be copied by many later sources over long periods of time is very relevant today. Assessment will be made using this article as a starting point to critically compare these imaginary "floating islands" with many later and current examples of widely accepted falsehoods. (Figure 4)

UNITED STATES HISTORY. A number of useful maps were made available to me at the Smith Institute. A map by John Fitch in 1785 illustrated a failed attempt to create U.S. territories that were rationally divided and free of politics. The proposed rectangular sectioning of the "Old Northwest Territories" that included part of Minnesota was done during the "Confederation" period of U.S. history before the Constitution was adopted.

This six-year period was mostly a failure and could have put the young nation into another war—a civil war. The formal rejection of the "Articles of Confederation" and adaptation of the Federal Constitution averted that. The eastern part of Minnesota would have been a portion of the territory of "Sylvania." (Figure 5)

A critical thinking assessment will be utilized to put the visual image of the Fitch map into context with student analysis of the Confederation period. Territories and later states were often divided and altered for reasons of hidden agendas. The Land Ordinance of 1785 was successful in utilizing the old Roman grid system into our familiar land divisions by townships and sections. Why the difference? In observing a
map of the U.S. why are the states in the eastern part of our nation so much smaller than typical western states?

**EVALUATION PLAN:**

The outcomes will be achieved when the relevant cartographic materials have been obtained for each class noted in the Outcomes section. The evidence gathered is in the form of: A) appropriate cartographic materials, and B) relevant narratives that relate to the subject. The materials are being integrated into the three classes as noted above.

The assessments used will be patterned after the "Course-Level Assessment of Student Learning Outcomes Matrix." An assessment is being matched to each outcome. The impact of materials will add to other classes besides the classes mentioned in the proposal. Physical Geography, Minnesota History and U.S. History will also benefit from materials that I have obtained through the Awards for Excellence grant.

**DISSEMINATION:**

A presentation will be given at a CTL event or in-service to be arranged in consultation with the Awards for Excellence Committee and NCTC Administration. Hopefully, this can be done in September or October. It would be better not to "cover the waterfront" going over all the materials gained in a single CTL session. Rather, I would prefer to present a single, completed and brief lesson plan and illustrate how it was done. The modest title is: "The Most Important Map in American History and
Why." The plan is to use a high resolution digitized image of this very rare map taken from the Smith Institute's original.

The main recipients of dissemination, of course, are to the students in the three classes noted in the project description. Additional materials will be also utilized for Physical Geography and U.S. History I and II classes.

SUMMATION OF THE AWARD:

Working with some of the leading figures in historical geography constituted a real experiential and highlight for me. I only wish there had been more time to utilize the Smith Institute's collections and interact with the staff.

First, I able to recharge my batteries and bring back information that would otherwise been totally unavailable to me. Secondly, the people I was working with are up on the most current scholarship and are, themselves, contributors to advances in historical geography.

Moreover, the pure art of centuries old cartography was a major treat. I was able to get a close look at several of the Smith Institute's treasures. Mapmaker Pierre Duval's enhanced issue of Samuel de Champlain's 1616 map of his American explorations is a case in point. The great French explorer's drive to explore and claim the Great Lakes for France is part of the long struggle against their enemy, Great Britain.

Because of politics and internal feuding, Champlain's 1616 map was suppressed. Many of these exploration maps were kept secret until many years after and were made in small numbers. Knowledge is power and accurate maps were kept in secure locations so as not to fall into the wrong hands. The huge copper engraving plates for
printing the map were later changed with Champlain's new discoveries added. Only one example of the original map is known and it was a later "pull" taken just before old information was removed by metal chasing and new information added.

This important map is known in several states as the plates were updated and altered over time. The Smith's example of the second state is unique. Its provenance is known from ownership by the French king to the present. It is the first map to depict Lakes Huron and Ontario. Imaginary images of the western ocean leading to the Orient add to the charm. (Figure 6)

Astonishing atlases with elaborate engraving were also shown to me as well. Dutch "Polder" maps were elaborately engraved and colored early topographic maps that showed amazing detail of lands being reclaimed from the sea. German barony and estate maps went into much detail of aristocratic holdings as well as engravings of jousting knights in armor and peasants laboring in the fields. These images filled the corners and edges of the cartographic charts in an effort to please the mapmakers' noble-born patrons as much as to impart information.

It would have been impossible for me to experience and research these wonderful materials without the generous support of the Awards for Excellence program. This was something that I will always remember and feel rewarded for, in part, for being an educator.
Lake Superior's Mythic Isles:
A Cautionary Tale for Users of Old Maps

by Robert W. Karrow, Jr.

"Tom Sawyer, what's a map? Isn't it to learn

you fix it?"

"Of course, Tom.

"Well then, how's it going to make that if it isn't

that's what I want to know."

Mark Twain, Tom Sawyer Abroad

We should probably be surprised if there is a Black

Plan today, as maps can be. Even the best modern

maps are beset by the nature of the medium and by

the limitations of our minds to think in 2-D (and

usually unimportant) maps, as when a mid-scale
table is two miles long according to the scale, or
when, as in the case above, distance from a

beach is given, not just. All maps, but particularly

old maps, must be used with caution with an aware-

ness of the context that implications, the images

that produced them, the economic and political

forces that determined them, and the processes that

shaped their content. In the case of Lake Superior,

we can look back on our own experiences, im-

aginations, and often misleading maps of carto-

graphical evidence.

Of the five Great Lakes, Superior especially re-

quires exaggeration. With almost 8,000 miles of

shores, it has the largest expanse of water in the

Northern Hemisphere. It is the twin of the Great

Lakes, subject to dense fog and sudden storms every-4

where on the surface, with added danger that to
to the stormy, hot-buck water, waves, or swells

off the Great Lakes (c. 3,500 square), the 5,500-

foot contours are pulled from ice waters. It has the

most rugged shoreline, including dangerous seas and

rock formations that appear 900 feet above the water.

It is the largest of the Great Lakes, reaching 359

feet or 1,800 feet. It was the first of the Great Lakes

to be mapped by any society.

The Lake Superior region has been continuously

inhabited for thousands of years. As the time of the

First European contact, Superior and Sucker Indians

lived around the lake's shores. In the 17th century,

the area around Batch Bay, where Superior was cut

through a long series of rapids into the St. Mary River

and Lake Huron, became a fishing center, with fisheries

from its north to Thunder Bay and as far north as

Sault Ste. Marie to set up...

North American Indians made maps, and a few have

survived. These in both buck or wood, are drawn on

paper or on the bark of European. One such map is on

an Ojibway birchbark scroll that purports to show the

migrations were followed by the Ojibway from an

eastern home to the shores of the Atlantic to their

nineteenth-century birthplace in Northern Maine.

The map is more or less of an almanac for the lands

of the Great Lakes, and resembles an Old English

tract. At the end of the Battle of Lake Superior

seems to be a drawing of a whale nowhere near the

mouth of the St. Louis River, an important event in the

Ojibway migration story. The fighting is shown in

its content is unknown. The Ojibway culture is

directly concerned with what is happening around

them, and with the mythological and geographic

significance of the area. It was once an aid to

memory in telling the migration tale, a religious

story, with a degree of geography. Though ancient

maps such as this are relatively unknown, there

are few that have survived, except for those that

have been lost. Maps and maps of the Lake

Superior region are never accurate.

Mark Twain, Tom Sawyer Abroad
TO: Dr. Jack Haymond

FROM: Dr. James Davis
Interim President

DATE: May 12, 2006

RE: Awards for Excellence

Based on the recommendations of the Awards for Excellence Committee, I am approving your application for your “Mapping the Past” project in the amount of $5,000.

Compensation for this project will be processed once the project is completed and the required payroll forms are submitted. As stated in the Award for Excellence guidelines, you will be required to submit a written final report, including how the objectives and/or goals have been achieved. You will also be asked to make a presentation regarding the project at either an in-service workshop or an on-campus CTL event. This project must be completed before the end of the 2006-07 academic year.

The Minnesota State Colleges and Universities Policy 3.26, Intellectual property applies to the Award for Excellence that is approved. Because you will receive financial compensation for the Award for Excellence, the intellectual property rights are considered institutional works in accordance with the policy.

Thank you for your desire and commitment to enhancing and expanding Northland’s history division.
Awards for Excellence Project Proposal

Pre-Natural Resource emphasis AA degree with potential articulation agreements with UMM, UMC, BSU, UND, and NDSU


The project had three goals:

1. Determine which introductory courses, if any, were necessary to develop in order to allow Northland students to transfer from NCTC to the respective four year institutions as a junior in their field of study.
2. Develop any courses necessary and seek approval from NCTC Academic Affairs and Standards Council.
3. Develop articulation agreements with area four year institutions for seamless transfer of NCTC students that have completed an AA degree from NCTC.

During several discussions with various department heads at UMC, UND, NDSU, and SCSU it was determined that NCTC should develop a survey of natural resources course. The course was developed and approved by AASC during their May 2007 meeting (minutes and Common Course Outline included). Introduction to Natural Resources is an overview of the complexities involved in the managing of our natural resources, emphasizing North America. In addition, the course familiarizes students with natural resource issues and agencies, and the function and responsibilities those agencies have.

By encouraging students to take this type of course early in their college career, it allows insight into the profession and the option to determine an area of specialty. While working on the articulation agreements with area 4 year institutions, it was determined that this course would be a required course for 2 programs and an elective for 3 other programs.

Articulation agreements have been established with UMC, UND, NDSU, and SCSU in the area of Natural Resources. I have included copies of the drafts that have been created. Final approval will be made after the beginning of the school year when the necessary people are available for signature.

While each of the partnering colleges have differences in their programs, it has been determined that students transferring from NCTC with an Associate of Arts Degree with either a biology emphasis or a natural resource emphasis will have completed roughly ⅓ of their four year degree.

I found all of the colleges that I worked with enthusiastic about this partnership with Northland. Our location in NW Minnesota is very conducive to students who spend a great deal of their time outdoors. Whether hunting or hiking, these are the kind of students that will do well in the field of Natural Resources. As mentioned in my proposal, there will be a high need for graduates in this arena in the near future and all the professors and deans that I talked to and worked with agreed that we need to focus on educating people who will embrace this field.
I have included draft copies of the articulation agreements:

- UMC: BS in Natural Resources
- UND: BS in Fisheries and Wildlife Biology
- NDSU: BS in Natural Resource Management

SCSU does not have a natural resource degree, but they do have 2 degrees to which articulation agreements have been designed.

- SCSU: BS in Environmental Science
- BS in Environmental Studies

While working with UMC it was brought to my attention that they are starting a 4 year program in Biology. It is to start fall 2007. They were extremely interested in working with NCTC, so I also was able to procure an articulation agreement with the Biology program. It also is included with this letter.

- UMC: BS in Biology

I have shared much of this information with the advisors, my academic dean, and the rest of the biology department on both campuses. As agreements are signed and formalized, copies will be made available to all concerned.

Being able to complete their first 2 years of a professional degree such as these, will allow our students to stay at Northland and complete their AA degrees (a measure we use for success). They will benefit from our small class sizes, personal attention, and the variety of courses that we offer. Success breeds success.

K Hruschle
7-10-07
B10Ul3l
Intro to Natural Resource

Credits: 3
Lec/Lab/OJT: 3/0/0

Course Description:
This course is an overview of the complexities involved in the managing of our natural resources, emphasizing North America. In addition, the course will familiarize students with natural resource issues and agencies, and the function and responsibilities those agencies have.

Prerequisite(s): None

Indicate which area of the Minnesota Transfer Curriculum is satisfied, if any:

Learner Outcomes: (suggested 2-6 outcomes per credit)
The student will:
1. define the various natural resources
2. develop an appreciation the role natural resources have in our economic and personal well-being
3. identify the structure and function of the various natural resource agencies, both federal and state
4. gain insight into the techniques and policies that can be used to manage and utilize natural resources
5. understand the interaction between state and federal natural resource agencies
6. use the knowledge gained to assess various natural resource issues
7. foster an understanding for resource abuse and the deterioration of environmental quality

Suggested methods of Learner Outcomes assessment:
Methods of assessing student learning may include written quizzes, exams, class discussion, problem solving, class presentations, participation in panel discussions, and reports.

Institutional Learner Outcomes addressed:
Thinking Skills
Global & Civic Responsibility

Suggested methods of Institutional Learner Outcomes assessment:
Methods of assessing student learning may include written quizzes, exams, class discussion, problem solving, class presentations, participation in panel discussions, and reports.
Present: Kent Hanson, Mike Normandin, Jeff Thomas, Rocky Ammernan, Jack Haymond, Kathy Huschle, Dennis Bedickson, Danie Packard, David Christian, Donna Craigmile, Kate Schmalenberg, Curtis Peters

Absent: Kathy Olson, Susan Olson

Approval of Minutes
The April minutes were approved as recorded.

Program Changes

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<td>Construction Electric - Diploma - TRF</td>
<td>Semester order changes</td>
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<td>Entrepreneurship - 16 cr Certificate</td>
<td>CONE2202 move from fall to spring</td>
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<td>ENTR 1010 Intro to Entrepreneurship 3 cr</td>
<td>CONE2211 move from spring to fall</td>
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<td>ENTR 1020 Entrepreneur Business Plan 3 cr</td>
<td>ENTR 1030 should not be offered as a similar course already exists. Use BUSN2218 Legal Environment Busn and offered as a 3 cr course following the existing COO.</td>
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Course Changes

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Business Degree
The TRF campus continues to keep the Business major on the inventory, however, some of the courses are not being offered. When the instructor resigned last spring the budget did not allow for a replacement instructor to be hired. Over the next year, the college will review how to revive the program.

Program Suspension Procedures
Kent distributed a draft copy of Procedures for Program Suspension/Closure Recommendations. The group discussed the fact the Instructional Cost Study should not be considered as part of the procedures. As well as, considering how programs which include a large number of cored courses need to be factored into the procedures. Another suggestion was that timelines on notifying the committee should be added.

Next Meeting
The schedule for next year will remain on Tuesdays and Wednesdays.

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## Articulation Agreement

between

Northland Community and Technical College

A.A. Program in Natural Resources

and

The University of Minnesota, Crookston

B.S. Program in Natural Resources - Natural Resources Management

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<td>ECON 2201 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1020 Intro to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 10111 Physics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2225 Biology Internship</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**UMC Credits to be Completed:**

<table>
<thead>
<tr>
<th>UMC General Education to be Completed</th>
<th>9</th>
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<tbody>
<tr>
<td>Biology 1003 - General Botany</td>
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<tr>
<td>Composition 3305 - Writing in Your Profession</td>
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<tr>
<td>Humanities Elective (3xxx)</td>
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<table>
<thead>
<tr>
<th>UMC Program Requirements to be Completed</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag/Ag 3652 Ag/Ag Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Mgmt 3210 Supervision @ Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Nafr 1244 Elements of Forestry</td>
<td>4</td>
</tr>
<tr>
<td>ASM 3009 Surveying</td>
<td>4</td>
</tr>
<tr>
<td>Nafr 3203 Park and Recreational Area Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>PLT 1050 Introduction to Plant Sciences</td>
<td>2</td>
</tr>
<tr>
<td>PLT 1051 Agronomy Lab</td>
<td>1</td>
</tr>
<tr>
<td>Ag/Ag 3652 Ag/Ag Resources Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Nafr 3960 Internship, Pre and Post</td>
<td>3</td>
</tr>
<tr>
<td>Nafr 3344 Land Use Planning</td>
<td>3</td>
</tr>
<tr>
<td>Nafr 3364 Plant Taxonomy</td>
<td>3</td>
</tr>
<tr>
<td>Nafr 3374 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Nafr 3645 Wildlife Ecology and Management</td>
<td>4</td>
</tr>
<tr>
<td>Nafr 3660 Prairie Ecosystem Management</td>
<td>2</td>
</tr>
<tr>
<td>Nafr 3630 Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>Nafr 3699 Integrated Resource Management</td>
<td>3</td>
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<tr>
<td>Soil 3224 Soil and Water Conservation</td>
<td>4</td>
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<tr>
<td>Ag/Nafr Elective (3xxx)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits Needed for Graduation**: 120/124
Northland Community and Technical College and the University of Minnesota, Crookston are committed to:

1. providing quality education in the natural resources,
2. offering new educational choices and improved access to all students, and
3. working in partnership to create programs and services of superior value to students, industries, communities, and the State of Minnesota.

Accordingly, the University of Minnesota, Crookston and Northland Community and Technical College endorse the Articulation Agreement, both as evidence of mutual commitment to strengthen collaboration between institutions and as a convenient, academically sound graduation plan for students.

University of Minnesota, Crookston  

Signed __________________ Date____
Daniel Svedarsky, Head,
Natural Resources Department

Signed __________________ Date____
Thomas Ballard, Senior Vice Chancellor,
Academic and Student Affairs

Signed __________________ Date____
Charles Casey, Chancellor

Northland Community and Technical College

Signed __________________ Date____
# Articulation Agreement

Northland Community and Technical College and NDSU

Associate of Arts Degree, Biology emphasis & BS in Natural Resource Management

<table>
<thead>
<tr>
<th>NDSU (courses required for Natural Resources Major)</th>
<th>NCTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150 Gen Biology I/Lab 4</td>
<td>BIOL 1111 Prin. of Biology I/Lab 4</td>
</tr>
<tr>
<td>BIOL 151 Gen Biology II/Lab 4</td>
<td>BIOL 1112 Prin. of Biology II/Lab 4</td>
</tr>
<tr>
<td>CHEM 121 Gen Chem I/Lab 4</td>
<td>CHEM 1121 Gen Chem I/Lab 5</td>
</tr>
<tr>
<td>CHEM 122 Gen Chem II/Lab 4</td>
<td>CHEM 1122 Gen Chem II/Lab 5</td>
</tr>
<tr>
<td>COM 110 Public Speaking 3</td>
<td>SPCH 1101 Public Speaking 3</td>
</tr>
<tr>
<td>ECON 201 Prin of Microecon 3</td>
<td>ECON 2201 Microeconomics 3</td>
</tr>
<tr>
<td>ENGL 110 Comp I 3</td>
<td>ENGL 1111 Comp I 3</td>
</tr>
<tr>
<td>ENGL 120 Comp II 3</td>
<td>ENGL 1112 Comp II 3</td>
</tr>
<tr>
<td>GEOL 105 Physical Geology 3</td>
<td>NSCI 1103 Geology/Lab 4</td>
</tr>
<tr>
<td>MATH 104 Finite Math 3</td>
<td>MATH 1110 College Algebra 3</td>
</tr>
<tr>
<td>MATH 146 Applied Calc I 4</td>
<td>MATH 1131 Applied Calc 3</td>
</tr>
<tr>
<td>MATH 147 Applied Calc II 4</td>
<td>No equivalent ??</td>
</tr>
<tr>
<td>MATH 165 Calculus I 4</td>
<td>MATH 2231 Calculus I 4</td>
</tr>
<tr>
<td>MATH 166 Calculus II 4</td>
<td>MATH 2232 Calculus II 4</td>
</tr>
<tr>
<td>NRM 150 Nat. Resource Mgt 1</td>
<td>BIOL 1131 Intro to Nat Res 3</td>
</tr>
<tr>
<td>PSYC 111 Intro to Psychology 3</td>
<td>PSCY 1105 Intro to Psychology 3</td>
</tr>
<tr>
<td>STAT 330 Intro to Stats 3</td>
<td>MATH 2203 Statistics 4</td>
</tr>
</tbody>
</table>

In addition to the above courses the Natural Resources Management Major requires **6 Humanities and Fine Arts Electives** which can be completed at NCTC.

Though Northland does not require a Wellness component in its Associate of Arts degree, it does offer a variety of courses that would allow the student to complete **Category 6 of the NDSU general education requirement**.

The degree also allows for **2 free electives**. These could be covered by NCTC's requirement for 9 credits of Social Sciences.

### Credits Transferred from NCTC (AA Degree)

<table>
<thead>
<tr>
<th>General Education (MNTC)</th>
<th>40</th>
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<tbody>
<tr>
<td>Electives</td>
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</tr>
<tr>
<td>BIOL 1111 Biological Principles I 4</td>
<td></td>
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<tr>
<td>BIOL 1112 Biological Principles II 4</td>
<td></td>
</tr>
<tr>
<td>BIOL 1131 Intro to Natural Resources 3</td>
<td></td>
</tr>
<tr>
<td>BIOL 2235 Biology Internship 3-6 ???</td>
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<tr>
<td>NSCI 1103 Geology 4</td>
<td></td>
</tr>
<tr>
<td>NSCI 2203 Environmental Science 4 ???</td>
<td></td>
</tr>
<tr>
<td>ECON 2201 Microeconomics 3</td>
<td></td>
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<tr>
<td>CHEM 1121 Gen Chem I/Lab 5</td>
<td></td>
</tr>
<tr>
<td>CHEM 1122 Gen Chem II/Lab 5</td>
<td></td>
</tr>
<tr>
<td>MATH 1110 College Algebra 3</td>
<td></td>
</tr>
<tr>
<td>MATH 2203 Statistics 4</td>
<td></td>
</tr>
</tbody>
</table>

Some of the above courses may be used to fulfill the requirements for the MNTC. Those not completed at Northland will be completed at NDSU.
# Articulation Agreement

University of North Dakota and Northland Community & Technical College

**Major:** BS in Fisheries and Wildlife Biology

<table>
<thead>
<tr>
<th>UND Course/Credits/Title</th>
<th>NCTC Course/Credits/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Communication</strong></td>
<td></td>
</tr>
<tr>
<td>COMM 110 3</td>
<td>SPCH 1101 3</td>
</tr>
<tr>
<td>ENGL 110 3</td>
<td>ENGL 1111 3</td>
</tr>
<tr>
<td>ENGL 120 3</td>
<td>ENGL 1112 3</td>
</tr>
<tr>
<td><strong>2. Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Elective Credit 9 credits from at least two departments</td>
<td>Elective Credit 9 credits from at least 2 departments</td>
</tr>
<tr>
<td><strong>3. Elective Credit</strong></td>
<td></td>
</tr>
<tr>
<td>9 credits from at least two departments</td>
<td>9 credits from at least 2 departments</td>
</tr>
<tr>
<td><strong>4. Mathematics, Science &amp; Technology</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL 150/L 3/1 General Biology I</td>
<td>BIOL 1111 4 Biological Principles I</td>
</tr>
<tr>
<td>BIOL 151/L 3/1 General Biology II</td>
<td>BIOL 1112 4 Biological Principles II</td>
</tr>
<tr>
<td>GEOL 101 4</td>
<td>NSCI 1103 4</td>
</tr>
<tr>
<td><strong>5. Other Program Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 121/L 3/1 General Chemistry I</td>
<td>CHEM 1121 5 General Chemistry I</td>
</tr>
<tr>
<td>CHEM 122/L 3/1 General Chemistry II</td>
<td>CHEM 1122 5 General Chemistry II</td>
</tr>
<tr>
<td>CHEM 341 5</td>
<td>CHEM 2211 5</td>
</tr>
<tr>
<td>CHEM 342 5</td>
<td>CHEM 2212 5</td>
</tr>
<tr>
<td>MATH 103 3</td>
<td>MATH 1110 3</td>
</tr>
<tr>
<td>PHYS 211/L 3/1 College Physics I</td>
<td>PHYS 1111 4 College Physics I</td>
</tr>
<tr>
<td>PHYS 212/L 3/1 College Physics II</td>
<td>PHYS 1112 4 College Physics II</td>
</tr>
<tr>
<td><strong>6. Other Recommended Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 2207 3</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>BIOL 2221 3</td>
<td>Microbiology</td>
</tr>
<tr>
<td>NSCI 2203 4</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>BIOL 1131 3</td>
<td>Intro to Natural Resources</td>
</tr>
</tbody>
</table>

Approved by the College of Arts & Sciences, UND, May 10, 2007.
Tom Rand, Associate Dean
STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES
Northland Community and Technical College

INTRA-AGENCY AGREEMENT

Transfer Articulation Agreement: Associate of Arts Degree, Biology emphasis

This form may ONLY be used for agreements between two or more members of the Minnesota State Colleges and Universities. This form may NOT be used for agreements with private parties or with the University of Minnesota. UNLESS ALL SIGNATORIES TO THIS DOCUMENT ARE EMPLOYEES OF THE MINNESOTA STATE COLLEGES AND UNIVERSITIES, THIS AGREEMENT SHALL BE INVALID AND UNENFORCEABLE.

A. This Intra-Agency Agreement is entered into between Northland Community and Technical College (NCTC), and St. Cloud State University (SCSU): The purpose of this agreement is to provide a smooth transition from the Associate of Arts (AA) Degree, Biology emphasis at NCTC to the Bachelor of Science (BS) in Environmental Studies or the Bachelor of Science in Environmental Science at SCSU.

B. The parties agree that:

1. The evaluation and transfer of earned college credits shall be in full compliance with Minnesota State Colleges and Universities’ Board of Trustees Policy Section 3.21: Undergraduate Credit Transfer, and all state and federal educational policies pertaining to undergraduate credit transfer.

2. A student with an AA Degree, Biology emphasis and who has completed the Minnesota Transfer Curriculum (MNTC) will be considered to have met general educational requirements for SCSU.

3. Transfer applications which include completion of the MNTC with a minimum grade point average (GPA) of 2.5 will be accepted by SCSU as meeting the general Education requirements for the BS in Environmental Studies or the BS in Environmental Science.

   i. Students who do not complete the MNTC at NCTC or who have partially completed the MNMTC at NCTC will be required to complete the MNTC at SCSU or complete the SCSU general education program.

4. Students must complete a minimum of 120 semester credits to earn a bachelor’s degree at SCSU.

5. Students must earn a 2.5 GPA in all courses that apply toward the major and in all university courses, including transfer credits.

6. Before being admitted to the major, students must have completed any three courses listed in the department core: 260, 322, 363, 373, 374, and 388.

7. Students who complete the AA degree, Biology emphasis, may apply a maximum of 64 semester credits toward the bachelor’s degree in Environmental Studies, or the bachelor’s degree in Environmental Science.

8. The program plan for students transferring from NCTC with an AA Degree, Biology emphasis to SCSU for a BS in Environmental Studies or a BS in Environmental Science is included in this document.
8. The program plan for students transferring from NCTC with an AA Degree, Biology emphasis to SCSU for a BS in Environmental Studies or a BS in Environmental Science is included in this document.

9. Courses not completed NCTC that are required to fulfill the BS in Environmental Studies or the BS in Environmental Science at SCSU will be completed at SCSU.

C. Unless the parties have agreed to a different method of dispute resolution as attached to this Agreement, they shall submit the dispute to the Chancellor or the Chancellor's designee for resolution.

D. This Agreement may be amended at any time with the mutual written consent of each College/University/Office of the Chancellor.

E. This Agreement will be effective on September 1, 2007 and end on August 31, 2008 and continue until a replacement agreement is made of the parties agree to terminate the articulation agreement.

F. Other provision (attach additional pages as necessary).
APPROVED:

1. Northland Community and Technical College

   By (authorized college/university/office of the chancellor signature)

   Title
   Date

2. St. Cloud State University

   By (authorized signature)

   Title
   Date

3. VERIFIED AS TO ENCUMBRANCE

   By (authorized signature)

   Title
   Date

4. AS TO FORM AND EXECUTION

   By (authorized college/university/office of the chancellor initiating agreement)

   Title
   Date
Other SCSU Requirements

Bachelor of Science: Environmental Studies

<table>
<thead>
<tr>
<th>SCSU Course Number</th>
<th>Course Title/Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ets 156</td>
<td>Intro to ETS</td>
<td>1</td>
</tr>
<tr>
<td>Ets 322</td>
<td>Communication Technology</td>
<td>3</td>
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<tr>
<td>Ets 374</td>
<td>Production Technology</td>
<td>3</td>
</tr>
<tr>
<td>Ets 388</td>
<td>Transportation/Energy Technology</td>
<td>3</td>
</tr>
<tr>
<td>Ets 363</td>
<td>Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Ets 373</td>
<td>Environmental and Technology Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Ets 456</td>
<td>Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirements (21 credits)**

**Major Requirements (27-29 credits)**

- Ets 262 Environmental Instruments: 3 credits
- Ets 367 Environmental Regulation: 3 credits
- Ets 368 Introduction to Soils: 3 credits
- Ets 375 Society and the Environment: 3 credits
- Ets 469 Environmental Modeling: 3 credits
- Chem 105, 140 or 210 Chemistry and the environment, Prep. Chemistry, or General Chemistry. **May be completed at NCTC** 3/4 credits
- Econ 351 Environmental Economics: 3 credits
- Mgmt 301 Introduction to Professional Management: 3 credits
- Stat 229 Applied Statistics 1 OR 228: 3 credits
- Stat 319 Biometrics **May be completed at NCTC** 3/4 credits

**Technical Electives (15-17 credits)**

- Select at least 6 credits in Group A: Technology Studies (Ets 360, 444, 463, 465, 467, 475, 482, 484): 6 credits
- Select at least 3 credits in Group B: Natural Sciences (Biol 312, 326, 328, 330; Chem 211, 240, 320; Eas 220, 230, 265, 300, 334, 360; Phys 208): 3 credits
- Select at least 3 credits in Group C: Social Sciences (Econ 451; Geog 279, 303, 316, 325, 372, 379, 394, 402, 472, 473, 492, 496; Hist 349, 480; Anth 325; Cmty 409, 451, 466; Psy 323; Eng 332, 341; Hlth 482; Rec 412, 441): 3 credits

**General Education**

- Humanities/Fine Arts **(satisfied with MNTC)**: 6-9 credits
- Social and Behavioral Science **(satisfied with MNTC)**: 6-9 credits

**University Requirements**

- Pess 122 Lifelong Health and Fitness: 1 credit

**Total SCSU credits**: 71-79
Other SCSU Requirements

Bachelor of Science: Environmental Science

<table>
<thead>
<tr>
<th>SCSU Course Number</th>
<th>Course Title/Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Interdisciplinary Core Requirements (18 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chem 210</td>
<td>General Chemistry I (May be completed at NCTC)</td>
<td>3</td>
</tr>
<tr>
<td>Chem 211</td>
<td>General Chemistry II (May be completed at NCTC)</td>
<td>3</td>
</tr>
<tr>
<td>Chem 240</td>
<td>Basic Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EAS 220</td>
<td>Physical Geological Systems (May be completed at NCTC)</td>
<td>3</td>
</tr>
<tr>
<td>EAS 230</td>
<td>Dynamic Water Systems</td>
<td>3</td>
</tr>
<tr>
<td>EAS 260</td>
<td>Intro to Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>Phys 231</td>
<td>General Physics I (May be completed at NCTC)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Environmental Science Core Requirements (29 credits)</strong></td>
<td></td>
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<tr>
<td>Ets 367</td>
<td>Environmental Regulation</td>
<td>3</td>
</tr>
<tr>
<td>Ets 373</td>
<td>Environmental &amp; Technology Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Ets 375</td>
<td>Society and the Environment</td>
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</tr>
<tr>
<td>Ets 444</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>Ets 469</td>
<td>Environmental Modeling</td>
<td>3</td>
</tr>
<tr>
<td>Ets 461</td>
<td>Current Issues in Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>Chem 320</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Econ 351</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>Mgmt 301</td>
<td>Introduction to Professional Management</td>
<td>3</td>
</tr>
<tr>
<td>Stat 229 or 319</td>
<td>Applied Statistics I OR Biometrics (May be completed at NCTC)</td>
<td>3/4</td>
</tr>
<tr>
<td>Eng 332</td>
<td>Writing in the Professions</td>
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</tr>
<tr>
<td><strong>Technical Electives (9 credits – 3 from each group)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least 6 credits in Group A: Technology Studies (Ets 360, 444, 463, 465, 467, 475, 482, 484)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select at least 3 credits in Group B: Natural Sciences (Biol 312, 326, 328, 330; Chem 211, 240, Eas 220, 230, 265, 300, 334, 380; Phys 208)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select at least 3 credits in Group C: Social Sciences (Econ 451; Geog 279, 303, 316, 325, 372, 379, 394, 402, 472, 473, 492, 496; Hist 349, 480; Anth 325; Cmty 409, 451, 466; Psy 323; Eng 341; Hlth 482; Rec 412, 441)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education**

| Humanities/Fine Arts (satisfied with MNTC) | 6-9 |
| Social and Behavioral Science (satisfied with MNTC) | 6-9 |

**University Requirement**

| Pess 122 | Lifelong Health and Fitness | 1 |

Total SCSU credits 61-69
Program Information: This degree provides the first two years of a bachelor's degree related to biology. Biology, an exciting field of science, is the general study of life processes and living organisms.

Students may choose to concentrate in a particular area including biochemistry, botany, cellular biology, developmental biology, environmental biology, ecology, entomology, genetics, microbiology, molecular genetics, paleontology, physiology, tropical biology or zoology.

Introductory courses are designed to give all majors a common background in several areas of biology and to provide practice in reading and writing technical reports, making observations, analyzing data quantitatively and interpreting data in relation to other available information. These skills help to prepare students for more advanced work.

Developmental Courses: Some students may need preparatory courses in the areas of English or mathematics. Courses numbered below 1000 will not apply toward the AA degree.

AA Degree Requirements:

| MN Transfer Curriculum Requirements | 40 |
| Electives                          | 24 |

Students are strongly recommended to choose electives from the following courses:

- **BIOL 1111** Biological Principles I 4 credits
- **BIOL 1112** Biological Principles II 4 credits
- **BIOL 2221** Microbiology 3 credits
- **BIOL 1131** Intro to Natural Resources 3 credits
- **NSCI 2203** Environmental Science 4 credits
- **NSCI 1103** Geology 4 credits
- **CHEM 1121** General Chemistry I 5 credits
- **CHEM 1122** General Chemistry II 5 credits
- **PHYS 1111** General Physics I 4 credits
- **PHYS 1112** General Physics II 4 credits
- **MATH 1110** College Algebra 3 credits

Students are strongly encouraged to contact a counselor or advisor for course planning assistance and information about transfer credit evaluation.
# Articulation Agreement

between

Northland Community and Technical College
A.A. Program in Biology

and

The University of Minnesota, Crookston
B.S. Program in Biology

<table>
<thead>
<tr>
<th>Credits Transferred from NCTC (AA Degree)</th>
<th>64</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (MNTC)</td>
<td>40</td>
</tr>
<tr>
<td>Electives</td>
<td>24 credits to be completed</td>
</tr>
</tbody>
</table>

- CIPTR 1104 Intro to Computer Tech 3
- BIOL 1111 Biological Principles I 4
- BIOL 1112 Biological Principles II 4
- BIOL 2221 Microbiology 3
- NSCI 1103 Geology 4
- NSCI 2203 Environmental Science 4
- CHEM 1121 General Chemistry I 5
- CHEM 1122 General Chemistry II 5
- PHYS 1111 General Physics I 4
- PHYS 1112 General Physics II 4
- MATH 2231 Calculus I 4
- MATH 2232 Calculus II 4
- MATH 2203 Statistics 4
- BIOL 2252 Anatomy & Physiology I 3
- BIOL 2254 Anatomy & Physiology II 3
- BIOL 2256 Advanced Physiology 2

Some of the above courses may be used to fulfill the requirements for the MNTC. Those not completed at Northland will be completed at UMC.

<table>
<thead>
<tr>
<th>UMC Credits to be Completed:</th>
<th>60</th>
</tr>
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<tbody>
<tr>
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<td>3</td>
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<tr>
<td>Composition 3303 – Writing in Your Profession</td>
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</table>

<table>
<thead>
<tr>
<th>UMC Program Requirements to be Completed</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Core Requirements</td>
<td>33-34 credits</td>
</tr>
<tr>
<td>BIOL 1001 Nature of Life</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 3027 Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3022 Principles of Genetics</td>
<td>3</td>
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<tr>
<td>BIOL 3122 Evolution</td>
<td>3</td>
</tr>
<tr>
<td>NatR 3374 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3899 Pre-Internship Seminar</td>
<td>0.5</td>
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<tr>
<td>BIOL 3900 Internship in Biology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 3901 Post-Internship Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>BIOL 4101 Biology Seminar</td>
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<tr>
<td>BIOL 1009 General Biology</td>
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</tr>
<tr>
<td>BIOL 2012 General Zoology</td>
<td>4 (Northland)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<tr>
<td>BIOL 2222 General Botany</td>
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### Chemistry Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1021</td>
<td>Chemical Principles I</td>
<td>4 (Northland)</td>
</tr>
<tr>
<td>CHEM 1022</td>
<td>Chemical Principles II</td>
<td>4 (Northland)</td>
</tr>
<tr>
<td>CHEM 2301</td>
<td>Elementary Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2302</td>
<td>Elementary Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 2310</td>
<td>Elementary Organic Chemistry Lab I</td>
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</tr>
<tr>
<td>CHEM 2311</td>
<td>Elementary Organic Chemistry Lab II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 3021</td>
<td>Bio Chemistry</td>
<td>3</td>
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### Math and Physics Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHYS 1101</td>
<td>Introductory College Physics I</td>
<td>4 (Northland)</td>
</tr>
<tr>
<td>PHYS 1102</td>
<td>Introductory College Physics II</td>
<td>4 (Northland)</td>
</tr>
<tr>
<td>MATH 1150</td>
<td>Elementary Statistics</td>
<td>3 (Northland)</td>
</tr>
<tr>
<td>MATH 1271</td>
<td>Calculus I</td>
<td>4 (Northland)</td>
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### Biology Major Electives

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 2103</td>
<td>Anatomy &amp; Physiology I</td>
<td>4 (Northland)</td>
</tr>
<tr>
<td>BIOL 2104</td>
<td>Anatomy &amp; Physiology II</td>
<td>4 (Northland)</td>
</tr>
<tr>
<td>BIOL 3131</td>
<td>Plant Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3464</td>
<td>Marine Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3466</td>
<td>Ornithology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 3722</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>ANSC 3203</td>
<td>Animal Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ANSC 3204</td>
<td>Animal Reproduction</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 4361</td>
<td>Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3140</td>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 3720</td>
<td>Plant Form and Function</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 3894</td>
<td>Undergraduate Research</td>
<td>1-3</td>
</tr>
<tr>
<td>MATH 1272</td>
<td>Calculus II (recommended elective)</td>
<td>4 (Northland)</td>
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</tbody>
</table>

**Total Credits Needed for Graduation**: 120/124

*Course requirements may change as curricula evolve on each campus. Notwithstanding such changes, 64 semester credits shall be transferred upon completion of the named AA program.

Northland Community and Technical College and the University of Minnesota, Crookston are committed to:

1. providing quality education in the natural resources,
2. offering new educational choices and improved access to all students, and
3. working in partnership to create programs and services of superior value to students, industries, communities, and the State of Minnesota.

Accordingly, the University of Minnesota, Crookston and Northland Community and Technical College endorse the Articulation Agreement, both as evidence of mutual commitment to strengthen collaboration between institutions and as a convenient, academically sound graduation plan for students.

**University of Minnesota, Crookston**

- Signed __________________________ Date ______

**Biology Department**

- Signed __________________________ Date ______

Thomas Baldwin, Senior Vice Chancellor
Academic and Student Affairs

**Northland Community and Technical College**

- Signed __________________________ Date ______

*Charles Casey, Chancellor*
Awards for Excellence Project Proposal

Online Labs for Environmental Science


Project Goal:
1. To develop online labs that are suitable in content to complement the lecture material and course content being addressed. Currently, the Environmental Problems course is in the process of being developed as an online course. But to be a successful online course, the entire course must be offered online.
2. Use the online labs as backup labs for campus courses in Environmental Science.
3. Labs could also be used as the discretion of the instructor as make-up labs for Environmental Science.

Originally one of the intents of this project was to develop games or simulations that might pit Mother Nature against the human population. With this in mind, I attended several conferences on gaming and developing simulations. What I learned, much to my disappointment, was that a great deal of training as well as money was needed to design and produce the kind of labs I had envisioned. I have not given up on my ideas, but will put them aside until I can find a game designer that wants to work cheap!

The six labs that were developed for online education are flexible enough to be used to meet all three of the projects objectives. The powerpoint format in which they were developed, lends itself very nicely to the D2L foundation that Northland builds it's online courses in. In the case of a rainy lab day, the online labs can quickly be adapted to fulfill the need for a backup lab. Labs often take a great deal of time to prep for, thus most science faculty do not allow make-ups. Having a repertoire of online labs available, would allow faculty, if they wish, to assign one as a make-up.

Specific assignments to be submitted were designed for each lab. Assessment of the labs will be established by individual instructors as they use the various labs.

I am willing to share the labs that I have developed with fellow faculty if it is desired. My intentions are to definitely share the labs with Terence Wilcox, who is the other instructor at Northland that teaches Environmental Science.

I have included copies of the six labs that were developed for this Award for Excellence.

Winogradsky Column
Observation
Water Consumption
Economics of Energy Consumption
Solid Waste Inventory
Sequential Comparison Index: A tool for measuring biodiversity

[Signature]

K [Signature]

7/25/07
Objective

- To construct a Winogradsky column that allows for observation of various microbiological environments.
- Microbial relationships within a community
- A recycling system driven by light

This will be an ongoing observation. Over the course of several weeks different zones will develop within the column where the environment favors their specific activity.

An Ideal Environment

- Below are the zones that can be found in an ideal Winogradsky column.

Winogradsky Column

What you need to hand in for
Winogradsky Column
Lab #3

- Weekly observation that include:
  - Description of zones that develop in your column, which ones appeared, when did they appear, what colors were they, etc.
  - These observations are to be submitted weekly
- A final summary of your observations will be due at the end of the semester.
- Be certain to note anything that happens in your column.

History

- Two famous microbiologists studied the diversity of microbes. These microbes literally keep the world going by recycling all the minerals necessary for life. Sergei Winogradsky (1856-1953) and Marius Wilhelm Beijerinck (1851-1931) studied the relationship between different types of microorganisms in a mixed community.
- The Winogradsky column illustrates how different microorganisms perform their interdependent roles. It is a self-contained recycling system driven only by light energy. The actions of one microorganism allow the growth of another.

How the column works

- The column contains four sample items
  - A cellulose material
  - We will use newspaper
  - Calcium sulfate, a sulfur source
  - We will use hard-boiled eggs
  - Mud from a natural source
  - Water from a natural source
What ingredients do

- The cellulose material from a plant will deplete the oxygen supply within the column leaving only the top portion of water with oxygen.
- The egg will provide the sulfur source needed for sulfur bacteria.
- The mud will introduce the bacteria into the system.
- The water will keep it moist as well as create a zone of habitation.

Zone 1

- Anaerobic organisms will begin to grow as soon as the oxygen supply is used. They degrade the cellulose to glucose and then the glucose is fermented for energy.
- An example of this is Clostridium sp.

Zone 2

- Next the sulfur-reducing bacteria will appear. They utilize the by-products of fermentation such as sulfur.
- An example of this is Desulfuromonas. A dark sediment is present whenever iron is present in the sediment. This is ferrous sulfide.

Zone 3

- As sulfur goes up the column, it will allow anaerobic photosynthetic bacteria to grow.
- Examples of these are green and purple sulfur bacteria. They will appear as brightly colored bands. Although they are photosynthetic, they do not produce oxygen during respiration.
- The colors seen are sulfur deposits. These deposits are then used by the sulfur-reducing bacteria as part of the Sulfur Cycle.

Zone 4

- Within the water column will be a brightly colored red band. This will contain photosynthetic bacteria.
- An example of this is purple non-sulfur bacteria such as Rhodopseudomonas, Rhodospirillum, and Rhodopseudomonas. These bacteria also utilize the products of fermentation, but cannot tolerate the high sulfur content in the lower section.

Zone 5

- The next zone contains sulfur oxidizing bacteria. These bacteria are chemotrophic. They use the products produced by the sulfur bacteria.
- These bacteria are similar to those found in soil. They convert ammonium to nitrites.
Zone 6

- Since more oxygen is present at the higher levels, the organisms present here could include photosynthetic organisms which produce oxygen.
- An example of these bacteria is *Cyanobacteria* which appear as a filamentous growth.

Zone 7

- Finally the top layer of the water contains large populations of sheathed bacteria. They produce a rigid tubular sheath in order to reproduce. The new cells leave the tube and swim to a new area to colonize.
- Some of the sheaths can give a yellow or rust color to the water.

Supplies Needed to Build a Winogradsky Column

- Clear, empty 1 liter bottle (plastic pop-cola juice bottle)
- 1/2 sheet of newspaper - torn in small pieces
- 1 hardboiled egg - broken into smaller pieces
- Several cups of mud and water from a pond, ditch, lake etc. The smellier the mud the better your results will be.
- WARNING: This will emit a stench. You will need to place it in direct sunlight where it will not be disturbed but also where it will not disintegrate. After several weeks the smell will subside some.
- You will need to start this project this week. It will be a long term observation that will last the semester.

Procedure

1. Mix the mud, newspaper and egg together. It should be sloppy but not runny. It will resemble a lumpy pudding consistency.
2. Fill the liter bottle with the mixture.
3. Hit the bottle several times on a table to pack the mud mixture.
4. This mud mixture should be packed to about two inches from the top of the bottle.
5. Add the water to the top of the bottle.
6. Cover the top with plastic wrap and secure with a rubber band.
7. Place the column in direct sunlight. (Make sure it does not dry out.)

Results

- Record your observations every week until the end of the semester.

More Results

- Some of the sheaths can give a yellow or rust color to the water.
Pictures of various Winogradski Columns
Objectives

1. Monitor personal water usage to assess water's importance in everyday life.
2. Develop an awareness of how lifestyle has a direct impact on the amount of water used in one's personal life.
3. Allow students to evaluate ways they can reduce their personal water usage.

Background Info

Less than 1% of the water of the Earth is usable by man. The water we have available for our use is sustainable but not inexhaustible. Only through wise stewardship will we ensure fresh water for our future.

The total water use per person per day in the United States is approximately 450 liters.

Conversion Chart

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LITERS USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shower (per minute)</td>
<td>25</td>
</tr>
<tr>
<td>Bath</td>
<td>150</td>
</tr>
<tr>
<td>Disheswashing (per load)</td>
<td>45</td>
</tr>
<tr>
<td>Disheswashing by hand</td>
<td>20</td>
</tr>
<tr>
<td>Water running/minute</td>
<td></td>
</tr>
<tr>
<td>Drinking</td>
<td>2</td>
</tr>
<tr>
<td>Laundry (per load)</td>
<td>160</td>
</tr>
<tr>
<td>Toilets (per bath)</td>
<td>30</td>
</tr>
<tr>
<td>Misc. water running (per minute)</td>
<td></td>
</tr>
<tr>
<td>Garden hose, washing tech, drying, kitchen, etc.</td>
<td>20</td>
</tr>
</tbody>
</table>
Procedure

- You will notice on the conversion chart that your data will need to be recorded two different ways:
  - based on minutes of use or
  - based on number of times used

- We all know that we don’t flush a toilet once a day. Each time you flush it uses 20 liters of water.

- If you use a low-flow toilet, please adjust your water usage accordingly. They generally use approximately 1.6 gallons a flush (remember to convert to liters).

- You may adjust for low-flow showerheads as well as front-loading washing machines. The information regarding how much water is used can be found with the manufacturer, or on the internet.
Objectives

1. Help create an understanding that both the problems and the solutions associated with solid waste ultimately rest with the individual.
2. Increase an awareness of how life-style has a direct impact on the volume of solid waste generated.
3. Bring the problem of an ever-growing volume of solid waste down to the individual life-style.
4. View alternatives at the individual level to help reduce the volume of solid waste generated.

Background

Solid wastes (or if you prefer, garbage) is not after all, a subject most people like to thing about. If they do, then the primary problem with it is, hauling it to the curbside once a week, where it disappears. "Out of sight, out of mind" is the cliché that seems highly appropriate for solid waste. In fact, each of us contributes roughly 2 kilograms (.5 pounds) daily to the problem, or over 650 kilograms (1,430 pounds) per year. In the United States alone, that amounts to 250 million metric tons of solid waste that must be buried, burned, or in some other way disposed of. For many areas, the bottom line is that there simply is no place to dispose of the growing volume of waste.

Background

The ever growing volume of solid waste and the corresponding need to dispose of it are problems that will reach crisis proportions in the near future. In many communities the problem has already become acute, forcing the enactment of mandatory recycling programs and expensive disposal costs. For the most of us in North America, however, the problems associated with solid wastes appear, at least on the surface, rather removed.

Background

Where does all the waste come from?

Must we wait until a major crisis develops before we attempt to address the problem?
Background

To a large extent the solution lies with you and your willingness to reduce the volume of waste you generate. One thing, however, is certain: if we do not voluntarily begin to reduce the amount of waste generated, we will all pay the price of dealing with the problem. This will be in increased product costs, increased taxes, and many new governmentally mandated rules and regulations. The problem must be and will be dealt with. It's really just a matter of how.

Procedure

- Over the course of at least three days, keep an inventory of all items you dispose of (personal items such as toilet paper does not need to be included).
- Be sure to include wrappers, cans, throw away food, everything that gets thrown away.
- Determine if each item of waste is recyclable, was made of recycled material, or was reused at least one time.

Questions

1. Were you surprised by the amount of solid waste you generated? Explain your answer.
2. In what ways do you think you personally could reduce the amount of waste you generated?
3. Are you willing to do so? Why or why not?
4. Why does the volume of solid waste generated in North America continue to grow?
5. Why do North Americans dispose of more solid waste than Europeans or Asians?
Objectives

1. Measure species diversity in a natural ecosystem and a human-dominated ecosystem using the Sequential Comparison Index.
2. Assess the role of humans in altering species diversity within an ecosystem.

Background Info

- A sequential comparison index is a particularly useful method to assess species diversity because it is not necessary to identify organisms. All that is required is that you be able to tell that one organism is different from another.

Species Diversity

- Natural ecosystems have a great deal of variety. Many different species interact with one another to create a stable, persistent, functional unit called an ecosystem.
- Disturbed ecosystems tend to have large fluctuations in population size and often have a reduced number of kinds of organisms, although some species may have very large numbers.
- Species diversity is, therefore, a convenient method of assessing the health of an ecosystem.

What you need to hand in for Sequential Comparison Index

1. Completed chart for each ecosystem analyzed using SCI (slide 16).
2. Answer to three questions found on slide 17.
**Species Diversity**

- In this exercise a comparison between a relatively undisturbed ecosystem and a similar, but intensely managed ecosystem, will be made.

- Examples of ecosystems that can be compared are:
  - native prairie vs manicured lawn
  - unpolluted stream vs drainage ditch
  - forest vs forest plantation
  - forest soil vs ag soil

**Calculating a SCI**

4. For example, if there are 10 specimens collected from the ecosystem and the first two are similar to each other and the third specimen is different; the fourth through sixth are the same but different from specimen number 3; and the sixth through tenth are identical, then there are 4 runs for that sample. The first specimen begins a run and the third specimen begins another run and so on.

**Calculating a SCI**

If you had ten organisms in your sample and there was more variety in the sampling, your SCI would be a larger number:

\[
\text{The SCI} = \frac{\text{number of runs}}{\text{number of individuals}} = \frac{8}{10} = 0.8 \text{ SCI}
\]

There would be 8 runs and ten individuals.

**Calculating a SCI**

The SCI is a measure used to determine species diversity in an ecosystem. Calculating a SCI involves:

1. Randomly choose individuals from the collection and determine whether it is the same as or different from the one preceding it.
2. Give each kind of organism a symbol.
3. Each time the succeeding organism is different from its predecessor, constitutes the beginning of a new run.

**Calculating a SCI**

Runs are determined by the selection of an organism that is not similar to the preceding one:

- Run 1
- Run 2
- Run 3
- Run 4

There would be four runs and ten individuals.

\[
\text{The SCI} = \frac{\text{number of runs}}{\text{number of individuals}} = \frac{4}{10} = 0.4 \text{ (SCI)}
\]

**Calculating a SCI**

Slide 10 had a SCI of 0.4
Slide 11 had a SCI of 0.8

Slide 11 ecosystem has more species diversity than slide 10 ecosystem, thus is a healthier ecosystem.
Materials

- Materials for data acquisition will vary depending on the type of ecosystems assessed.
- Materials needed for recording and calculating SCI for the ecosystem comparison for this lab are:
  - 2 plastic grocery bags
  - clipboard, pencil, and writing tool
  - calculator

Procedure

1. The ecosystems you will be comparing are:
   - lawn vs. undisturbed prairie
grasses (doesn't have to be native, there is not much of that around)

2. Standing in one place, randomly collect vegetation from the lawn. Reach in front, behind, and to the sides. Place your samples in a plastic bag. (You should be collecting about 20 handfuls)

3. Using a different bag, move to the undisturbed prairie grasses and repeat the random collection.

4. Return to the lab with your organisms.

5. Remove 50 individuals randomly from your "lawn" collection one at a time and calculate a sequential comparison index.

6. Then remove 50 individuals randomly from your "prairie" collection one at a time and calculate a sequential comparison index.

7. Directions on how to calculate the SCI can be found on slides 8-12.

Questions

1. Which ecosystem demonstrated the greatest species diversity and why?

2. Describe three ways that human activity could have influenced species diversity in each ecosystem you assessed.

3. Give an example where conducting a Sequential Comparison Index would be useful for field scientists.

DATA

- Develop a chart to compile your data. Include:
  - kind of ecosystem
  - number of runs
  - number of individuals
  - sequential comparison index
- Complete the chart for each ecosystem measured.
Background Info

One of the skills every scientist needs is that of a keen observer. Observation is at the basis of both asking questions and finding answers. This lab will allow you to hone your observational skills.

Procedure

1. Acquire an observation log. This can be a small notebook, journal, or notepad. It must be easy to carry and easy to use outdoors.
2. Pick an observation spot. This spot should be in a natural environment, such as a waterfront, prairie, or forest where native plants grow.
3. Sit quietly and observe the area you have chosen. Be sure to use all of your senses.

Procedure

4. Record the following in your log:
   a. Exact time, date, and place. For place include state, city, roads, or landmarks.
   b. A detailed description of the terrain, including soil, vegetation types, land forms, and water sources.
   c. A description of the weather conditions.
   d. A list of at least five plant species in the area. If you do not know a name, then either draw the plant or provide a detailed description for identification. You will use this description to try to identify the plant or animal with the internet.
   e. A list of at least three animal species in the area. Again, if you don’t know the names then draw or describe to the best of your ability. Don’t forget the insects!
   f. At least two detailed descriptions of plant or animal species. These may be picked from the lists you made above. Your description should include both a detailed picture as well as descriptive text.
   g. Your comments on the area.
Procedure

You should spend at least 30 minutes in your chosen area observing and recording your observations.

If you have a field guide for plants and animals of your chosen area, please take it with you to help with identification.

Your local library or school may also have field guides that you can use.

You also may access a lot of information on the internet regarding identification of plant and animal species.
ECONOMICS OF ENERGY CONSUMPTION

Background Info
Many of the items we use every day consume energy. The way in which the item is designed influences the amount of energy used. Often items that are inexpensive to purchase may have large costs for the energy needed to operate them. For example, a poorly insulated refrigerator may be less expensive to manufacture but since it will require more energy to operate, it may end up costing more in energy expenses than a more expensive, better insulated model would.

Important information necessary to complete lab
During this exercise you will collect information on a variety of energy-consuming goods and evaluate their energy consumption over a ten-year period. You will need to visit an appliance store and automobile dealers to obtain the information from energy stickers required on all such goods.

Important information necessary to complete lab
To obtain the ten-year energy cost, assume that the cost of electricity or gasoline will be constant for the next ten years. Use the following figures when calculating energy cost:
- Gasoline = $3.00/gallon
- Electricity = $0.075/kwh/

EXAMPLE: 120 volts x 12.1 amps = 1,452 watts

Important information necessary to complete lab
What you need to hand in for Energy Consumption
1. Complete chart for all appliances analyzed.
2. Complete chart for automobile comparison.
3. Answer to questions found on slide 16.

Important information necessary to complete lab

What you need to hand in for Energy Consumption
1. Complete chart for all appliances analyzed.
2. Complete chart for automobile comparison.
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1. Complete chart for all appliances analyzed.
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Important information necessary to complete lab

What you need to hand in for Energy Consumption
1. Complete chart for all appliances analyzed.
2. Complete chart for automobile comparison.
3. Answer to questions found on slide 16.
Important information necessary to complete lab

Automobiles: Select two automobiles or two pickups to compare. Or compare a pickup with a minivan, or a SUV with a car. Try to compare similar sized vehicles. A trim 4 wheel drive is not a good comparison to a Ford Ranger. Use the sticker price as the price of the automobile. Assume that you will drive the automobile 15,000 miles per year and that 15,000 of those miles will be in city traffic and the remaining 18,000 will be highway driving. Assume that the car will last ten years. Do not try to take maintenance costs into account. Assume that fuel prices will be constant over the ten years. Complete the data table.

10-year cost = purchase price + 10 years of energy

Important information necessary to complete lab

Stoves have there electrical usage info generally in the broiler or the oven area. There will be two wattage numbers there. One is for the oven and the other is for the dishwasher. Please average the numbers for the purpose of this lab

Important information necessary to complete lab

Light bulbs: A 100-watt incandescent light bulb gives about as much light as a 24-watt fluorescent light bulb, so they are comparable in terms of the amount of light produced. Assume that you will use the light bulbs for 2,000 hours per year and that you will need to replace the incandescent light bulb each year. (You will need to buy ten incandescent light bulbs, but only one fluorescent light bulb). Complete the data table.

Important information necessary to complete lab

Stoves, Refrigerator, Microwave, TV, CD player. Obtain information for each of the above appliances. Try to find appliances that have the same basic features as the ones that you use at home. For the stove and refrigerator, choose one appliance that is really basic and compare it to a deluxe model. Complete the data table.

Refrigerators will have an energy star rating that will tell you the yearly kilowatts. This can be done, because your refrigerator runs 24/7. So with this appliance you need not complete the average wattage, hours/month, or monthly KWH portion of the chart.

Important information necessary to complete lab

Kilowatt hours: Calculate the kilowatt hours using the following formula.

kilowatt hours used = (watts X cost hours used) / 1,000 watts
Data Table
- You are to create a data table that for each of the following items:
  - 2 electric stoves (one plain, one deluxe)
  - 2 refrigerators (one plain, one deluxe)
  - washer
  - dryer
  - microwave
  - TV
  - CD player/steero
  - 100-watt incandescent bulb
  - 24-watt fluorescent bulb

Questions
1. If the cost of a 24-watt fluorescent light bulb is $5.95, how many years would it take for your monthly energy cost to pay for this bulb? Your old bulb was a 100-watt incandescent bulb.
2. Do you think all this research and calculating is worth doing? Please comment.

Data Table
- On the data table you need to include the following information for each of the appliances:
  - purchase price
  - average wattage
  - hours of use/month
  - monthly KWH
  - yearly KWH
  - annual energy cost
  - 10 year cost

10 year cost = purchase price + 10 years of energy cost

Data Table
- The data table for the 2 automobiles that you are comparing is to include the following:
  - purchase price
  - MPG city
  - MPG highway
  - cost of city miles
  - cost of highway miles
  - annual energy cost
  - 10 year cost

Questions
1. If the cost of a 24-watt fluorescent light bulb is $5.95, how many years would it take for your monthly energy cost to pay for this bulb? Your old bulb was a 100-watt incandescent bulb.
2. Do you think all this research and calculating is worth doing? Please comment.
TO: Becky Holthusen
   Director of Human Resources

FROM: Betsy Jensen
   Farm Business Management faculty

DATE: April 12, 2007

RE: Awards for Excellence Final Report

Attached you will find the final report for my Awards for Excellence project. I have included in the report the original proposal, along with some supporting materials that were used for the project.

If you have any additional questions, please contact me at (218) 689-5375 or betsy.jensen@northlandcollege.edu.

Thank you for the opportunity to complete this project.
The first goal of this project was to “Provide a fast, accurate and easily accessible resource for our students.” This website accomplished this goal wonderfully. Newsletters that are mailed out to students, were also placed online. Presentations that were given throughout the semester were placed online if the student was unable to make it to class.

My second goal was “Encourage our students to begin using the online registration and payment”, and even though the process was not embraced by FBM students, some will continue to use it, and they were introduced to the process.

I underestimated how difficult this website would be for students to use. Some of the students have logged into the website at least once a week during the semester, while others have not logged it at all.

Farm business management students register for courses on paper, instead of through online registration. Teaching them to use the online registration was difficult. Attached to this report are copies of my instructions for online registration, but many lost their tech IDs, or couldn’t find their PIN numbers. The instructions were sent via e-mail as a .pdf file, and through the mail with their monthly newsletter. The first student to register for the online course is 63 years old, and admits he hardly checks his e-mail. I used him as the example for the rest of the students, but it was still a challenge. I also discovered that the online registration window closes, so students were not able to register online after the Jan 21 deadline, and I had to register them on paper anyway.

My third goal was to “Share knowledge and expertise among FBM instructors.” On the website I have information from thirteen instructors, from a department of seventeen instructors. Faculty were willing to share their projects and lesson plans with other faculty and their students.

The fourth goal was to “Provide a website with confidential and proprietary information available only to existing FBM students.” I used this website to post my lesson plans, and then e-mailed students and recommended they review the lesson prior to class. This helped my students prepare for class. In the past, my e-mails have been forwarded to non-students, so I am uncomfortable attaching files to e-mails when I’m not sure where they will be sent. This website doesn’t guarantee that proprietary information is not shared, but it makes it more difficult that just hitting the “forward” button in the e-mail program.

The fifth goal was to “Provide a method of program continuance in the event of disaster or pandemic.” Some classes were canceled this winter because of storms, but students were still able to access the information via the website.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment Tool, statistics as of April 10, 2007</th>
</tr>
</thead>
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<td>75 FBM students will access the D2L site at least one time</td>
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</tr>
<tr>
<td>25 FBM students will access the website at least once every two weeks</td>
<td>16 students accessed the website at least every two weeks</td>
</tr>
<tr>
<td>Five students will use online registration for the fall 2007 semester</td>
<td>Unknown at this time. Registration will begin in July</td>
</tr>
<tr>
<td>Instructors rely on website to provide instruction for their students</td>
<td>The website will continue for the fall of 2007</td>
</tr>
<tr>
<td>instructors share instructional aids with department faculty</td>
<td>13 instructors posted information on the website.</td>
</tr>
</tbody>
</table>

Although the website did not meet all of my projections, I will continue the zero credit D2L shell for the fall 2007 semester. I realize it can be difficult for students to become familiar with an alternative delivery format, but I'm confident that enough students will utilize this course. The feedback from students who are regularly accessing the course tells me that this is a worthwhile supplement to the traditional FBM delivery methods. Change is never easy, but this has saved instructors time, and I believe students will begin to see the benefits of the website in subsequent semesters.
How to Register for the FBMT Online Course

1) Start at www.northlandcollege.edu

2) Select: My NCTC, eServices, Register Online for Classes

3) Farm management students are TRF students, so follow the instructions for TRF students. You will need to agree to the withdraw policy and the registration cancellation policy.

4) You have finally arrived at the registration window. You must know your tech ID number, which can be found on your past bills, registration sheets, or if nothing else, call your instructor. As for your PIN, try the birthday or last 6 digits of the SSN. There are more specific instructions on this page if you need help.
5) Once you have logged in, make sure the semester selected is “Spring Semester 2007”. Then choose “Registration” from the top tabs.

6) Select “Quick Add” from the left hand menu, and this screen will appear. The course number is 000977, don’t worry about the credits. Hit the “Register Now” button, and you’ll be asked to re-enter your pin.
7) If you reach a screen that says "Your request was processed successfully", you're done! It says you are enrolled in FBMT 001, with Jensen as the instructor. You will be able to access the class on the following business day.

As long as you're logged into the registration system, you may want to look around under the "Student" tab. From there you can view your transcript and pay your bills.
Using the Online FBM Course

1) You must be enrolled in the course, so if you haven’t registered online, do that first.

2) The online course program is called Desire2Learn, so go to http://www.northlandcollege.edu/desire2learn/, or find a link to D2L somewhere on the website. On the right side of the webpage is your username and password. For your user name, you might need to try a nickname, or perhaps your full name. For example, Steve or Steven, Jim or James. Your tech ID is the initial password.

3) Once you’ve logged in, you might want to change your password so you remember it. Once you’ve done that, click on FBM Shell to enter the course.
4) Now you’re in the course. The “content” button is where all the information is, or else you can take the quizzes.

5) Play around, figure it out, and go crazy.
Project Description

The scope of this project is to create a zero-credit course within D2L to supplement our existing curriculum. This course will be available for all registered FBM students enrolled in the Ag Commodity Marketing, and Advanced Commodity Marketing certificate programs, regardless of their instructor. Betsy Jensen will design and maintain the course, and provide training to the FBM faculty on how to use the website.

Goals:

1. **Provide a fast, accurate and easily accessible resource for our students**
   The basic tenant of farm business management education is one-on-one instruction, but as our credit load requirements increase, we need to find alternative delivery methods to teach more students, without more time to do so. I believe that this website can help supplement the existing instruction, and help save valuable time that is often spent with clerical work such as mailing assignments to students, newsletters and explaining spreadsheets.

2. **Encourage our students to begin using the online registration and payment**
   Farm management students do not currently use online registration, but if they begin to use the northlandcollege.edu website, and D2L, many of them may choose to register and pay their bills online.

3. **Share knowledge and expertise among FBM instructors**
   Since FBM instructors are mostly office off-campus, it is difficult to teach as a united department. Each instructor uses their own methods and resources for instruction. At our monthly department meetings, we share one or two ideas, but that’s just the tip of the iceberg. By utilizing a combined D2L course, we will be able to share resources and ideas with other instructors, and with all FBM students.

4. **Provide a website with confidential and proprietary information available only to existing FBM students**
   As a department, we’ve been very reluctant to place information on the internet because we wanted to keep the information confidential, and proprietary. Since only registered students can access the D2L website, the website can be a comprehensive site that includes assignments, worksheets and lessons.

5. **Provide a method of program continuance in the event of disaster or pandemic.**
   The Farm Business Management program is dependent on one-on-one instruction, and a personal relationship with student and instructor. That makes it very vulnerable in the event of a disaster and pandemic. Although this website will not serve as a long term substitute for instruction, it will serve as a temporary solution.
**Rational/Evidence**

This project is important in the retention of students, and in assisting instructors in providing the necessary amount of time in one-on-one instruction. Despite probable reluctance from some students, farm management needs to incorporate some new technology into the delivery methods. Farm management instructors work long hours during closeout season (January through March), and we appreciate any amount of time that can be saved during those busy months. I believe this website can save us “busy work” hours spent answering basic questions, mailing materials, and replacing lost assignments. Each hour saved, is one more hour we can spend with students in the one-on-one instruction they want.

If the online course is a success, and department faculty realize the benefit of the course, they will be asked to contribute more time and material to the website in future semesters. Just getting the website up and running, and providing training to faculty on how to use the site, will start the ball rolling for future semesters.

**Anticipated Difficulties**

I anticipate that many of our students will be reluctant to use the website. They are currently enrolled in the program, and continue to enroll each year because they are pleased with the program. They are happy with the instruction, and would view this website as unnecessary. Since the project is scheduled to be introduced to our students in January 2007, when farmers are often the least busy, we will take the time to introduce the website to the students, and give them assistance in finding their way into the information. A “cheat sheet” will be produced for students to assist them in logging into D2L, and finding their way around.

Another difficulty will be the slow dial-up internet service that many of our students have. In order to minimize the waiting time, graphic files will be avoided, and some files may need to be divided in order to speed downloading. This website will remain basic, to accommodate those students who do not have access to high speed internet.

**Timeline**

December 4: The shell and basic outline is created, and introduced to instructors at the monthly management meeting. Instructors are encouraged to offer suggestions, and make available resources they would like posted within the course. Since farm management instructors have very few hours to spare during the winter months, this is a firm deadline that cannot be changed.

January 3: The website is ready for students to access. A “cheat sheet” is available to instructors for use with their students.

May 18: At our May department meeting, instructors are informally surveyed and improvements and changes to the website will be discussed.

Our farm management program is a year-round program, so this course will be available through the end of the semester, June 30.

**Outcomes and Evaluation**
Individual instructors will be responsible for most of the student instruction on how to use the website. Instructors can also utilize small group sessions that are held throughout the winter to introduce the website to students. The success of this program will largely depend on how much promotion the students receive from their individual instructors.

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</tr>
<tr>
<td>25 FBM students will access the website at least once every two weeks</td>
<td>Statistics within D2L will indicate the frequency of individual visitors</td>
</tr>
<tr>
<td>Five students will use online registration for the fall 2007 semester</td>
<td>Instructor surveys</td>
</tr>
<tr>
<td>Instructors rely on website to provide instruction for their students</td>
<td>At our May departmental meeting, instructors offer their opinion on what to add to the website for the fall 2007 semester</td>
</tr>
<tr>
<td>Instructors share instructional aids with department faculty</td>
<td>Three instructors post information on the website</td>
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</table>

Dissemination
Since this is a department wide project, the website will be assessed by other instructors at our monthly management meetings. Instructors will be responsible for disseminating the information to their students, and if requested, a letter from the Dean of Management Education will be sent to all FBM students announcing the addition of this resource.

Budget
Since the D2L program is already available, the only budget item will be time reimbursement. I anticipate spending 5 to 7 days developing the website, 1 to 2 days providing inservice to department faculty, and 10 to 15 days (or equivalent hours) of course maintenance throughout the semester. While attending D2L inservice training, I was always taught that an online course will take much longer than you anticipate, and I discovered that first-hand during my first semester with my stand-alone D2L course. The salary reimbursement request is $5000.
Excellence Grant Final Report
Master the Essentials: ENGL0090 Fundamentals of Writing
Course Redesign

Submitted by Sherry Lindquist, April 2007

Note: This report covers one online section of ENGL0090 taught Fall 2006 and two hybrid sections of ENGL0090 taught Spring 2007. The data from Fall 2006 is through the end of the semester, while data from Spring 2007 is through March 30, 2007, three days after the last day to drop.

Developing Levels

As noted in my initial proposal, I began by examining the common course outline for ENGL0090 for essential mastery skills necessary for students to move on to ENGL1111 or another writing course. I decided to structure the course around three tasks: grammar, writing, and critical thinking. Grammar would be measured by test performance. Writing would be measured through paragraph and essay assignments, and Critical Thinking would be measured by in-class and online discussion. The following skills were identified as Level 1 Essential skills:

- Subject Verb Agreement
- Fragments
- Run On Sentences
- Commas
- Apostrophes
- Word Usage
- Paragraph Structure
- Understanding Main Ideas

After those elements had been identified, I quantified the remaining skill sets in the course outline into Level 2 and Level 3, with increasing difficulty, as follows:

Level 2:
- Identification and practice with simple, compound, and complex sentences
- Pronoun References and Agreement
- Adjectives and Adverbs
- Misplaced and Dangling Modifiers
- Basic Essay Structure
- Identifying Types of Supporting Details

Level 3:
- Quotation Marks
- Slang and Cliches
- Editing
- Framing Devices for Introductions and Conclusions
- Choosing Appropriate Supporting Details
Creating Test Banks

After determining the levels, I began creating a test bank with a large number of items. This was a significant and time-intensive part of the project. I wanted students to be able to take tests outside of the classroom to relieve stress and to be able to move at their own pace. I also wanted the tests to be open book, so students would be able to apply knowledge rather than simply recall facts. Finally, I allowed students three attempts at each test. Thus, the tests had to be randomized and could not include any questions that had been used for practice exercises or sample tests in the textbook. In addition, I created pre and post diagnostic tests so students could measure their progress. The pre and post tests were 40 questions. The Level 1 tests were 20 questions, and the remaining Level 2 and 3 tests were 15 questions. The database created in D2L was structured as follows:

Note: For the online course in the fall, students could complete all three test attempts online, but they were not able to take more than one test per day. For the hybrid course in the spring, students could take two tests online, but if they wanted to take a test the third time, they had to do the test in class, on paper, with the assumption being that perhaps the online environment had not worked well for them in testing.

- Pre and Post test database: 100 questions, draw 40 at random for each
- Level 1 tests: At least 40 questions per test, draw 20 at random, 6 tests
- Level 2 tests: At least 30 questions per test, draw 20 at random, 4 tests
- Level 3 tests: At least 30 questions per test, draw 20 at random, 4 tests

Examining Tutorial Software and Developing In-Class Reviews

I reviewed a large number of websites and settled on two that appeared to be ADA compliant (using the “Bobby approved” rubric available at http://webxact.watchfire.com/). The only “warnings” mentioned for both sites were related to providing alternative text for graphics, and since my focus was on the exercises themselves rather than the design elements of the site, this did not present a significant problem.

In addition to the publisher’s online tutorial site, I demonstrated and recommended the following sites for students:

- [http://grammar.ccc.commnet.edu/grammar/](http://grammar.ccc.commnet.edu/grammar/) (Charles Darling’s well-known comprehensive site, based at Capital Community College)

I also designed an “in class” group activity using printed exercises, called “Worksheet Poker,” which succeeded far better than I would have expected! All students who took a test at least once were eligible to participate in that day’s session. I did notice an improvement in scores of some of the students who retested after Worksheet Poker, but there are enough other uncontrolled variables so that I cannot say anything conclusive.
about its effect. I did have very good attendance on those days, however, which I always count as a plus.

For Worksheet Poker, teams selected exercises to complete based on levels of difficulty and numbers of questions. Some exercises were worth two cards, some three cards, and some five cards.

After completing the exercise and correcting it with a key in a team, a member of the team could pick out that number of cards from my deck. Incidentally, the deck itself proved very popular—one I picked up at Stonehenge, in Somerset, England, over break, featuring dogs of the world. Each team could keep a maximum of five cards, and the team with the best hand at the end of the period won a door prize for each member. I provided the prizes at my own expense, and I quickly learned candy beat out office supplies, so I did a lot of shopping at Sam's Club.

**Workshop Sessions**

Each week, students had the opportunity to participate in small group and large group workshop sessions on writing techniques and genres. In some cases, group work was featured in the D2L News area for other students to view. Sessions involved the use of movie clips, objects brought in for a variety of purposes, responses to sample essays and web links for process.

Session Topics included:

- Paragraph structure
- Using transitions
- Using framing devices for introductions and conclusions
- Using a word processor to "show your work" with planning, drafting, revising, and editing
- Genre writing: narration, description, process, and comparison contrast

**Paragraph and Essay Assignments**

Although the textbook I chose had excellent sample paragraphs and essays, and a lengthy list of possible topics, I also wanted to find a way to tap in to topics students might be excited to write about, since I know from personal experience and research that students write better when they are interested in their topics. This led to another Excellence grant project, which involved the use of the "Chat" feature of D2L for online conferencing.

Since I am submitting a separate report on that project, I will not go into detail here. However, the response has been significantly gratifying, personally and professionally, that I plan to use this in all my classes where a written assignment is required. In addition, I plan to open the chats up to students who may need to work together on projects without having to be in the same location.
Online and In-Class Discussions

The final element in the course was participation in discussions. In-class discussion took place largely in small groups, during "Worksheet Poker" and workshop sessions. I monitored these discussions by moving through the classroom, but I did not initiate "whole class" discussions very often, since this is a developmental course, and many students tend to be hesitant to respond to direct questions or volunteer experiences in the classroom, especially in the beginning of the semester. However, at the end of group sessions, members of the group were asked to summarize what their group had done.

Students were also asked to participate in online discussions, with the number of required discussions increasing depending upon the level the student wished to master.

Results

Data from Fall 2006

Number of students enrolled by the last day to add: 10

Assignments for each level:

- Level 1: 6 tests, 2 paragraphs, 1 essay, 3 online discussions
- Level 2: 10 tests, 2 paragraphs, 2 essays, 6 online discussions
- Level 3: 14 tests, 2 paragraphs, 3 essays, 9 online discussions

Number of students who dropped by the last day to drop: 4
- 1 student dropped by the end of the second week, no information
- 1 student dropped due to unexpected illness and surgery, was passing at the time of drop
- 1 student never logged in and subsequently dropped
- 1 student dropped after completing one discussion assignment

Number of students who remained in the course after the last day to drop: 6
- 4 completed Level 1 before Thanksgiving
- Both students who had not completed Level 1 by Thanksgiving had the following items left to complete: Student 1 had two tests, one paragraph and one essay; Student 2 had two tests and one essay.
- 2 completed Level 1 and 2 before Thanksgiving
- 2 students completed Level 1, 2, and 3 by end of semester
- Conclusion: Students were sufficiently motivated to complete course work early.

Failure/Withdrawal Rate: (goal was to reduce overall withdrawal/failure rate of 29%)
- 1 student (10%) withdrew within two weeks of the beginning of the course
- 1 student (10%) withdrew because of illness within the first two weeks
- 2 students (20%) withdrew for unexplained reasons
- 6 students (60%) completed the course with a "C" or better
• **Conclusion:** If we consider the number of students who remained in the course past the first two weeks, only 20% withdrew for unexplained reasons, and no students failed the course.

**Online Activity:** From start to end of the course

- **Student 1:** 79 logins
- **Student 2:** 363 logins
- **Student 3:** 108 logins
- **Student 4:** 244 logins
- **Student 5:** 193 logins
- **Student 6:** 178 logins

**NOTE:** Some students may be enrolled in more than one online course, which may account for the higher number of logins for some students rather than others. The data is presented solely for information purposes to show that the students in the course had no difficulty logging in to D2L and viewing course content.

**Discussions:** (data gathered through 75% mark of the course, to compare with Spring 2007)

- **Welcome:** 18 students participated, 79 comments from students, 26 from instructor
- **Heroes:** 16 students participated, 50 comments from students, 16 from instructor
- **Personal Strength:** 13 students participated, 36 comments from students, 13 from instructor
- **New or Used:** 10 students participated, 28 comments from students, 8 from instructor
- **A Day of Rest:** 7 students participated, 19 comments from students, 5 from instructor
- **The Perfect Sandwich:** 8 students participated, 21 comments from students, 7 from instructor
- **Super Heroes and Super Powers:** 4 students participated, 10 comments from students, 4 from instructor

**General Comments on Student Awareness of Level Deadlines:**

- I received no e-mail, voice mail, or pages from students about what assignments were due at what times, one of my main concerns.
- I received no e-mail, voice mail, or pages from students about what the levels meant or what was required for each level.
- I did receive e-mail with questions about how to write specific essay assignments, in particular whether students were "on the right track." These e-mail messages were expected and welcomed. Students commented in replies that they found the suggestions helpful.
Data from Fall 2007

Number of students enrolled by the last day to add: 50 (both sections)

Assignments for each level: (unchanged from Fall 2006)

Level 1: 6 tests, 2 paragraphs, 1 essay, 3 online discussions
Level 2: 10 tests, 2 paragraphs, 2 essays, 6 online discussions
Level 3: 14 tests, 2 paragraphs, 3 essays, 9 online discussions

Number of students who dropped by the last day to drop (both sections): 0

Number of students who remained in the course after the last day to drop (both sections): 50

Conclusion: Some students may not have dropped because they were unaware of the drop date due to non-attendance in class, but I am impressed that not a single person withdrew from the course.

Failure/Withdrawal Rate: not available, since final grades not posted yet, but see preliminary results below, however, for data as of March 30, approximately six weeks before the end of the semester

Preliminary Data: With six weeks to go in the semester, 7 of 50 had completed Level 1, 1 completed Level 2, 1 completed Level 3

Of the remaining 43 students, 11 had completed 2 of 3 writing assignments for Level 1, 17 students did not have any writing assignments done by March 30. Of those 17 students, 12 had stopped attending, and 4 of the remaining 5 had made arrangements to turn the assignment in during April and had participated in online or in-office conferences.

With reference to the tests, 28 of 50 students had completed all 6 tests for Level 1 by March 30. Of the remaining 22 students, 11 had completed at least 3 tests by March 30.

With reference to discussions, 34 of 50 students completed all 3 discussions for Level 1. Of the remaining 18 students, only 4 students never participated in a discussion.

Online Activity through the First Three Weeks of the Course: The number of logins ranged from a low of 7 to a high of 138, with an average of 32.2 logins. This data is included to demonstrate that students in this developmental course had no difficulty accessing information in the course.

Discussions:
- **Welcome**: 37 of 50 students participated, 285 comments from students, 61 from instructor
- **Heroes**: 33 of 50 students participated, 111 comments from students, 39 from instructor
- **Personal Strength**: 23 of 50 students participated, 66 comments from students, 23 from instructor
- **New or Used**: 25 of 50 students participated, 68 comments from students, 18 from instructor
- **A Day of Rest**: 14 of 50 students participated, 37 comments from students, 10 from instructor
- **The Perfect Sandwich**: 19 students participated, 56 comments from students, 18 from instructor
- **Super Heroes and Super Powers**: 14 of 50 students participated, 43 comments from students, 16 from instructor

**General Comments on Student Awareness of Level Deadlines:**

- The only questions I was asked in class, through e-mail, or in voice mail were related to time extensions from people who wanted to complete Level 2 or 3 but had missed one deadline by less than a week.

**Student Comments**

Students completed anonymous course evaluations in D2L. In the interest of brevity, I have included a sample of comments below. If the committee would like to see the full report of the evaluations, I will send that report upon request. The evaluation is one I designed and have been using for the past 25 years of teaching, with minor revisions to reflect the leveled and hybrid nature of the course.

The college's evaluation was being revised and was not available for administration at the time this report was compiled. Should it become available before the end of the semester, I will submit copies to the committee upon request. In general, students commented that the course was easy to navigate through and they appreciated having flexible deadlines for completing assignments. Students also commented positively on being able to take tests out of the classroom and on being able to get to know fellow students better through online discussions.

**Sample of Student Comments:**

**Question 1**

This course was divided into three levels. Please comment on how easy or difficult it was to figure out what you had to do in each level and what you thought of the idea of dividing up a course this way.

- It was kind of easy to figure out. I just try to keep up on things. It was kind of hard to figure out the whole deadline thing for each assignment. I think it was ok though.
- I thought that it was very easy to figure out how to get each grade.
- I like the way it was done. I think it was a better way of doing homework than what is normally done.
- I thought it was very easy to understand and figure out what I had to do in each level.
- I thought it was a unique way of doing things and I liked the idea of knowing what I had to do for a certain letter grade. It took a lot of the pressure off of me and helped me focus on what I had to do.
- *I think that the levels was a great idea because than you don't have to rush. I really
I thought that I should have done better because I wasn't being rushed. You should do this in the next few years. I really enjoyed this class and never thought that it would be like this. I thought it would be harder than it really was.

> It was easy to follow. I knew what was expected of me to get a "A"

> I thought this course was great! and by dividing the course into three levels I believe has helped me better, and easy for me to understand everything I was suppose to do. It was very easy to understand the assignments and tests that I had to do, and when they were due and what assignments was due first in order for me to either go and try for an A or B.C. So I can honestly say that I really enjoyed this class and the teacher and the way she set the course into three levels.

> VERY VERY EASY! I loved how that was set up! It made me feel like i had control in how my grade would turn out!! I like it alot!

> it was in the middle

**Question 8**

What did you think of the way Desire2Learn was used in the course? Please feel free to mention things you liked as well as things you didn't like.

> I think it was pretty easy. Like I said above the whole deadline thing was kind of hard.

> I thought it was easy to use. It was easy to find everything you were looking for.

> I am lost with the whole internet assignment thing. I don't understand the A, B, C I try to understand what to do but can't figure out where I should start and what I should do. I get so lost I just don't do it. I shouldn't do that.

> I liked how I could do everything online when I want to

> I like how we used Desire2Learn. I just wish we didn't have to go to class though. Just online.

> i feel it justifies having the d2l system.

> I enjoyed using D2L because it was easy and I didn't have to keep asking you what i handed in and if I did something, etc. I thought that it was kind of difficult at first but than I got used to it and now most of my classes are using it for there grades.

> I liked d2l

> their was nothing I disliked. I really like working with desire2learn it is very easy to understand and I have never had any problems with it, I hope this continues in college it has helped me alot.

> I liked using D2L in this class because you have a full list of the assignments and when they are do for the whole year! I liked that alot! I liked using the Online conference because I can't say everything I want to say in person because I'm too shy and when I am talking to the teacher online I can ask more questions and not be shy about it!

> I think it was hard to do online con, but once you get the hang of it, it is much easier.

**Question 15**

What part of the course was your least favorite? Explain as much as possible what made this part your least favorite.
• The tests because I hate tests and I always do bad on them.
• conferences
• Not being able to get into all the discussions right away instead of waiting for more to open.
• nothing really
• if we just sat there and did nothing, while you were talking.
• the conferences
• I didn't have any problems with the course.
• the online tests
• Essays
• Grammar... I suck at grammar
• nothing

Question 16
What part of the course did you like best?

• the tests
• I liked how there was a lot of things that were done online.
• being in class
• Taking the tests online when it was best for me
• it was online!
• online discussions. i could voice my opinion with out getting strange looks.
• the class games we played.
• tests
• I loved it all most of all writing the essays about my family and my cat it brings back some sad and some happy memories but when you talk about it it makes you feel better that you are sharing these memories with other people. The tests some were challenging and other were simple but i liked it very much. The games we played in class and the great teacher we all have.
• The online portion
• i liked it when we played poker, hum when we got into group, and had group discussion, when we got prizes, when we didn't have any homework in class

Conclusions and Future Plans

Based on results from Fall and Spring semesters, I plan to continue organizing this developmental course into levels with flexible deadlines for completion of assignments. Student comments, both anecdotally and in anonymous evaluations about the sense of empowerment this format gave them is reason enough for me to continue. While I may fine tune grammar, writing, and online discussions in the course, the mix of activities has worked well.
One change I may make would be to increase the number of tests in the “B” and “A” levels to cover more complex grammatical concepts such as sentence combining and stylistic analysis. This will prepare students even more for college level writing courses should they pursue an associate’s degree. If I add those tests, I may drop the overall percentage to 80% rather than 85%, to encourage more students to pursue the advanced levels.

I would also like to use the classroom laptops or a networked computer lab (should it become available) to a greater extent. When the laptops were available during the first three weeks of the course, online discussion participation was at its highest. Although students can access the course outside of class and can use a variety of terminals on campus, I believe 5-10 minutes per period might be devoted to reviewing the comments together and giving students additional opportunities to respond.

The issue of students who simply stop attending continues to frustrate me, a concern I know I share with other instructors, particularly those who teach developmental courses. I hope as “word of mouth” spreads about the way the course is organized, and the multiple opportunities students have to be successful, that more students who enroll in the course will complete at least the basic level. In-class activities such as Workshop Poker and online activities such as discussions can be effective ways of building class cohesion, if students participate.

Finally, I would like to thank the members of the Excellence Grant committee for funding this grant. Your willingness to support innovation and experimentation will reap benefits far into the future.

Sharing Results

- D2L Show and Tell: November 30, 2006
- Chalk Talk: March 29, 2007
- Upcoming Presentations—International D2L User’s Conference (July 2007, proposal accepted), International MERLOT Conference (August 2007, proposal accepted), Beyond Boundaries Regional Conference (October 2007, proposal submitted, acceptance notification by May 2007)
- Faculty Resources webpage—if created (on the Web Committee’s list of pages to create), or at in-service if time available
Here is the final report and supporting documents for the "RU Ready" project completed by Jennifer Dahlen, Kerry Jaeger, and Sherry Lindquist. If you have any questions about our results or future plans, please contact any one of us, and thank you for funding this opportunity.

Sherry Lindquist, Ed. D.
Northland Community and Technical College
Liberal Arts, English
2022 Central Avenue NE
East Grand Forks, MN 56721

(218) 773-4537
Excellence Grant Final Report: R U Ready for College-Level Writing?

Submitted May 2007 by Sherry Lindquist, Kerry Jaeger, and Jennifer Dahlen

Attachments: Fence Rubric, Prompt, Individual Score Sheet, Sample Narrative, Combined Data, Rater Reliability Data

Inviting Teachers to Participate

Sherry used Accuplacer data from 2002-2006 to identify area high schools where significant numbers of students enrolled in developmental English courses upon entering Northland. Using this list, Sherry, Jennifer, and Kerry called and e-mailed 10th grade English teachers at four schools. Two teachers each at three of the schools decided to participate, fulfilling our quota of six high school instructors. (Our funding partner, Paul Carney, agreed to fund six high school instructors and six college readers through his Ready or Not Project, funded by MnSCU.)

One difficulty we had anticipated was high school instructors' reluctance to participate because of fears of being labeled an ineffective teacher if significant numbers of students were not rated as college ready. This did not happen, however. In fact, high school teachers were eager to participate and discuss writing issues with their college colleagues.

Teachers at two high schools were required to get district permission before participating, and results would need to be shared with a district representative, but that did not affect their decision to participate.

Sherry contacted three college faculty at both Northland campuses who agreed to fill out the roster. (Sherry, Jennifer, and Kerry also served as readers for the project but were not paid through MnSCU, since they had already applied for funds through the Excellence grant.) Bonnie Andrys, Avis Dyrud, and Diane Drake agreed to participate in the project.

Orienting Participants

Sherry made arrangements to host the orientation meeting in November 2006 at the East Grand Forks campus with a polycom broadcast for the Thief River Falls participants. Dinner was provided at both campuses (paid for by MnSCU). During the orientation meeting, participants learned how to use Desire2Learn to view and upload documents related to the project and how to participate in discussions. Jennifer led the group in several team-building exercises, and Kerry reviewed the rubric concept in general with participants. In addition, we were able to learn more about the history of the Ready or Not project from Paul.
Carney, who also led us through an exercise in using the rubric he created for the project. At the end of the orientation, we devised the prompt we would use for students participating in this year's project (see attached, and kudos to Jennifer, who came up with the original idea). Participants were paid by MnSCU to attend this meeting, as well as the follow up meeting at the end of the project. Northland provided some welcome gifts, including a lanyard, a pen, and a notepad for each participant. The cost was approximately $25.

Administering the Prompt

High school instructors participating in the project administered the prompt in January 2007. Essays were either hand-written or done on word processors and sent to Northland along with parental informed consent forms. All essays were assigned numbers by high school faculty and re-numbered using a random number generator once they arrived at Northland. Essays that were handwritten were then typed by work-study employees. All essays were uploaded into D2L for Northland faculty to review. In addition, essays and scoring rubrics were transferred to jump drives for high school instructors since not all of them had internet access from home, which was where most of them would be reading and scoring the essays. Northland paid for the jump drives, approximately $60.

Scoring the Essays

We used a two-part format for scoring the 145 essays submitted, following guidelines set out by Paul Carney. In the "first run," each participant read each essay and used the "Fence Rubric" (attached) to score the essay in five categories: Content, Organization, Conventions, Sentence Fluency, and Word Choice. A student had to receive a "college ready" ranking in the first three categories in order to be rated "College Ready" overall. The last two categories were ranked for the student's information but were not used to determine overall readiness. If a student was ranked "College Ready" overall by at least eight of the twelve readers, he or she was rated "College Ready" overall.

All twelve participants (including Kerry, Jennifer, and Sherry) then submitted the spreadsheets for compilation in March 2007. Sherry compiled the scores by overall readiness, by type of rater (college or high school instructor), and by individual category. These preliminary results were sent to all participants via e-mail.

For the "second run," the essays were divided amongst the participants, with each person being assigned between 12-14 essays to review. High school teachers were not assigned essays that had come from students at their school. During the second run, participants were asked to tally errors for each student in the "Conventions" category. In addition, each participant was asked to create a
narrative report discussing the student's strengths and weaknesses in each of the five categories. This was not a part of the original Ready or Not process, but we felt strongly that students deserved a personal response from an individual, a sense that a "real person" had read his or her essay.

The error counts were compiled by Sherry as aggregate data for all schools and as individual school data in April 2007. The aggregate data was sent to all participants, while the individual school data was sent only to participating high school teachers at that school. We did not want to invite school to school comparisons at this point, so we felt this was the best way of sharing the information.

Jennifer prepared the individual packets for each student, containing a copy of the student’s original essay, the rubric used, the score sheet showing how many teachers rated the student college ready in each of the categories and what proofreading errors were present in the essay, and the narrative response from one of the participating readers (a sample narrative response is included with this report).

Kerry, Jennifer, and Sherry each chose a school to visit to explain the results and gather feedback through a participant and student survey in April 2007. At that time, we also conducted prize drawings for the gift certificates offered as an incentive to participate. Again, MnSCU paid for these gift certificates.

Northland's cost during this phase of the project was minimal, approximately 250 pages of photocopying and 12 envelopes mailed to high school instructors with first-run and second-run directions.

Meeting to Discuss Results

In April 2007, we met again at the East Grand Forks and Thief River Falls campuses to discuss the results via polycom. Paul Carney again furnished a meal and paid a stipend for participants to attend.

During the meeting, each participant shared his or her experience with the project, and high school teachers also included their estimation of how the project was perceived by students. All participants said they would be interested in continuing the project next year, both as the "second chance drop box" opportunity offered by Paul Carney’s group (where students can resubmit an essay after revision and have it re-scored), and also with a new group of 10th grade students. Participants were also interested in expanding the project to other teachers at their schools and other schools in the region.

Several unanticipated results were shared during this discussion. The most significant was students' reactions to being rated "Not College Ready." As
discussed below in "Interpreting the Results." Very few high school sophomores were rated College Ready, using the guidelines discussed earlier. However, even though high school and college instructors stressed the difficulty of achieving a "College Ready" rating during the classroom visits and on the forms accompanying the results, a number of students expressed surprise and even anger at not being rated "college ready." It became apparent through classroom discussion and survey responses that many of them equated a ranking of "Not College Ready" as evidence that they had "failed" the prompt. This is an issue we plan to discuss with Paul Carney and others involved in the Ready or Not project, for possible revision of the scoring rubric. For example, "Not College Ready" might be replaced by "High School Ready."

Another unanticipated result was students' disconnectedness with the process when we went to visit their classrooms. In large part, we attribute this to the time delay from when they wrote the essay (January) to when we were able to return with results (April). This time lag should be shortened considerably if we run the project next year, as current participants are now familiar with D2L and how to enter data on a spreadsheet, and we could spend more time orienting new participants.

A final, gratifying, unanticipated result was the passion many students expressed for the topic. Even though some of the writing lacked polish, their interest in the topic and desire to convince the reader to accept their position was clearly evident.

Interpreting the Results (A copy of this section will be sent to Ron Gruwell, Assistant Superintendent at the Grand Forks School District—so some of this is repetition)

- **College Ready or Not College Ready: Sherry**

  Six faculty members from three area high schools participated in this project, four from North Dakota and two in Minnesota. An additional school was contacted in Minnesota, but none of the sophomore-level English teachers were able to participate this year. In addition to the six high school instructors, six college writing instructors from Northland Community and Technical College participated as readers.

  Students in the participating schools wrote essays in response to a prompt (attached) during a single class period. Students had the option to write the essay by hand or use a word processor. If the student had a signed consent form from a parent or guardian, the student's essay was submitted for evaluation. A total of 145 essays were submitted from the three high schools. These essays were read by the twelve instructors and ranked as college ready or not college ready in five categories: Content, Organization,
Conventions, Sentence Fluency, and Word Choice (sample rubric attached). If a student received "College Ready" ratings in the first three categories, he or she was rated as "College Ready" overall. Ratings in the last two categories were provided for the student's information but not used to determine overall readiness. If the student was rated as "College Ready" overall by at least eight of the twelve readers, he or she was then rated "College Ready."

Given this high bar, we did not expect a large number of high school sophomores to be rated college ready. In fact, in a similar project that has been conducted with high school juniors in southern Minnesota under the leadership of Paul Carney at Minnesota State Community and Technical College—Fergus Falls, only 12 to 15 percent of students were rated "College Ready" overall. By those standards, students in this study did quite well. Out of 145 students, 15 of them (or approximately 10 percent) were rated as "College Ready" overall by at least eight readers (see attached spreadsheet for overall ratings of each student).

In addition, 13 students (approximately 9 percent) were rated "College Ready" by at least six readers, indicating they had sufficient strengths to convince at least half of the raters to score them as "College Ready." Taken together, approximately 20 percent of participating high school sophomores were rated "College Ready" by at least six of twelve readers.

The other area of interest related to overall ratings would be the error counts in the "Conventions" category (see attached rubric for a list of errors counted in this category). When considering these statistics, it would be useful to remember that students were asked to write on a topic without any previous preparation and produce an essay within a 45-minute class period. This does not allow for any substantial revising or proofreading, so these essays could most appropriately be considered "rough drafts."

Although there were a total of 1,905 errors in the 145 essays submitted, this averages out to only 13 errors per essay. Error counts in essays ranged from a low of zero errors to a high of 54 errors. Another factor to be taken into consideration would be the frequency of errors. For example, in the case of the essay with 54 errors, 25 of them were related to comma use.

Participating high school instructors have a copy of their error count by school and the total error count should they decide to do comparisons. We were more interested in overall trends, however, rather than school-by-school comparisons. Errors that occurred with the greatest frequency were comma errors (including comma splices), spelling errors, fragments, and run-on sentences. These may be useful areas for targeted practice in future writing instruction.
We chose to work with high school sophomores rather than juniors because we felt there was a greater chance of the results having a significant effect on students' awareness of their strengths and weaknesses as writers and on their willingness to take more challenging English courses during their remaining two years in high school.

- **Inter-Rater Reliability: Kerry**

The issue of validity comes into question with any sort of assessment: "RU Ready for College Level Writing?" embraces this concern. The logistics within developing a writing prompt, recruiting readers (raters), and assessing the results consistently and appropriately are complex at best. Yet, the focus of writing assessment where all raters have formal education within the discipline does ease the task somewhat. Nonetheless, validity needs addressing.

The competence of the raters establishes a strong foundation when looking at the validity of the results. The twelve raters for this assessment come from academic backgrounds in the discipline of English study. Six raters teach at the high school level, the remaining six instruct at Northland Community and Technical College. Of the latter six, four have held and/or currently hold certification to teach in a 7-12 grade environment and have spent a number of years professionally in the high school classroom. All raters hold degrees with emphasis in English; a few hold advanced degrees in English or education. All raters have had extensive experience in the teaching of writing.

How the raters have scored the assessment is one question that calls for response when determining the validity within a writing assessment. The reliability of these scores hinges on two forms. First, there is the consistency of each rater’s score with the scores of other raters. If the scores for each essay are similar, then the reliability of the assessment lends itself to validity. The opposite would happen should the scores reflect severe deviations from each other. This scenario is referred to as the "intrarater" reliability. The second form of scorer reliability, "inter-rater" reliability, occurs when a scorer assesses writing throughout a span of time. Issues of intrarater reliability arise as readers suffer from fatigue, mood, interruptions, and other factors that challenge the rater’s ability to score consistently. Should raters score inconsistently for the reasons stated above, then the assessment provided by these raters may be questioned.

To alleviate Intrarater concerns, the scorers for the "RU Ready for College-Level Writing?" study used a rubric to which they agreed as reflective of the standards expected in college-level readiness. This rubric became the point of discussion in the initial meeting of raters. Readers assessed anchor papers using the rubric and discussed reasons for their scores. This exchange created an atmosphere of conformity and an understanding of how the rubric ties together the responses to the essays. Although time prohibited a thorough session for
rater conformity, the exchange did reinforce the effectiveness of the rubric and provided a baseline view from which refining of the rubric could stem and the essays scored.

The following analysis suggests the reliability of the raters' scores in this study.

The checking of intrarater reliability will be difficult due to the short training session and that this study did not have an instrument designed specifically to reveal this information. Nonetheless, to presuppose that that previous factors mentioned did happen would be a safe and reasonable assumption to make. Some data reflecting interrater reliability may suggest an intrarater issue, but there is no way of knowing for sure. Perhaps, when progressing further with the "RU Ready for College-Level Writing?" study, time will facilitate a closer look at the intrarater reliability factor. As it is, this study will focus on intrarater reliability, looking at the rater split in overall scores, an 80% target standard in agreement overall, an 80% target standard for college raters and an 80% target standard for high school raters. In addition, there will be a section that discusses remarkable discrepancies amongst the ratings and raters.

The 80% agreement target standard is arbitrary. Early in writing assessment history, 70% was respectable. Currently, some research would suggest a 90% level to validate reliability. In the latter case, extensive training accompanies the raters, with constant spot checks by other raters (oversers), timely revisiting of anchor essays, and a controlled environment where rating takes place. Attaining an 80% status with only a one hour training session and relying on the background of the raters would seem a noteworthy target standard. Overall, 66.2% of the essays scored fell into the 80% or above range. The twelve raters scored 54 essays with a 12-0 split (whether the essays were considered college ready or not college ready). Twenty-three essays received an 11-1 split, nineteen essay a 10-1 split. Using simple percentages with 10 raters agreeing on the essay (equaling 83.3%), 86 essays out of the 145 essay samplings attained the 80% agreement target standard. Raising the bar to 90%, raters scored 77 essays (53.1%) at this level. Other essays that carried a decisive score (splits 9-3 and 8-4 respectively) carried a lower interrater reliability percentage with 30 essays (20.6%) falling into this category. The 19 remaining essays (13.2%) scored either a 7-5 split or a 6-6 split.

Dividing the raters into their respective groups for internal and external comparison creates yet another view of interrater reliability. Scores within the each group resulted in a higher interrater reliability percentage. College raters scored 104 essays (71.7%) at the 80% agreement target standard. High school raters agreed on 110 essays (75.8%) at this level. Although the difference between the groups is marginal, this suggests that high school raters conformed better to the rubric or adhered to its constraints greater than college raters. On further analysis comparing college raters to high school raters within the conforming issue, several essays received scores with remarkable discrepancies. Some data suggests that college raters showed greater leniency...
toward the essays. Five essays (nos. 34, 40, 50, 87, 129) received college ready scores from two or more college raters where all six high school raters scored the essay not college ready. Five more essays (nos. 13, 91, 95, 128, 139) received college readiness approval from college raters but did not receive approval from the high school raters. This does not necessarily mean the college raters are "easier" graders, but the results do warrant further discussion when developing interrater reliability.

A few additional scoring discrepancies deserve mentioning. Contrary to the ten essays referred to above, 3 essays (nos. 26, 67, 131) received a Not College Ready mark from college raters and a College Ready mark from high school teachers. Three essays (nos. 53, 68, 137) earned a decisive vote (86% or above) from the college raters, but the high school raters were split (3-3) on the essays. Likewise, 6 essays (nos. 10, 41, 50, 60, 90, 97, 106, 144) scored a decisive vote from the high school raters, but the college raters were split (3-3). Again, these discrepancies call for further discussion. In addition, these "problem" essays will serve well in future sessions as anchor essays when adjusting the rubric or seeking interrater conformity.

In all, the initial data reveals that the raters, for the most part, are on the same page (no pun intended). The data also suggest that the results are consistent and fair. Discrepancies should be expected in any writing assessment, and the discrepancies here are noteworthy but minor overall. The scoring results for the "RU Ready for College-Level Writing?" study seem valid.

- Survey Results from Participants and Students: Jennifer

PARTICIPANT RESULTS—summary of responses

1. To what degree were the project's objectives and procedures clearly conveyed to you before the project began?
   The objectives of the project were clearly conveyed to each of the participants; however some felt more practice during the initial meeting would be helpful.

2. To what degree did the project meet its objectives?
   Overall, participants agreed the project was very successful as far as the participation among the student writers, readers from the which schools, and the college. The true measure of success will be whether the high school teachers find the feedback useful, and as a result, effect a change.

3. Which processes or outcomes of the project did you find most beneficial?
   Many participants commented on working with peers and discussing on writing and grading papers as a positive, along with the college instructors visiting the high schools to convey the results. We now have data to support
our outcome that students need to work more on writing in order to reach the
goal of "college ready."

4. Which components of the project (the meetings, the rubric, the data, the online
drop box, other recommendations, etc.) would be most useful to colleges and high schools?

Colleges:

- The meetings and general collaboration with colleges were useful, but many of the participants would have liked to have met sooner in the year and more often during the session. Colleges could use the rubric to explain to incoming students our expectations of them as college writers. Many said the electronic aspect of the project made everything easy to follow the instructions and submit results.

High Schools:

- The data is helpful in planning curriculum as it gives high school direction as to what areas need the most work. The meetings are also useful in that high schools can hear directly from the colleges what they would like to see. Having someone from the college meet with the students is also a positive aspect of the program. The overall data is valuable because it shows we need to devote more time teaching writing. The data gives us an idea of grammatical areas we need to work on.

5. Is the fence rubric bar too high, too low, or just right?

- Responses were split in this area: some agreed that it was just right, while others wanted it to be more objective rather than subjective. Most wanted to continue the conversation about how our rankings correspond or didn't correspond to the high school teachers' perceptions and evaluations of those students' writing. Still others commented there were items they would have liked to comment on, but the only way they could have done it was to write it out. Some instructors were wishing for a more comprehensive "check list" of sorts so they don't have to write the same thing over and over.

What changes, if any, would you make to the rubric?

- Clarification where some convention errors should be scored, such as usage. Several evaluators considered "to/too" a spelling error, while others considered it to be a word choice error. In addition, some evaluators counted comma errors twice—once with comma splices and then again with "commas" under punctuation. It might be useful to
eliminate "comma splice" as a category, since we don't include "fused sentences." Both errors are examples of run on sentences – placing multiple independent clauses together in a single sentence without appropriate punctuation.

- Others wanted to add more on the components of an essay like (Thesis, support, closing, opening, etc...) less conventions. Making it more of a checklist. Then we could really see where faculty are in agreement or disagreement specifically.

6. How do you envision the next phase of the project? How should the project be continued, altered, or expanded?

**Continued:**

- Clearly the project should be continued with the same group of students who participated this year and of those who were deemed "not college ready"; they would be able to resubmit an essay next year to see whether they improve. However, many were skeptical of that possibility of continuation based on school budgets.

**Altered:**

- Get feedback to students / instructors in a timelier manner / earlier in the school year. This would enable students and teachers to devote the time necessary to help them in the areas that they were not "college ready." A faster turnaround would help maintain student interest in the assessment. Many of my students commented that they felt like too much time passed between their initial responses and the feedback they received and that no longer cared. Participants also wanted to re-design the rubric to be "user friendly" for both users – evaluators and students.

**Expanded:**

- Work with the same sets of students in another year and do another round of evaluations of their writing to see what progress (or lack of it) is evident. Also invite other schools to share in this opportunity.

**STUDENT RESULTS**

Not all 145 students were available to fill out the exit survey:

- 97 sophomores and 3 juniors participated in the survey.
- 96 plan to attend college while only one did not.
- 13 plan to attend a community / technical college 54 plan to attend a public four year college and 4 plan to attend a private 4 year college.
- 66 said it was important that they performed well on the test, while 34 said...
it was not important.

- One a scale from 1-5, with 1 being totally unmotivated and 5 being highly motivated, these are the results of the students motivational level:
  1 – 2
  2 – 17
  3 – 51
  4 – 24
  5 – 6

- 56 students surveyed said the possibility of winning one of the gift cards didn’t motivate them to try harder, while 34 said it did.

- The following incentives would motivate students to perform:
  - Gift Cards (45)
  - Placement into college English (43)
  - Essay score printed on your high school transcript (38)
  - Skip School (35)
  - Percentage of your English course grade (34)
  - Free Pizza (31)
  - Public recognition (21)

Writing the essay
- 51 used computers to execute the essay while 42 wrote their essays by hand.

- In answering the question how motivated were you to respond to the writing prompt? 32 said no, 33 said yes, and some of the comments were: Motivated by the gift cards, I wanted to see how I would do, excited to see the score, thought they should have tried harder, didn’t understand and didn’t try because there wasn’t a reward.

- When asked what they thought of the prompt 16 said they didn’t like it while 25 students liked it or thought it was thought provoking, other comments were: Not easy to write about, the topic didn’t concern them, it wasn’t long, or didn’t strike a nerve. Others thought it was challenging, and easy to argue about.

- 56 said 45 minutes was not long enough to write on the prompt while 43 said yes.

- How much time would you need?

- Answers for this question ranged from 30 minutes – 3 months. Most of the students survey through an additional 15 would have made a
difference in their essays.

- 8 - one day
- 22 - one hour
- 5 - two hours
- 13 - 1 ½ hours.
- 2 - 30 minutes
- 5 - 2 days
- 3 - 3 days
- 1 - week
- 1 - 2-3 months

- If your essay was college ready – 9 said they gained clarification of college expectations for writing. No one disagreed
- 76 who scored in the Not College Ready category said the rubric scores assisted them in identifying areas of their writing that needed improvement while 7 disagreed.
- 65 said they gained clarification of college expectations for writing that needed improvement while 13 disagreed.

Note: Due to time constraints, high school teachers were not able to interview students, and we could not because we’d need a separate informed consent and logistics would be difficult.

Next Steps

As we move into the next academic year, we are exploring the following options, in addition to submitting our results for state/national/regional presentations and publications:
- Join with Ready or Not as individual readers and/or as regional participants, funded by MnSCU—currently in discussions with Paul Carney
- Seek funding to fund ongoing participation of ND border schools in the project
- Continue building our relationships with existing participants through discussion board (D2L), more informal meetings throughout the year
- Involve more Northland faculty on both campuses—bridge-building
The College-Readiness "Fence" Rubric
To meet the college-ready standard, an essay must meet college-ready competency levels in Content, Organization, and Conventions.

CONTENT

COLLEGE-READY
The ideas are focused, well developed, and enhanced by details.
A. The central idea or thesis is clear and concise.
B. The central idea or thesis is strongly supported by well-chosen and integrated details.
C. Ideas are fresh, engaging, or sophisticated.

NOT COLLEGE-READY
The ideas may be focused, but they are only partially developed and may lack necessary details.
A. The central idea or thesis is present; however, it may be too broad or predictable.
B. The central idea or thesis is supported by details, but the details may be general, obvious, or insufficient in number.
C. Ideas are obvious or trite.

The ideas lack focus, are under-developed, and have few details.
A. The central idea or thesis is without direction or not evident.
B. Support for central idea or the thesis is minimal or non-evident; details are sparse, limited or unclear.
C. Ideas are obvious, trite, or off topic.

ORGANIZATION

COLLEGE-READY
Organization logically supports the central idea. The order and structure move the reader through the text easily.
A. An interesting introduction draws the reader into the paper, and a satisfying conclusion leaves the reader with a sense of resolution.
B. Smooth, effective transitions exist among all elements (sentences, paragraphs, and ideas).
C. Organizational patterns are effective but unobtrusive. Paragraphing is natural and appropriate.

NOT COLLEGE-READY
Organization supports the central idea (thesis). However, the order and structure do not readily move the reader through the text.
A. The introduction and conclusion are present.
B. Transitions are present, but commonplace, forced, inappropriate, or excessive.
C. Organizational patterns are present but predictable. Paragraphing is not consistently natural and appropriate.

Organization neither supports nor develops the central idea (thesis). The lack of order and structure detract from the reader's understanding.
A. The introduction and conclusion are not present.
B. Transitions are nonexistent.
C. Organizational patterns are haphazard and disjointed. Paragraphing is not utilized or is misapplied.
CONVENTIONS

COLLEGE-READY

The writer correctly utilizes a wide range of standard writing conventions. Some minor errors may exist, but they do not detract from the overall quality of the paper.

Sentence Level Errors: Mechanics:
- fragments
- capitalization
- comma splices
- abbreviations
- run-ons
- spelling
- other

Punctuation: Grammar:
- commas
- apostrophes
- semicolons
- other

NOT COLLEGE-READY

The writer shows sporadic control over standard writing conventions. A variety of errors or frequent errors detract from the quality of the paper.

Sentence Level Errors: Mechanics:
- fragments
- capitalization
- comma splices
- abbreviations
- run-ons
- spelling
- other

Punctuation: Grammar:
- commas
- apostrophes
- semicolons
- other

SENTENCE FLUENCY

COLLEGE-READY

The writing has a natural flow and rhythm. A. Varied sentence structure and length demonstrate conscious planning. B. The sentences are rhythmic and graceful.

NOT COLLEGE-READY

The writing moves mechanically. A. The writer shows control over simple sentence structure, but uses complex sentences infrequently. B. The sentence rhythm is attempted but inconsistent.

The writing moves awkwardly. A. The sentences tend to be choppy, incomplete, or rambling. B. The sentence rhythm is clumsy and jarring.
<table>
<thead>
<tr>
<th>WORD CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE-READY</td>
</tr>
<tr>
<td>The language is rich, natural, and yet succinct.</td>
</tr>
<tr>
<td>A. Words are specific, precise, and appropriate.</td>
</tr>
<tr>
<td>B. Powerful words provide energy for the paper.</td>
</tr>
<tr>
<td>The language is functional, and the message is conveyed.</td>
</tr>
<tr>
<td>A. Words are generally correct and appropriate but may be ordinary.</td>
</tr>
<tr>
<td>B. Powerful words are occasionally present.</td>
</tr>
<tr>
<td>C. Expression is clear but clichés and redundancy may exist.</td>
</tr>
<tr>
<td>NOT COLLEGE-READY</td>
</tr>
<tr>
<td>The language is awkward and unclear.</td>
</tr>
<tr>
<td>A. Words are limited, dull, and abstract.</td>
</tr>
<tr>
<td>B. No powerful words are used.</td>
</tr>
<tr>
<td>C. The writer uses a limited vocabulary and/or excessive jargon.</td>
</tr>
</tbody>
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RU READY Writing Assessment 2007

Directions: The topic for this year's writing assessment is listed below. Your instructor will give you an identification number to include on your response instead of your name. If you wish to write any notes or create an outline before writing your response, please put your identification number on that material also and give it to your instructor along with your essay.

Your essay will be evaluated by six high school and six college writing instructors. You will receive a detailed report later this semester with their comments about how the essay demonstrates you are ready for college level writing in different categories. By participating in the writing assessment today, you will be automatically entered in a drawing for a $50 or a $25 gift certificate for students in your class.

Assessment Topic for 2007

In the past two weeks in your state, 12 teenagers between the ages of 14 and 17 were killed or seriously injured in single-vehicle accidents where they were the driver. One of those injured was your best friend. As you left for school this morning, you noticed the headline of your local paper, "Governor Proposes 18 as Minimum Driving Age." When you get to school, you find that many of your friends are involved in a heated discussion on the issue. You decide to write an editorial to send to the school paper stating your reasons why you support or oppose the governor's proposal. Include in your editorial examples from your own experience and observation that would support your position.
College Readiness "Fence" Rubric

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RU Ready Assessment Report for Student 93
March 2007

Introduction

Thank you for participating in this year's RU Ready assessment. In addition to this report, you will also receive a score sheet with five categories: Content, Organization, Conventions, Sentence Fluency, and Word Choice. In order for your essay to be ranked as "College Ready" overall, you would need to receive "College Ready" ratings in the Content, Organization, and Convention categories. The last two categories (Sentence Fluency and Word Choice) are provided for your information, but your scores would not affect your college-readiness for the project. If at least eight of the twelve instructors rated your essay as "College Ready" overall, you were rated as College Ready for the assessment project. Based on these criteria, your essay was ranked Not College Ready.

Please keep in mind that this is an evaluation of one essay written in a timed setting during your sophomore year. As you review this report and the information on the score sheet, be sure to look at the areas where you might have been ranked "College Ready" as well as the other areas. In addition to the college-ready ratings on the score sheet, you will also find information in the Conventions category about possible sentence and punctuation errors that might be present in your essay. We encourage you to meet with your high school instructor to discuss the essay. We hope to offer a "second chance" assessment project next year for people who participated this year. You would be able to resubmit your essay for another evaluation by college and high school writing instructors.

Report

Content

Readers will get the impression you are against the pill, but there is no specific thesis statement stating that fact. Unless you considered your conclusion your introduction – this is the only place in the essay where you take a firm stand on the issue of raising the driving age to 18. After the last sentence in your first paragraph, you might consider a "road map" thesis that states your main idea and outlines your reasons. For example, you could say, "I am against the idea of raising the driving age to 18 because accidents can happen to anyone." Then list the reasons why a person might have an accident and develop your paragraphs by discussing each one. This kind of sentence can give the readers a preview of your arguments and helps you organize your paragraphs.
Organization

You have an introductory paragraph, four paragraphs that develop your main idea, and a concluding paragraph. That is an effective essay structure, particularly if you use a “road map” thesis as mentioned earlier. Yet your second paragraph give more specific information and background history, which the readers might find helpful in the introductory paragraph. One thing that would lift this essay into “College Ready” territory would be transitional sentences from one paragraph to the next. You can put a transitional sentence at the end of one paragraph to lead into the topic of the next one, or you can put a transitional sentence at the beginning of a paragraph to link it to the previous one. Both of these techniques help prepare your reader for what comes next and remind them of what they have just read. Transitional sentences are particularly important between the introduction and the first “body” paragraph and between the final “body” paragraph and the conclusion.

Conventions

As you can see from the score sheet, commas gave you the most difficulty. Fortunately, you had only two run on sentences that were due to comma use or lack of commas. The primary areas that cause you problems were introductory commas and interrupting commas. When you have information before the subject of a sentence, you usually need a comma, such as this sentence. You can often spot where these commas are needed by reading aloud. When you pause briefly before continuing, that is a good indication that you need a comma. You can also spot places where you need interrupting commas by reading aloud. If there are groups of words that interrupt the sentence briefly, you need a pause at the beginning and end of the interruption. People often remember one of them, but they may forget the second one. Try reading this sentence from your essay and see where you might want a comma: “Within the past two weeks in North Dakota alone headlines have read that twelve teenagers…”

Sentence Fluency

You have some very effective sentences using compound verb phrases, such as “Most fourteen to sixteen year old drivers are brand new to driving, and moving the driving age to eighteen would just shift the learning stage a few years. Although “shift the learning stage” is awkward verbiage for this passage, you construct the sentence well.

Word Choice

Since this essay was written in a timed setting, we would not expect a
sophisticated vocabulary in a draft, but often as you revise, you find places where one word can do the work of two or places where "filler" words can be replaced by more specific words. For example, instead of "Now one can not speak for every part of a group," say "Now I can not speak for everyone."
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**Becky Holthusen - Score Sheet Summary Final Report.xlsx**

**Page 10**

**Spring 2007**
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| 102    | 3       | 3        | 3         | 3       | 3        | 3       | 3        | 3       | 3       | 3       | 3        | 3        | 3        | 3       | 3       | 3      | 3       | 3        | 3      | 3       | 3    |
| 103    | 4       | 4        | 4         | 4       | 4        | 4       | 4        | 4       | 4       | 4       | 4        | 4        | 4        | 4       | 4       | 4      | 4       | 4        | 4      | 4       | 4    |
| 104    | 5       | 5        | 5         | 5       | 5        | 5       | 5        | 5       | 5       | 5       | 5        | 5        | 5        | 5       | 5       | 5      | 5       | 5        | 5      | 5       | 5    |
| 105    | 6       | 6        | 6         | 6       | 6        | 6       | 6        | 6       | 6       | 6       | 6        | 6        | 6        | 6       | 6       | 6      | 6       | 6        | 6      | 6       | 6    |
| 106    | 7       | 7        | 7         | 7       | 7        | 7       | 7        | 7       | 7       | 7       | 7        | 7        | 7        | 7       | 7       | 7      | 7       | 7        | 7      | 7       | 7    |
| 107    | 8       | 8        | 8         | 8       | 8        | 8       | 8        | 8       | 8       | 8       | 8        | 8        | 8        | 8       | 8       | 8      | 8       | 8        | 8      | 8       | 8    |
| 108    | 9       | 9        | 9         | 9       | 9        | 9       | 9        | 9       | 9       | 9       | 9        | 9        | 9        | 9       | 9       | 9      | 9       | 9        | 9      | 9       | 9    |
| 109    | 10      | 10       | 10        | 10      | 10       | 10       | 10        | 10      | 10       | 10       | 10        | 10        | 10        | 10       | 10       | 10     | 10       | 10        | 10     | 10       | 10   |
| 111    | 12      | 12       | 12        | 12      | 12       | 12       | 12        | 12      | 12       | 12       | 12        | 12        | 12        | 12       | 12       | 12     | 12       | 12        | 12     | 12       | 12   |

**Note:** The table contains data for various parameters across different categories, with numbers indicating specific values or counts.
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Spring 2007
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Excellence Grant Final Report
MyPlace: Online Conferencing for Paragraphs and Essays
Submitted by Sherry Lindquist, April 2007

Note: This report covers two sections of ENGL0090 taught in hybrid mode in Spring 2007.
One section had required conferences (online or on campus) for three writing assignments,
while the other had voluntary conferences (online or on campus). Data included covers the first
11 weeks of the semester, which was sufficient time to see the trends emerging and draw
conclusions as described later in this report.

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Designing the Conference Space

HTML Coding
As noted in my original proposal, I spent considerable time learning basic HTML programming
to create a more inviting conference space for students, since the "HTML editor" available in
other parts of Desire2Learn was not available in the "chat" area. This is a feature I hope will be
a part of our next version. HTML programming allowed me to change the color and format of
the backgrounds and to insert animated graphics. I compiled a large library of animations,
which I then inserted into each student's conference space based on information he or she
mentioned in early class discussions or in online discussions about hobbies, sports activities, or
other interests.

- Example of a sample conference space without HTML coding
  
  Susie's Space
  This conference space is reserved for Susie Student. Welcome!
  Participants: Sherry Lindquist, Susie NC TC_Sudent

- Example of a conference space with HTML coding—the graphic would be animated for
  the student, with the tail wagging, although it appears static here

  Brianne's Space
  This conference is reserved for Brianne Mohn. Welcome!
  Participants: Brianne Mohn, Sherry Lindquist
One modification I would like to do for next year would be to take digital pictures of students, with their permission, and include them in the conference space, or ask students to submit pictures they would like to have included. We could take one class period to learn how to use the scanner in the library, for example.

Changing the Navigation Bar Menu Item Name
While it may be considered a minor design modification, I used the "edit course" and "tools" features in Desire2Learn to change the name of the menu item from "Chat" to "Conferences." I have learned over the years that the more intuitive the navigation, the more likely people will be able to figure out where to go. If I want students to enter a "Conference," I do not want them to have to remember to click on a button that says "Chat." I also wanted to use the name "Conferences" as a reminder of the purpose of the menu item, rather than the more informal "chat."

Exploring Customizable Features and Archives
After creating the initial welcoming space, I concentrated on learning the features within the chat room itself, such as how to enlarge the viewable space of the conference through the "lines" feature (which allows a maximum of 40 lines), how to refresh and print the conference, and how to customize one's user identity (font style and color). In addition to these features, students and faculty also have access to an archive of all their conferences for future reference.

• Sample conference a student would see—notice the brown "book" icon at the top right. Clicking on this icon opens an archive, as illustrated at the bottom of the page.

• If Susie clicks on "Dec 22, 2006," from the list below, she will see a printable version of her conference. This archive is also available to the instructor. A sample transcript appears on the next page.
Sample Conference Transcript

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi Susie, what's up?
Susie Student enters chat
Susie Student: I'm not sure what to write my paragraph on?
Sherry Lindquist: OK--do you have your book with you?
Susie Student: Yes
Sherry Lindquist: Turn to page 16 and look at the two topics under "Group A." What do you think about the ones about my hometown and childhood experience?
Sherry Lindquist: Yes. Here's what I'd suggest. Start a Word file or even a blank piece of paper and write for 10 minutes on each topic. Set a timer.
Sherry Lindquist: When you are done with the two topics, go back and reread them. Which one is longer and which one seemed "easier" to write? That would be a good place to start, and you could use it as prewriting.
Susie Student: What if I can't think of anything to write about? Can I just write about anything for the 10 minutes?
Sherry Lindquist: Start with the topics you have, but see where you end up at the end of 10 minutes. Chances are, it's something that is going on in your head that you wanted to write about.
Sherry Lindquist: When you're done, log back on and page me. You can send me a copy in the dropbox to look at or just talk to me about it if you want to.
Susie Student: OK, I'll do that. Thanks!

Choosing a "Chat" Format
Desire2Learn offers two chat formats: course and private. Course chats are open to all members of the course. I used course chats to introduce students to the conference format and later to hold online office hours and for scheduling conferences. If I was online, I entered the "Conference Sign Up" chat as one of the tabs on my "Mozilla Firefox" browser, and checked back from time to time to see if anyone else was in the conference.

Students who happened to be online at that time could "talk" to me in real time to arrange a future conference or just ask questions. This feature was not used much by students this semester, although I plan to continue using it, especially in my fully online courses. Students primarily signed up for conferences on sheets I passed around in class, or they contacted me by voice mail or e-mail to set up times.

The private chats could be set up as "one time" chats or "persistent" chats lasting the entire semester, with as many participants as the instructor chose. I used the "persistent chat" feature so all of a student's transcripts would be available in one place. An interesting feature that I did not explore was students' abilities to set up their own private chats. While I do not think I will use this option in the near future in a developmental course, it may be useful in a "group project" course such as Introduction to Public Speaking or Human Relations.
Introducing the Conference Concept to Students

Classroom Practice
Three on-campus class sessions were spent with classroom laptops learning how to use the conference feature in Desire2Learn. In addition, I invited students who might want additional practice to come to my office. I had at least six students who used that option. I borrowed a laptop from the Computer Help Center for about three weeks, and when students came for practice sessions, we would have a mini-conference about their writing assignments. I would get them set up at a table in the hallway, and I would be in the office, to simulate the “separation” a bit better but still allow them quick access to the instructor if they had questions. These sessions went very well. I also had some sessions where students just wanted to brush up skills. In those cases, I showed them how to log in to the library computers, and I went back to my office to conference with them. Those sessions were also effective. The first actual conference sessions began on January 29, 2007.

Multitasking in Conferences
One benefit of using a “chat” format for online conferences is that it allows all participants time for reflection. Students who are familiar with the instant messaging format from commercial sites such as MSN Messenger do not expect instant replies to their comments, nor do they expect to reply instantly to others’ comments. Students appreciated this time lag, as well as the comfort level provided by a “computer to computer” connection rather than a “face to face” connection.

This time-lag feature allowed me to participate in multiple conferences at the same time (usually three to four tabs open at once), which proved useful as I needed to switch the focus of the conferences early in the semester. I had originally planned to conference with students about drafts they had already submitted, but it became clear very early in the semester that students felt they would benefit more from conferences related to the planning stage of their writing. So I scheduled large blocks of time to talk over ideas in on-campus and online conferences. As you can see from the sample conferences in Appendix A, students often came to the conference without an idea but left feeling excited about a topic. It was a gratifying feeling for all concerned.

Scheduling Online and On-Campus Conferences

Online Conferences
This proved to be a form of trial and error to find a scheduling format that would work. I began by selecting blocks of time during the day and evening, several days of the week, although I avoided scheduling conferences on Fridays or weekends. I passed out a sign up sheet. Students could sign up for an hour-long slot and join the conference any time during that hour. I allowed three students to sign up per slot, assuming that they would not all be online at the same time. Even if they were online at the same time, the “time-lag” feature noted above meant students did not feel neglected if they did not receive an immediate response to a posting.

This worked well for students who were able to sign up and remember their conference times. I posted copies of the conference schedule on my office door and in the News area of Desire2Learn, but several students apologized later for missing conferences. Some had forgotten they signed up, while others had “something come up” that made it impossible to attend. Other students either could not or did not find times that worked for them.
Then I tried another method. I gave each student a piece of paper and asked him or her to write down three specific times that would work for conferences that week and how I should contact the student to confirm the time. This worked well, but it was labor intensive for me, as I would be online multiple times each day for several days and then not at all for several days.

Finally, I decided to use a combination of e-mail, pager, voice-mail, and the public “course conference” option to schedule conferences, and this seems to be the most effective way, respecting the busy schedules of students and the instructor. Here is how it worked:

- I created a public “course conference” in each course that I would log into whenever I was online outside of class time (again, easy to open and check multiple tabs with Mozilla Firefox). If a student were online in Desire2Learn and clicked into the conference, he or she would know right away whether or not I was online by seeing my name in the participant list. Students could then have a “live chat” to set up a future conference time, or if we both had time then, we could switch to the private conference.
- Students who knew how to use the pager could page me any time, whether I was online or not, with conference requests. I would respond to the page the next time I was in Desire2Learn.
- Students could also e-mail me for conference times (I encouraged them to use their campus mail account) or leave voice mail with a call back number and time.

On-Campus Conferences
I scheduled these during office hours as much as possible and on Fridays, since our class met “online” on Fridays (part of the hybrid nature of the course). I also had much more traffic in my office this semester from the online conference students who just stopped by to share something they had begun to write after the online conference or to ask a quick follow up question. I had to replenish my candy dish more often this semester than ever before, which is one reason I know I had many more students come see me.

Results
- Students preferred the private chat, speaking with the instructor alone, rather than any group chats. This may have been because they were already talking to each other in online discussions (asynchronous), or it may have been more difficult to coordinate their schedules. I would like to explore this option in college-level courses in the future for group projects.
- Students participated in online conferences over on-campus conferences by a ratio of 4 to 1 in the mandatory section and a rate of approximately 2 to 1 in the voluntary section, for an overall ratio of approximately 3 to 1. (See Appendix B for details)
- Although conferences focused on the planning stage of writing, I did spend time in many conferences reviewing the “show your work” format I required of students, where all versions of the assignment appear in the same file (planning, drafts, revising, and editing). I did see evidence in the work students submitted that they understood the concept of process-oriented writing.
- I did not see significant differences in the level of participation in the voluntary and mandatory sections. The data on the next page supports this conclusion. A more detailed data set is available in Appendix B.
Summary of Data from Sections 1 and 2 in Spring 2007
• Section 1 was mandatory participation; Section 2 was voluntary

Total Number of Online Conferences
• 36 in section 1 and 25 in section 2 = 61 conferences

Total Number of Office Conferences
• 9 in section 1 and 14 in section 2 = 23 conferences

Total Number of Student Entries in Online Conferences
• 422 in section 1 and 329 in section 2 = 751 entries

Longest Number of Student Entries in Online Conference
• 51 in section 1 and 35 in section 2

Shortest Number of Student Entries in Online Conference
• 8 in section 1 and 4 in section 2

Average Number of Student Entries in Online Conference
• 15.69 in section 1 and 15.67 in section 2
• Overall average: 15.69

Results of Data Analysis
• Since the difference between mandatory and voluntary participation was so slight, I plan to make the first conference mandatory in all future classes, so students can experience online conferences, and make the remaining conferences voluntary.

• There were some problems with access, as students reported their home internet was down at certain times, but due to the flexible nature of deadlines in the course (see earlier Excellence grant project on dividing ENGL0090 into three mastery levels), this did not present a significant problem. Students generally contacted me to reschedule. I did not have to contact them.

Summary of Online Conference Content
• Please see Appendix A for sample “complete” conferences, used with students’ permission
• The depth of feeling some people expressed in their conferences humbled me. I doubt that I would have been that forthcoming with an instructor when I was in college, whether I was sitting in front of him or her or at home on a computer. Although some students asked me not to share direct quotes from their conferences, a few examples from students who did grant permission will illustrate my point.
• Keep in mind as you read these that I never emphasize grammar in these conferences, which are more like conversations, so do not be put off by the unconventional spelling or “Instant Messaging” slang. These students demonstrate in the writing they submit that they know when to be formal and when it is ok to be informal. If these examples pique your curiosity, I encourage you to look at some of the other conferences in Appendix A.
Example 1

Student 5: I was thinking about the one of the worst days
Sherry Lindquist: Ok--tell me about one of them
Student 5: Well we just got to Kuwait waiting to go to Iraq. And well i believe it was the third or fourth day we were in Kuwait I was woken up by 1st LT. Pohlman. He had a red cross message for me saying my 2nd cousin Gail had died
Sherry Lindquist: I'm sorry for your loss--this must have been terrible for you. Was Gail also in the military?
Student 5: No she was taking care of handi capped guy named Joe. He is one the greatest people ive ever met. But he found her in the kitchen
Sherry Lindquist: I'm sure this was very hard to take at the time, and I'm guessing it still hurts even today. What was she like
Student 5: She was extremely nice. She had houses through North Dakota and a farm in Minnesota. But we all loved her very much. She was a religious person also
Sherry Lindquist: What do you remember about the rest of that day--when you found out?
Student 5: Well they told me right away i couldn't go to the funeral because she wasn't immediate family. So I had to continue on with all the up armored Hmmwv training
Student 5: I actually had another idea for that one too
Sherry Lindquist: Ok--what were you thinking about?
Student 5: It deals with us training the Iraqi army. We went out to this area thats between hills, and it is very secluded. Its called Delta Cruz range.
Sherry Lindquist: How long were you there? Was it a one-day mission or something more long term?
Student 5: And we were going there for a good month or two to train the Iraqis and well we were leaving every day at the same time to there and back. You could set your clock by us and thats a really bad thing to do. And well to sum it up. We got bombed one day in April
Student 5: we were there for a year. and the training of the Iraqi army was a long term job
Sherry Lindquist: Wow—that's an opening sentence that will grab a reader, "You could set your clock by us when we trained Iraqis at the Delta Cruz range, and that was a bad thing to do, because one day in April, we got bombed."
Sherry Lindquist: You could tell us a little about why you were there, but your main focus would probably be on what happened that day.
Student 5: we were there for a year. and the training of the Iraqi army was a long term job
Sherry Lindquist: You have two good topics—and two paragraph assignments, so I'd say you're set! Yes, I agree—grab the audience by the throat and keep them reading!
Student 5: yea i thought about that one alot and got ideas down for it
Sherry Lindquist: You probably won't be able to talk about the whole day, but maybe the first part of it. Then, in an essay later, you could tell us more of the story.
Student 5: alright
Sherry Lindquist: How long did it take before you realized you were under attack?
Student 5: When the first mortar hit nobody thought that we were under attack. We just thought it was a road side bomb some where down the road. then it pretty much just started to rain mortars

Example 2

Student 12: I remember I wanted to ride with my mom on the lawn mower and her yelling at me
Student 12: to get away and i just kept running closer to it
Sherry Lindquist: Yes—I think you'd have a real attention-grabber—maybe even "Moms always know best. In this case, I should have listened, because I almost lost a foot." That would make me want to keep reading!
Student 12: and I kinda remember it just sucking me under. Next thing I guess I woke up in the hospital.

Sherry Lindquist: You could write about this for more than one assignment. You could “get started” with the first paragraph, and then maybe talk about some of the rehab in the second paragraph assignment later.

Sherry Lindquist: That's an excellent detail—the "sucking under." It will make the audience cringe, but they'll want to keep going.

Student 12: ok

Student 12: the weird thing is when my mom got to me and got my foot out of the blades

Student 12: she rushed me inside the house and only one drop of blood fell on the floor

Student 12: because of all the grass around my foot

Student 12: then she had to rush me to langdon hospital in her car which was about 25 miles away.

Example 3

Sherry Lindquist: ok—good to see you. Any ideas about something you might like to write on for the first paragraph?

Student 16: something like the heroes essay on my dad because he was in the air force for 30 years and was still able to keep my family inline.

Sherry Lindquist: Ok—if I asked you to tell me one thing that would help me understand your dad, what would you tell me about him?

Student 16: most honest man you would ever met, he was raised into a military family just like I was, would always be there for anyone in my family and would always put family first instead of work which means a lot to me, and showing me which is always more important.

Sherry Lindquist: Aha—I see honesty is a key factor in how you think of your dad. Could you tell me a story that would show how honest he was?

Student 16: I remember one thing he did for me. He was honest and told me how he felt and also loving.

Sherry Lindquist: Ok—if you can tell us a story of a specific time the two of you talked, that would work very well—what he said, what you said, what was going on, where it happened. Does that make sense?

Student 16: At the time my family had just moved to Las Vegas, Nevada from Germany from a very little town of about 100 people, so it was a big move for me. I remember I had to write a paper on my move and this was about 5 months after school started, I wasn't making any friends in school. I was the guy everyone would make fun of just because they wanted to feel cool. When I was writing down ideas I was writing down what was happening and how I wanted to end my life. When my dad found the paper he read it and was worried and instead of talking to my mother first he came to me and asked me if I wanted to go for a walk. So we did, at this time I didn't know that my dad had found my paper, on our walk he brought it up and I was so scared I thought he was going to punish me, but he didn't, he told me "Every move is a big step and making new friends is an even bigger step, but thinking of ending your life is just the easy way out and that everything you want is never easy to get you always have to work hard for it and if you don't get the first time you have to work even harder, but never think of ending your life thinking that everything will be better." After he told me that I broke down into tears. I would say if it wasn't for my dad I wouldn't be here today talking to you or hanging out with any of my friends.

Example 4

Student 20: I would like to write about my childhood life how messed up it was and what I went through to get here I am today.

Student 20: Yes I could also write about my fiancee and how he saved my life.
Student 20: So am I supposed to go ahead and write about either one of these in our conference.

Student 20: I will go ahead and start what I want to write about and I hope this is what I am supposed to do!

Student 20: "My childhood life" while growing up, I had a very abusive father and mother always beating on each other and us kids. Eventually they decided to get a divorce, in the process my brother, sister and I went through hell getting stolen from both parents. Day after day police involved, then it started to get bad my dad in jail then my mom, then it stopped. My fathers drinking had gotten out of control, he then tried to molest me. When I told my mother she called me a liar and punched me after that. I went to my grandma's until my mother remarried then I moved back in with her and my step dad, that was going great until my step father tried to molest me too. So I decided to go and live with my grandmother. She was my life saver she made me feel that I was special and that I should never be abused, that all I need is all the love she gave me. She's the angle in my life, she taught me everything I know, I knew I could never make it if my grandmother ever passes away, but that day eventually came she had an aneurism and passed away fast, that day was the worst day of my life half of my heart was gone. I then went and lived with my father until I had gotten married, I had 3 kids with my husband and a very, very, abusive relationship with him. I then decided to leave my home town, but with a feeding tube in my stomach from all the mental abuse from my husband until the day I met my fiancée he brought life back to me and gave me all the love I needed he is my hero.

Conclusions and Future Plans

Based on results from Spring semester, I plan to continue using the "chat" feature in Desire2Learn for online conferencing in developmental writing courses. I also plan to expand its use to online office hours with "public" course chats, where students could request private conferences if time permits or sign up for one (easy to do with the multiple tab feature available in the Mozilla Firefox browser). I also plan to offer students the option to create their own group conferences as they work on project in other courses, such as the History of Film and Speech courses. I will be teaching on campus this fall, and in Human Relations when I teach it again. In addition, I plan to expand this option to all my online courses, whether they are writing intensive or not, as an alternative to the limitations of the pager, e-mail, and voice-mail, with online office hours set up as a group chat that any student may join and open hours posted in the News area.

Sharing Results

- Chalk Talk: March 29, 2007
- Upcoming Presentations—International D2L User’s Conference (July 2007, proposal accepted), International MERLOT Conference (August 2007, proposal accepted), Beyond Boundaries Regional Conference (October 2007, proposal submitted, acceptance notification by May 2007)
- Faculty Resources webpage—if created, or in-service if time available
Appendix A: Sample Conferences (used with student permission)

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi!
Student 1 enters chat
Student 1: Hi! I almost forgot today
Student 1: I am here to talk to you about the first paragraph and some ideas I have for what I would like to write about
Sherry Lindquist: Ok--what would you like to write about? Ideas so far?
Student 1: I was kind of thinking about how I work on a sprintcar and really like the races
Student 1: I wanted to write about a day of getting the car ready for a race and all of the things you need to do
Sherry Lindquist: That would be a great idea. You could talk about getting the car ready in this paragraph, and later, if you wanted to make it into an essay, you could tell us more, such as how you got interested in this and what happens during a race.
Sherry Lindquist: You could start the planning part by just making a list of what you do, and then the "draft" part would be turning that information into sentences. You can do it all on paper first, or you can start typing it into the computer from the beginning.
Student 1: that is what I was hoping because I know I could stay interested long enough to write about that because since I was a little boy I loved racing
Student 1: ok
Sherry Lindquist: I think you have a great topic--what are some of the things you do to get the car ready, and do you work with other people?
Student 1: just wondering for the paragraph do we need a title
Student 1: our team is about a total of 8 people including driver and the car owner
Sherry Lindquist: I'd like one--any ideas?
Student 1: at the shop we have to wash the car, clean injectors, check spring tension, change oil, fill fuel jugs, clean trailer, fill the four wheeler, check all the bolts over, and if the car was wrecked at all fix what is damaged
Student 1: I was kind of thinking Racecar Mechanics 101
Sherry Lindquist: Ok, that's a lot of work--you may end up with more than 250-300 words, but that's ok, and I like the title!
Sherry Lindquist: Maybe to keep in a manageable length, you could focus on the mechanical checklist and leave out the body work for now. You could add a paragraph about that later if you write it as an essay.
Student 1: yeah I was kind of thinking that is what I would do but I know that it is my best bet to get a good grade on it because of my interest in it
Sherry Lindquist: OK, I think you're set to start the paragraph. If you want to stay in the conference and talk about some other ideas, you can, or you can click on "exit chat" if you're ready to begin writing.
Sherry Lindquist: Thanks for getting into the conference.
Student 1: thank you and I better get back into class I snuck out like Todd told me to do so I will talk to you in class
Student 1: bye and thanks again
Student 1 exits the chat.
Sherry Lindquist exits the chat.
Awards for Excellence Final Report
MyPlace: Online Conference for Paragraphs and Essays
Sherry Lindquist
East Grand Forks

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom. Student 2 enters chat
Student 2 exits the chat.
Sherry Lindquist enters chat
Student 2 enters chat
Sherry Lindquist: hi--how are you?
Student 2: I am doing fine, how are you?
Sherry Lindquist: I'm down in the basement since my wireless isn't working on my laptop, so it's cold, but otherwise fine.
Sherry Lindquist: So, any ideas about what you might write about?
Student 2: In my paragraph?
Sherry Lindquist: Yes--have you thought of a topic already, something you're interested in and you want to tell us about it?
Student 2: No not really.
Student 2: My son is crying I need to tend to him. I will be back.
Sherry Lindquist: OK
Sherry Lindquist: How's he doing?
Student 2: The dogs woke him up with their barking, so now I am just feeding him.
Sherry Lindquist: How old is he?
Student 2: 3 months and 1 week today
Sherry Lindquist: Do you remember what it was like the first day you had him home?
Student 2: You could jot down some of the things that happened that first night home and some of the feelings you had to get started.
Student 2: yes i remember but im not sure if i will write about it.
Sherry Lindquist: OK. Is there something you enjoy doing (or used to when you had the time) that you might like to write about? Some kind of hobby, or something related to doing hair?
Sherry Lindquist: Did any of the topics on pages 16-17 in the book sound interesting to you?
Student 2: I thought about writing about what my day consists of.
Sherry Lindquist: ok—that could work. I'm guessing that for you, the morning routine revolves a lot around your son. I'm also guessing you do many of the same things each day.
Sherry Lindquist: You could start out by making a list of the things you have to do each day to get you and your son ready to leave the house. Does that sound like it might work?
Student 2: Yes it mainly revolves around him and the dogs, but you gave me some interesting ideas to think about. I will see you in class on Wednesday.
Sherry Lindquist: ok—I think you have the idea--start with a list, then move on to write a paragraph about the things on your list, and you should be in good shape.
Sherry Lindquist: You can click on "exit chat" and "logout" if you are done, or you can stay in the conference a while longer if you like. Glad you were able to get in!
Student 2: OK thank you, See you on Wednesday!
Student 2 exits the chat.
Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.
Sherry Lindquist enters chat
Sherry Lindquist: Hi, just wanted to let you know I was here.
Student 3 enters chat
Student 3: Hi
Student 3 enters chat
Sherry Lindquist: How are you?
Student 3: I'm good how are you?
Sherry Lindquist: Glad to be home on the couch with my dogs--too cold to be outside.
Student 3: Yeah thats for sure
Sherry Lindquist: So, since you're a GF native, do you have any memories about the "big flood" of 97?
Student 3: Yeah our basement was flooded. We had to live out in Emarado in a pop-up camper during the flood. Were you affected?
Sherry Lindquist: Yes, our first floor was flooded, so we had to move for a while--my husband lived in a trailer at the Crystal Sugar plant in Drayton, and the kids and I went to our old hometown in Winona, MN, where they finished school.
Sherry Lindquist: Did you go to school in Emerado?
Student 3: No I just kinda hung out
Sherry Lindquist: How did you like "hanging" out? I'm guessing you were probably in elementary school?
Student 3: Yeah it was nice not going to school. We lived on someone's farm so there was a lot of stuff to do
Sherry Lindquist: Would you be interested in writing about that for your first paragraph? What it was like on the farm and not having to go to school?
Student 3: Yeah I could write about that. It was pretty fun living out there. So we just have to write one paragraph about our topic
Sherry Lindquist: For the first assignment, yes. And then there will be a second paragraph later and an essay. Those are the requirements for the "C" level.
Sherry Lindquist: If you want a "B", you need to write one more essay, and if you want an "A", you write another essay.
Student 3: Are those about the same topic or a different one?
Sherry Lindquist: So, for the first paragraph, you could write about some of your favorite activities on the farm, if you liked, and later, you could "tell the story" of how you got there in an essay.
Sherry Lindquist: You can write about the same topic for more than one assignment--just expand it--include more details.
Student 3: Ok
Sherry Lindquist: If you wanted to write on another topic, you could do that as well, but I thought this might be on your mind since people have been talking about the 10 year anniversary.
Sherry Lindquist: Any other ideas for things that are interesting or on your mind right now?
Student 3: No not really except for the morning routine we talked about in class
Sherry Lindquist: OK--I'd suggest you type or write a list of ideas that come to you, details about both of those topics. Spend about 10 minutes on each one, and see which one interests you more.
Sherry Lindquist: If one is easier to write about and the list is longer, that is probably the topic that will work best for you. We can also talk about it in class on Wednesday.
Student 3: Ok that sounds like a good idea
Sherry Lindquist: Ok--if you want to stay in the conference, you can, but if you have enough to get started, you can click on "Exit Chat." We'll also review how to print and view the "Conference" tomorrow in class.
Student 3: ok bye
Sherry Lindquist: See you next time!
Sherry Lindquist exits the chat.
Student 3 exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi!
Student 3 enters chat
Student 3: hi
Sherry Lindquist: Hi--did you already have an idea for paragraph 2?
Student 3: not really
Sherry Lindquist: Ok--let's look at hobbies--what are some things you enjoy doing in your spare time?
Student 3: fishing, boating, doing things outdoors. I actually just bought a boat a little while ago
Sherry Lindquist: What kind of boat?
Student 3: wellcraft
Sherry Lindquist: What made you choose that kind of boat?
Student 3: It was a pretty good deal so I chose that one
Sherry Lindquist: Would you like to write a paragraph describing your favorite features on the boat? If so, what do you like most about the boat?
Student 3: well I'm not sure if there would be enough to write about it
Sherry Lindquist: Ok--where do you like to fish? Favorite lake?
Student 3: Devil's lake I suppose
Sherry Lindquist: What do you usually fish for out there? Ever been in any tournaments?
Student 3: um we usually fish for just whatever we can get. No im not in any tournaments
Sherry Lindquist: What's the biggest fish you ever caught?
Student 3: I think it was like 5 pounds
Sherry Lindquist: Is there a particular time that you went fishing that really sticks in your mind, something you still remember very clearly?
Student 3: nothing really in particular
Sherry Lindquist: Ok--do you usually like to fish with the same group of people?
Student 3: yeah usually with my family and my girlfriend
Sherry Lindquist: Would you like to describe a typical day fishing with them? You could write about how you get ready, or about what you do when you're out in the boat. Does that sound like a possibility?
Student 3: yeah I guess I could write about the routine I do when im getting ready to head out to the lake
Sherry Lindquist: Do you find that you do the same things in the same order most of the time?
Student 3: yeah
Sherry Lindquist: Are you a little picky about how your tackle box is set up, for example?
Student 3: not really but I like all the gear like tubes, life jackets, etc. in a certain way when we leave
Sherry Lindquist: Ok--maybe you can talk about that part, and why you like it that way. Is this how your dad used to do it?
Student 3: yeah he always likes things a certain way when we go on any trips
Sherry Lindquist: This sounds like a good topic--you might open with a sentence about
how this has been passed down from father to son, and maybe you'll be passing it along some day,
Student 3: ok that sounds good
Sherry Lindquist: To start, you could make a list of what you do and notes about why you like it done that way, and then turn it into a paragraph.
Sherry Lindquist: After that, you can copy and paste the paragraph and revise it so it's clear to the "non-fisherman/woman" and then copy paste one more time to check the proofreading.
Sherry Lindquist: Does that make sense?
Student 3: yeah
Sherry Lindquist: OK--you can stay in the conference a little longer if you have more questions, or you can click on "exit chat" if you think you're ready to get started.
Student 3: ok yeah im going to take off. Have a nice day!
Sherry Lindquist: OK--see you tomorrow--thanks for participating!
Student 3 exits the chat.

Student 4 enters chat
Student 4 exits the chat.
Student 4 enters chat
Sherry Lindquist enters chat
Sherry Lindquist: Hi--how are you?
Student 4: Good and you
Sherry Lindquist: Enjoying being at home with my dogs!
Student 4: I am home alone right now my two roommates left me
Sherry Lindquist enters chat
Sherry Lindquist: Sorry--something weird happened
Sherry Lindquist: Would you be interested in writing about your grandmother?
Student 4: Thats ok
Student 4: Can I write about her
Student 4: What could I write about?
Sherry Lindquist: What are some of the things you admire about her?
Student 4: Well she is always helping me out- She always tries to do it herself even if she can't
Student 4: Umm.. she never asks for help but i can always tell when she needs it
Sherry Lindquist: Can you think of a story about a time that would help us see how she likes to do things on her own?
Student 4: I am sure I can think of one. How long does it have to be?
Sherry Lindquist: Only 250-300 words. I'm looking for one paragraph now, but you could expand it to a full essay later if you like, with more examples.
Sherry Lindquist: Also, what kind of sense of humor does she have?
Student 4: ok
Student 4: Can I write about her for my first paragraph?
Sherry Lindquist: Yes, I would like to know more about her. If you could only tell me one story about her, what would you want to share?
Student 4: i think i would share about this last christmas vacation when i spent everyday with her
Sherry Lindquist: That would be good! Perhaps you can start by jotting down a list of all
the things you remember about that time and bring it to class on Wednesday. We may need to just use part of the list, since it's just a paragraph assignment, but you could use the rest later in an essay if you like.

Student 4: ok
Sherry Lindquist: Yes, I think you'll find out that as you write different things, other details will come to your mind. Get the "big" things down first--like what you did, and then you can come back in later and add some details about the memory. Does that make sense?

Student 4: ya it does
Sherry Lindquist: For the first paragraph can I write about how I took her shopping for Christmas gifts?

Student 4: Hello!
Sherry Lindquist: That would be a good idea, since it has a beginning, middle, and end. Try to write down as much as you remember in a list, and then you can start putting it into sentences in the draft.

Student 4: That is what I am going to do for my first paragraph
Sherry Lindquist: ok--you can click on "Exit chat" if you want to leave now, or you can print it if you like--the button next to the "smiley face." You can also look at the conference again later today by clicking on "X's Space." If you want to look at it after today, click on the "book" by "X's Space." Thanks for getting in successfully!

Student 4: Thank you for the help
Student 4 exits the chat.
Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hello!
Student 4 enters chat
Student 4: hello
Sherry Lindquist: what does the essay have to be on?
Student 4: can i write on my grandma but i am not sure what
Sherry Lindquist: OK--she would be a good topic. What are some of her favorite things to do?

Student 4: making cakes and cooking for us
Student 4: like she has made all of my cakes for all my birthdays confirmation and graduation
Sherry Lindquist: That sounds like a good topic. You could talk about the different kinds she makes and how she goes about it, sort of a "How to" essay. How does that sound?

Student 4: that works
Student 4: like write about how she actually makes the cakes or how she has designed mine over the years

Sherry Lindquist: OK--you can start making a list of how she does it from start to finish. Have you watched her often?
Student 4: umm kinda I have actually made one with her watching me do it
Sherry Lindquist: You can focus on the design part or the cake making part--which is
more interesting for you?

Student 4: well could i write like 2 paragraphs on the making of the cake and then the design part of it

Sherry Lindquist: That could work--take us through the process from start to finish with one of your favorite kinds of cakes. Also, let us know if you've taken on some of that job yourself. Are you also the "family cake baker" now?

Student 4: I try to bake cakes but they usually come out of a box because i can't seem to get the cake filler she uses done

Student 4: i just decorate because she can't now

Sherry Lindquist: That could work··take us through the process from start to finish with one of your favorite kinds of cakes, Also, let us know if you've taken on some of that job yourself. Are you also the "family cake baker" now?

Student 4: yes i do thank you for helping me i had no idea what i was going to write on

Sherry Lindquist: good--that's what you are paying for--see you later, and i'll look forward to the essay. You can include pictures if you want--i can show you how to scan some if you bring them to class some time.

Student 4: ok thank you sounds good

Student 4: see you in class on wednesday

Student 4: bye

Sherry Lindquist: OK!

Student 4 exits the chat.

Sherry Lindquist exits the chat.

Sherry Lindquist enters chat

Sherry Lindquist: Hi

Student 4 enters chat

Student 4 enters chat

Student 4: hey my computer is not working very well tonight

Student 4: what can i write about for my second essay like i went something not to do with my grandma

Sherry Lindquist: Yes, you can switch gears.

Sherry Lindquist: Is there something in particular you have in mind?

Student 4: i don't have any idea

Student 4: like for my third essay i want to write about my st. louis trip i will be taking this month but i don't know about this essay

Sherry Lindquist: Did your family take a lot of car trips when you were young?

Student 4: um i think we did but i really don't remember them because i was really young and we didn't when i was older because my little brother and i were sick a lot

Sherry Lindquist: Tell me more about that--how sick were you?

Student 4: i had pneumonia (don't know how to spell that) when i was like a few months old

Student 4: and then i got mono when i was in first grade

Sherry Lindquist: Wow--that must have been a bummer. How long were you home from school?

Student 4: and i was always sick with strep and it always seemed to be during halloween

Student 4: umm two weeks out of school and two weeks half days

Sherry Lindquist: What did you do to amuse yourself when you were home for a long time?
Student 4: I couldn't even move so I read a lot of books and watched movies and TV. Sherry Lindquist: That could be something to write about—maybe one of the books you really enjoyed. Would you read books more than once? Student 4: I really don't remember but the one book that when I was little that I remember is "I will Love you forever" my grandma would read it to me. Sherry Lindquist: I remember that book—my kids got it from their grandmother. Sherry Lindquist: Would you want to talk about what it was like to have her read you a story? Student 4: It's my favorite book, actually my grandma passed away two years ago and now I seem to read that book more often. Sherry Lindquist: You could use quotes from the book, tell us the story of the book, and let us know that you still have it. If you like, we could explore some other topics too. What do you think? Student 4: What would I write like about the book or what? Sherry Lindquist: You could tell us the basic story, but you could add details like how you got the book, why your grandmother would read it, how she read it. Sherry Lindquist: For example, did she change her voice for different characters? Student 4: Would that be long enough for the essay? Student 4: I always read the I love you forever like you for always as long as your living my baby you'll be. Sherry Lindquist: It could be, but we can look at some other ideas too. Student 4: OK. Sherry Lindquist: You mentioned your brother was sick sometimes too. Student 4: Did you two get along better when you were both sick? Student 4: Ya he had rav as a baby. Student 4: I am 5 years older then him. Sherry Lindquist: So you took care of him a lot? Student 4: We get along a lot better now then we use to. Student 4: Ya I still do I call him every morning to make sure he is up. Sherry Lindquist: Would you like to write about your relationship with him and how it has changed? Student 4: I could do that. Student 4: That would work actually. Sherry Lindquist: OK—you can stay in the conference longer if you like. I'll be here for a while. Do you want to brainstorm ideas of what to say about him? Student 4: Could I talk about him like how we use to fight and then now I go to everything of his and how I help him with homework. Student 4: Like I took him shopping this summer we would have never done that like even two years ago. Sherry Lindquist: OK—it will be sort of a "then and now" kind of essay, where we start out at the beginning and come up to the present. Sherry Lindquist: That would be a great opening sentence. "I took my brother shopping last summer, something I never would have done even two years ago." Student 4: Also could I add that when he was born I had to get my dog away. Sherry Lindquist: That would be a great second sentence—"we hate him already! HA!" Student 4: Ya I really did hate him I always to my mom that I was going to sell him so I could have enough money for my dog. Sherry Lindquist: Ha—I can see I'm really going to enjoy this essay. Sherry Lindquist: And when you're done, you can show it to him. Student 4: Well hopefully you will i am not the best writer. Sherry Lindquist: I think you'll find that when you're interested in what you are writing, you do tend to be more careful, and it seems like less work. Good luck. I think you'll enjoy going back.
over the memories.

Student 4: ya your right well I am going to go and try to write this how long will you be on here?
Sherry Lindquist: I'll probably exit the conference just after you do, but I'll be online in D2L until at least 7 pm, so you can page me if you like, and we can go back in here.
Student 4: ok thank your for helping me
Student 4 exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Student 5 enters chat
Sherry Lindquist enters chat
Sherry Lindquist: Hi--how are you?
Student 5: good and yourself?
Sherry Lindquist: Glad to be home and warm. My dogs really hate this weather. Are you at school?
Student 5: No I dont have class until 2 today
Sherry Lindquist: Ok--any ideas about something you'd be interested in writing about?
Student 5: I was thinking about the one of the worst days
Sherry Lindquist: Ok--tell me about one of them
Student 5: Well we just got to Kuwait waiting to go to Iraq. And well I believe it was the third or fourth day we were in Kuwait I was woken up by 1st LT. Pohlman. He had a red cross message for me saying my 2nd cousin Gail had died
Sherry Lindquist: I'm sorry for your loss--this must have been terrible for you. Was Gail also in the military?
Student 5: No she was taking care of handi capped guy named Joe. He is one the greatest people ive ever met. But he found her in the kitchen
Sherry Lindquist: I'm sure this was very hard to take at the time, and I'm guessing it still hurts even today. What was she like
Student 5: She was extremely nice. She had houses through North Dakota and a farm in Minnesota. But we all loved her very much. She was a religious person also
Sherry Lindquist: What do you remember about the rest of that day--when you found out?
Student 5: Well they told me right away I couldnt go to the funeral because she wasnt immediate family. So I had to continue on with all the up armored Hmmwv training
Sherry Lindquist: Wow--this seems cold, but I can understand the military having rules. Still, you must have been pretty upset about it--the loss and then not being able to go to the funeral.
Sherry Lindquist: Maybe for the first paragraph, you could just tell us about that day, starting with getting the message and ending with your going "back to work."
Sherry Lindquist: Throughout the paragraph, you could include sentences with specific memories of her, so we know how much this affected you.
Student 5: Thats a good idea
Sherry Lindquist: If you like, you can start a blank file in Word, or even just a blank sheet of paper, and write down as many memories of that day as you can. Don't worry about sentences or about what order it's in. Just get it down so you can work with it later.
Student 5: Alright
Sherry Lindquist: If you think of smells or sounds you noticed that day, they might be particularly important later on. Often, when we're faced with terrible news, we start paying attention to other things that usually escape our notice, as a defense mechanism, like the smell of the dust in the desert.
Sherry Lindquist: Ok—if you want to stay in the conference, that's fine, but if you think you have enough to get started, you can click on "exit chat" and log out of D2L if you want.

Student 5: I actually had another idea for that one too.

Sherry Lindquist: Ok—what were you thinking about?

Student 5: It deals with us training the Iraqi army. We went out to this area thats between hills, and it is very secluded. It's called Dela Cruz range.

Sherry Lindquist: How long were you there? Was it a one-day mission or something more long term?

Student 5: And we were going there for a good month or two to train the Iraqis and well we were leaving every day at the same time to there and back. You could set your clock by us and that's a really bad thing to do. And well to sum it up. We got bombed one day in April.

Student 5: we were there for a year. and the training of the Iraqi army was a long term job.

Sherry Lindquist: Wow—that's an opening sentence that will grab a reader, "You could set your clock by us when we trained Iraqis at the Delta Cruz range, and that was a bad thing to do, because one day in April, we got bombed."

Sherry Lindquist: You could tell us a little about why you were there, but your main focus would probably be on what happened that day.

Student 5: open it up with bang so to say

Sherry Lindquist: You have two good topics—and two paragraph assignments, so I'd say you're set! Yes, I agree—grab the audience by the throat and keep them reading!

Student 5: yea i thought about that one alot and got ideas down for it

Sherry Lindquist: You probably won't be able to talk about the whole day, but maybe the first part of it. Then, in an essay later, you could tell us more of the story.

Student 5: alright

Sherry Lindquist: How long did it take before you realized you were under attack?

Student 5: When the first mortar hit nobody thought that we were under attack. We just thought it was a road side bomb some where down the road, then it pretty much just started to rain mortars

Sherry Lindquist: That's probably a detail you want to include—that it took a while, and in this one, you'll definitely want to say something about the sound and how it affected you. Sherry Lindquist: I'm guessing it also raised a lot of dust, which made seeing and breathing difficult. Those kinds of details really make a reader feel as though he or she is there living through it with you. It also makes them read more carefully.

Student 5: Good idea

Sherry Lindquist: Ok—do you think you have enough to get started?

Student 5: yes i do

Student 5: i better get goin so i can get ready and to school on time

Sherry Lindquist: ok—if you're ready to start writing, you can click on "exit chat"—nice talking to you!

Student 5: see you tomorrow at class

Sherry Lindquist exits the chat.

Sherry Lindquist enters chat.

Sherry Lindquist exits the chat.
newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi, how are you doing today?
Student 5 enters chat
Student 5: good you?
Sherry Lindquist: Not bad--nice to see you in here. So, any ideas for the second paragraph?
Student 5: not really
Sherry Lindquist: Did you want to write about the day you found out your aunt had died?
Student 5: Nah. I don't think that story would really catch the reader's attention
Sherry Lindquist: OK--how about the day you got home from Iraq? What do you remember about that day?
Student 5: I was the first one in that stopped off the plane.
Sherry Lindquist: Where did you land, and who was there to meet you?
Student 5: We flew straight into Grand Forks airport. My parents, brother, sister, girlfriend at the time and some of my friends
Sherry Lindquist: Did they have banners, balloons, flowers? What did they do when you got off the plane?
Student 5: Yea there were banners and balloons. When I stepped into the terminal everyone in there started cheering for us. Then when we got out to the main area everyone out there started cheering and making a lot of noise
Sherry Lindquist: Would you be interested in writing about the time from when you stepped off the plane until you left the airport? It would seem there's a lot to tell there, and it would probably interest the reader.
Student 5: Yea I'll write about that. I never even thought of that
Sherry Lindquist: You could start with a list of things you recall about the day--thoughts you had, things that happened, conversations. I can help with punctuating the conversations if you have questions. Then work up a draft, and I think you know the process from there. Does that sound "do-able"?
Student 5: Yea it does
Sherry Lindquist: OK--if you want to stay in the conference, you can, we can talk about some specifics, or you can exit the chat if you're ready to get going. Thanks for showing up!
Student 5: thanks for the help
Student 5 exits the chat.
Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi, just wanted to let you know I was here.
Student 5 enters chat
Student 5: Hello
Sherry Lindquist: Hi--how are you?
Student 6: I am good. How are you?
Sherry Lindquist: I'm sitting on my couch with the dogs huddled under a blanket--they're not too fond of having to go outside this time of year.
Sherry Lindquist: I recall that you have several pets, including a bird that talks. Would
you be interested in writing about any of your pets?
Student 6: haha I can understand why!
Student 6: That would be fun to write about one of my pets.
Student 6: I can say quite a bit about my parakeet.
Sherry Lindquist: So, tell me about your parakeet!
Student 6: How long does this have to be exactly?
Student 6: Oh, well his name is Kenny. We bought him at the pet store in the mall. He wasn't the prettiest bird, because most of his tail was chewed off.
Sherry Lindquist: About 250-300 words—-one paragraph for now, and you can expand it later into an essay if you like.
Sherry Lindquist: If you started listing details about your parakeet, what would be on your list?
Student 6: He also was on sale. I think it was 7 dollars?
Sherry Lindquist: Aha--I'm already interested, and that would make a great opening sentence—about his not being the prettiest bird, and being on sale.
Sherry Lindquist: You could tell us the "story" of how you got him in the first paragraph. What happened in the car on the way home?
Student 6: Actually I didn't buy him. My mom and my sisters were at the mall all the time. I was at home and was surprised they bought a bird.
Student 6: Maybe I can talk about how he first started talking?
Sherry Lindquist: That would be a great idea—maybe start out with the details about how cheap he was and about his tail, and then follow up with a story that made you realize you got more than your money's worth. How did he start talking?
Student 6: He started talking a month after we got him! His cage is in the living room where everyone gathers usually, so suddenly picked up words. His first words were "Hello baby!"
Sherry Lindquist: Do you remember how you reacted? Did he say anything else the first day?
Student 6: I was very surprised! I was the first to hear him. I was on the computer and I look over and he's yelling out hello baby. A few days later he learned to say "Hi! I'm Kenny."
Sherry Lindquist: OK—-I'd say jot down as many details as you can remember about this in a Word file, under the heading "Planning" and then try to turn those details into sentences under the heading of "Draft."
Sherry Lindquist: If you'd like to stay in the conference longer, I'll still be here, but if you are ready to exit, you can click on "exit chat."
Student 6: Ok do you want those on the same page?
Sherry Lindquist: Yes, put them all in the same file—so when I open it, I'll be able to start at the top and see how you got started and where you ended up.
Student 6: Ok
Student 6: Bye
Student 6 exits the chat.
Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi, how are you doing today?
Student 6 enters chat
Student 6: Hello
Student 6: I'm doing fine. How are you?
Sherry Lindquist: Not bad. How's your bird?
Student 6: He's still sleeping. He isn't much of a morning bird.
Sherry Lindquist: Hi! So, any ideas for the second paragraph?
Student 6: I was thinking of writing about a recent movie I saw called Freedom Writers.
Sherry Lindquist: OK--tell me a little bit about the movie. What interested you about it?
Student 6: The movie is about a group of high school kids of all different races, but don't get along with each other. It's all about racial discrimination and how the teacher helps them see that they all should get along.
Student 6: I think it's based on a true story.
Sherry Lindquist: You probably can't tell us the whole movie in one paragraph, but was there a certain part of the movie that really caught your attention?
Student 6: Yeah there are a lot of scenes that are really strong, but I think this one caught my attention. The teacher drew a line on the floor and told the students to stand on it if they lost anyone from gang violence. She counted 1...2... and then 4 or more and many of them stayed on the line.
Sherry Lindquist: If you want to describe that scene for us as a way of making us think about going to the movie, that would work for a paragraph.
Sherry Lindquist: Just start with a list of things you remember about the scene as your "Planning" part, and then write a draft. After that, it's the revised and edited versions of the paragraph. Do you have some questions about how that works?
Student 6: No, I think I understand it. Should I include another scene in the paragraph or just have that one?
Sherry Lindquist: I'd see how much detail you can come up with from the one scene. If it's a lot less than 250 words, then you could add another one.
Student 6: Oh ok
Sherry Lindquist: OK--if you want to stay in the conference and talk about some specific ideas for the paragraph list, we can do that, or you can exit the chat if you think you know what you want to do next.
Student 6: Yeah I think I know what to do next. Bye
Sherry Lindquist: OK--thanks for participating!
Sherry Lindquist exits the chat.

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Sherry Lindquist enters chat
Sherry Lindquist: Hi
Sherry Lindquist enters chat
Sherry Lindquist enters chat
Sherry Lindquist enters chat
Student 6 enters chat
Student 6: Hi
Sherry Lindquist: Hello--how are you?
Student 6: good. how are you?
Sherry Lindquist: A little tired, but glad to be home! Any ideas for essay 1? is there something you'd like to write more about from one of the paragraph assignments?
Student 6: I was thinking of either extending my paragraph about Kenny or writing about
an experience from school.
Sherry Lindquist: One way to help you decide would be to write for about five minutes on each topic. Whichever seems to go faster and seems more interesting is usually the one you want to write about. It's also usually the longer one.
Sherry Lindquist: You could use those timed writings as your planning if you like.
Student 6: Yeah that is a good idea. I could try that.
Sherry Lindquist: What dance really sticks out in your mind as the most vivid in your memory?
Student 6: Prom first and then the Halloween dance. That one was a lot of fun.
Sherry Lindquist: OK--you'll probably want to pick one of them. You could do the same thing with the timed writing.
Sherry Lindquist: Then, if you like, you could write about the other one for another essay.
Student 6: Oh ok
Sherry Lindquist: Once you have a topic, an outline could help for the essay. It doesn't have to be a Roman numeral one though. Just use numbers like 1-5. Number 1 could be what you'd want to tell us in the introduction to prepare us, #2 could be what you'll want to tell us in the first "body" paragraph--maybe some stuff that happened before the dance, and then #3, what happened next. There are some examples of essay format in the first 15 pages of the book.
Student 6: Yeah that would make it easier to put it into 3 parts, so I can tell where my introduction, body, and end is suppose to be. I'll do that.
Sherry Lindquist: OK--it sounds like you have three good ideas. Explore each one for about 5 minutes--put that as your planning part, and then pick the one you want to write about. If you want to have another conference, just page me or e-mail me to let me know. I have some times tomorrow and can also make time on Friday if needed.
Student 6: Ok
Sherry Lindquist: If you want to work on some more details about the assignment, you can stay in the chat and we can go through those questions. Otherwise, you can exit the chat and start writing if you think you have enough to work on.
Student 6: ok, bye
Student 6 exits the chat.
Sherry Lindquist enters chat
Sherry Lindquist: Hi--good to see you. How are you doing?
Student 7: Hello! good just tired haha
Student 7: what about you?
Sherry Lindquist: Enjoying some time on the couch with my dogs!
Sherry Lindquist: So you are thinking about moving into an apartment. Have you looked at any?
Student 7: oh yeah thats always nice. we have the same kind of dogs haha
Student 7: yeah we have been looking at some but i need more money lol
Sherry Lindquist: Have you thought about what you'd like to have in your ideal apartment?
Student 7: its hard going to work and go to school full time..
Student 7: a big bed room, a huge bath room, a good size living room haha
Sherry Lindquist: I know how that is. I worked two jobs throughout most of college--that meant not much time for social life.
Student 7: yep
Sherry Lindquist: If you want to try a paragraph, you might pick one room, such as the bedroom or bathroom, and then write about what would be in there--give us a "picture" of it.
Student 7: yeah that sounds like a good idea
Sherry Lindquist: You can mention colors, specific brand names, features, and so on.
Sherry Lindquist: For example, if it were a bedroom, you could mention the kind of furniture and mattress you'd like, the sheets and comforter, the carpeting, and so on, so we "see" it. Does that make sense?
Student 7: yeah it does
Student 7: make it seem like they are there in your apartment
Sherry Lindquist: ok--exactly--and if you want to throw in any "smell" details--like candle scents or something else, you could do that.
Student 7: alright
Sherry Lindquist: Sounds like a plan--try to jot down as much as you can about your "dream bedroom" or "bathroom" or whichever room, and bring that to class on Wednesday. We can talk about it.
Sherry Lindquist: If you want to stay in the conference, you can, or you can click on "exit chat" to go out. You can print this if you like, or look at it later in D2L. I can show you how in class.
Student 7: ok thanks have a good night!
Student 7: exits the chat.
Sherry Lindquist: thanks--see you next period!
Sherry Lindquist: exits the chat.

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Sherry Lindquist enters chat
Sherry Lindquist: Hi
Student 7: enters chat
Student 7: hello
Sherry Lindquist: Hello--anything in mind that you'd like to write about?
Sherry Lindquist: This is the second paragraph, right?
Student 7: yep
Student 7: umm im not sure what i want to write about
Sherry Lindquist: Ok--It's the anniversary of the flood coming up--do you have any really detailed memories of that time in your mind?
Student 7. um yeah actually i do
Sherry Lindquist: What are some things that stand out in your memory?

Student 7: My older brother and his friend took everything out of my room and my little brothers room and our basement... I also went to school in Manvel, my dog had puppies.

Sherry Lindquist: I'd suggest you write for about 5 minutes on each of those topics as part of your "planning." Then stop and see which one was the most fun to write or which was the longest. That would be a good one to pick for a paragraph.

Sherry Lindquist: You can also write an essay later about the flood if you like and include the other stories as well.

Student 7: Alright.

Student 7: Do I need to have another conference with you this week for the other paper that is due Friday?

Sherry Lindquist: I would focus on this paragraph assignment for now, and you don't need another conference for this. The next assignment is the essay. It's due Friday if you're working for an "A," but I can let the date slide a bit if you want to wait until next week to complete that assignment.

Student 7: Yeah if you could make the date slide...

Student 7: Yeah I am working for an "A"

Sherry Lindquist: Ok--just be sure to keep up with the tests and discussions so you don't have too many things to make up all at once.

Sherry Lindquist: If you'd like to talk about some more details about the paragraph, you can stay in the conference, but if you are ready to start writing, you can exit the chat.

Student 7: I am ready to start writing... thanks.

Sherry Lindquist exits the chat.

The text is shown in the order that it was entered; so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat

Sherry Lindquist: Hi, just wanted to let you know I was here.

Student 8 enters chat

Student 8: Hi

Student 8: Sorry if I kept you waiting

Sherry Lindquist: Hi, how are you?

Sherry Lindquist: That's ok--I got here early!

Student 8: Tired but ok

Sherry Lindquist: Are you at school?

Student 8: No at home with my dogs

Sherry Lindquist: Me too--they are on the couch with me, which I'm really grateful for right now, since we have the thermostat turned down to 60 during the day--brrr.

Student 8: The mailman just came so they had to bark at him

Sherry Lindquist: So, does anything jump right out at you as far as something you'd like to write about in the first paragraph?

Sherry Lindquist: My brother's dog jumped through a plate glass window to chase a mailman once!

Student 8: Well I thought about writing about when I give my dogs a bath

Student 8: That must have hurt

Sherry Lindquist: Ha! How often do you have to give them a bath? Do they like it?

Student 8: Depends if it's summer or not

Student 8: They don't like the bath, but they love the drying off part

Sherry Lindquist: What kind of dogs do you have, and do you give them all a bath at
once?

Student 8: in the winter we give them a bath once a month

Student 8: two beagles, and yes they both get a bath at the same time

Sherry Lindquist: OK—how do you get them ready? Do they run when they hear the water running? Is this something you do by yourself?

Student 8: we have a wash tube in the basement for clothes that is big enough to bath them in, and we have to drag Alex out from under the TV stand, he likes to hide there.

Sherry Lindquist: Aha--so getting them into the bath is half the battle. If you only have 250-300 words, you might want to limit the paragraph to the first part in the process—getting them into the tub. Then, in an essay later, you could describe the bath process from beginning to end.

Student 8: that a good idea, I find it hard to write just one paragraph

Sherry Lindquist: The biggest problem is limiting yourself to something that you can give us a good picture of with only one paragraph. I'm guessing this process is a bit involved, and you could write much more than 300 words.

Sherry Lindquist: You could end the paragraph with a comment about how you have to actually bathe them now, but that is a story for another time.

Sherry Lindquist: It's an old trick, but it works.

Student 8: 300 words is a paragraph

Sherry Lindquist: Yes—for this assignment. I'd think about 15-20 sentences, depending on how long each sentence is. You can go into a lot of detail about how you chase them down, how they try to get out of it, what you "say" to them, if you talk to them, to encourage them.

Sherry Lindquist: If you think you don't have enough detail with that part of the process, you can go ahead and talk about the bathing and the drying part too.

Student 8: I guess I've never been very clear on how long a paragraph is

Sherry Lindquist: There's no set length, but the key is that everything in the paper has to tie directly to your main idea sentence—the "topic" sentence. If you tell us you're going to describe how you get your dogs into the tub, that's what we expect.

Sherry Lindquist: If you started talking about actually giving them a bath and drying them off, you'd be covering a lot more than we expected. It's like going to a class that's scheduled for one hour and have the teacher talk for two hours—not what you expected, and some people would get upset.

Student 8: Oh

Student 8: well that has given me a better idea of what to do. Thanks

Sherry Lindquist: In an essay, you usually have a broader "main idea" called a "thesis statement." This could be "How to give a dog a bath."

Sherry Lindquist: We'd naturally expect a series of paragraphs, each on one part of that process.

Sherry Lindquist: If you think you have enough to get started, you can click on "exit chat"—or you can stay in here longer if you like.

Student 8: like an introduction

Student 8: thanks for clearing that up bye.

Student 8 exits the chat.

Sherry Lindquist enters chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat.
Student 8 enters chat
Sherry Lindquist: Hello!
Student 8: hi
Sherry Lindquist: Hi--so you want to write about your dogs?
Student 8: yeah to describe them
Sherry Lindquist: You can do one or both. If you do one dog, you can be more detailed. What's your preference?
Student 8: well i thought i'd do both of them so you could have a mental picture of both of them getting a bath
Sherry Lindquist: ok--do they look exactly alike or are there little details you use to tell them apart?
Student 8: yes they look something alike but since they are half brother and sister there are some features that are just theirs.
Sherry Lindquist: Ok--perhaps begin by telling us what they have in common, and then change focus to what makes each of them unique--both in physical appearance and personality. I assume they have different personalities?
Student 8: as night and day
Sherry Lindquist: OK--do you think you have enough to get started? If not, we can go into some more specifics in the conference.
Student 8: no i think i can get a good start now and if i have to i can go into more detail about them
Student 8: thanks a bunch
Sherry Lindquist: OK--if you want another conference later, just sign up for one. Thanks for stopping by!
Student 8: ok bye bye
Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Student 9 enters chat
Sherry Lindquist enters chat
Student 9: wented write about my life
Sherry Lindquist: Hello--nice to see you in the conference. I see you want to write about your life. Where did you live before you came to the United States?
Student 9: jam from sudan
Sherry Lindquist: Would you like to write about a memory from a time in Sudan?
Student 9: lam from suada I cam here in july 17 2001
Sherry Lindquist: This assignment is a paragraph, so you might write about one memory you have of your country. Would you be interested in writing about what your home looked like?
Student 9: yes not
Student 9: yes i wil madame
Sherry Lindquist: You can write about anything you choose, but I thought that might be a happy topic for you to write about. If you prefer, you could write about one of your first
days in the United States.
Student 9: I am Nuer
Student 9: I am Student 9 is from Nuer tribe in Sudan.
Sherry Lindquist: You can pick either one of those topics and write about it on paper first. If you want to bring that paper to class on Wednesday, we can talk about the next step. Also, I will put another copy of Test 2 in the tutor's mailbox for you.
Student 9: Yes, madam.
Sherry Lindquist: Ok, if you want to exit the conference now, you can click on "Exit Chat" and then click on "Logout." Then you can close out of the internet and do the "restart" to turn off the machine. Thank you for participating.
Student 9: Yes, if wanted to.

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Student 10 enters chat
Student 10 enters chat
Student 10 enters chat
Student 10 enters chat
Student 10 enters chat
Sherry Lindquist enters chat
Sherry Lindquist: Hi--sorry to be late--had to let the dogs out. How are you?
Student 10: I was in the wrong spot
Student 10: fine how are you ?
Sherry Lindquist: glad you found us. Do you have any hobbies you might be interested in writing about?
Student 10: music
Sherry Lindquist: do you play an instrument, have a favorite kind of music?
Student 10: I like music in all different types of aspects.
Student 10: I sang for choirs played in bands
Sherry Lindquist: Wonderful--maybe you might write about a special concert performance--does one come to mind?
Student 10: nope.. not really
Student 10: maybe music wasn't a good subject lol
Sherry Lindquist: Ok, do you have a favorite group you have seen in concert--Alerus, Fargodome, somewhere else?
Student 10: um... I seen the blueman group once
Student 10: that was awesome
Sherry Lindquist: Ok--I saw them at the Alerus. What made you decide to go?
Student 10: something different
Student 10: did you like it ?
Sherry Lindquist: Yes, but it was a little different--maybe you can focus on the impression they made on you, and whether or not you'd see them again.
Sherry Lindquist: Did you notice the reaction of the crowd while they were performing?
Student 10: I would cause it was different than most concerts more interaction
Student 10: yes i did
Student 10: not everyday you see blue people
Sherry Lindquist: That might be something to write about--talk about how you decided to go, what you saw once you were there, how you felt about it, how the crowd felt about it, and whether or not you'd go back. Does that sound like a possibility?
Student 10: yeah
Student 10: So the requirements for this essay would be how many words?
Sherry Lindquist: You start with a paragraph for the first assignment, about 250-300 words, so not on a big scale. Then, if you want to, you can expand it later for an essay.
Student 10: when they came into the audience
Sherry Lindquist: OK—that would be enough for one paragraph. Start out with your decision to go, talk about what happened before the concert, then spend most of the time talking about what happened when they came into the audience.
Sherry Lindquist: What are some details you remember?
Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi, just wanted to let you know I was here.
Student 11 enters chat
Sherry Lindquist: hello!
Student 11: Hi
Student 11: Sorry I am a hour late, held up at work
Sherry Lindquist: That's ok—where do you work?
Student 11: Team Electronics on Demers ave. Grand Forks.
Sherry Lindquist: What sort of work do you do there?
Student 11: Automotive and residential Tinting. A little car and Home audio as well.
Sherry Lindquist: Do any of those jobs interest you enough to want to write about them?
Student 11: I would like to write about Tinting, but it depends on how long it has to be.
Sherry Lindquist: This only has to be 250-300 words, but you can expand it later to a full essay. Tinting might be interesting, since many people try to do it themselves, and I've seen some AWFUL jobs.
Sherry Lindquist: There's also the legal requirements. What are some of the steps you go through when tinting?
Student 11: I could probably handle that. (250-300 words) steps-first i take the door panels off, second take window out( if they are doing door windows)(most of the car the windows come out) When i tint rear windows on cars i take apart back seats and any pastic the might be in the way of when i apply the tint to the window. There is alot more steps and things i do when tinting a car or truck, but i wont get into detail until i write the paper. 
Student 11: every state has a little different tint laws.
Sherry Lindquist: Ok—that sounds reasonable, and you might just mention what the laws are in MN and ND, and remind us to check the laws if we do it ourselves.
Sherry Lindquist: As you are describing this to us, you might mention specific smells and sounds that come along with it. Those will help us feel like we are right there with you.
Student 11: When should i start writing this ?
Sherry Lindquist: It depends—if you want an "A," the deadline to turn it in is February 16.
Sherry Lindquist: If you want to wait longer, though, I'd still suggest you start jotting some ideas down now when they are fresh, and then come back to it later.
Sherry Lindquist: Start by opening a blank file in Word, jot down steps and ideas under "Planning" and then start writing the actual paragraph under "Draft," like we did in class. We'll go through the other two steps this week.
Sherry Lindquist: Oh, and when you save it, use FILE SAVE AS and change the FILE TYPE to "rich text format".

Student 11: ok-- i will start writing some smells and sounds when i am at work.

Sherry Lindquist: Ok-- if you want to stay in the conference longer, you can, or you can print it if you like (next to the smiley face) and click on "Exit chat" when you're done.

Thanks for getting in!

Student 11: Thank you , and sorry again for being late.

Sherry Lindquist: Not a problem--I know how it is with work, and you paged me, so that's fine. See you later!

Student 11 enters chat

Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat

Sherry Lindquist: Just wanted to let you know I'm here.

Student 11 enters chat

Student 11: Hi

Sherry Lindquist: Hi--how are you?

Student 11: I dont know for shure if i have to be here

Sherry Lindquist: This is the time you signed up for, so as long as you're here, we could talk about your first paragraph assignment. Any ideas come to mind right away?

Student 11: do i?

Sherry Lindquist: The conference is voluntary for your class, so if you have a good idea of what you want to write about and how to get started, you don't need to be in the conference.

Student 11: sweet, i am going to eat lunch. Thank you

Sherry Lindquist: OK

Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat

Sherry Lindquist: Just wanted to let you know I was here.

Student 12 enters chat

Student 12: hi im here now

Student 12: im kinda having a hard time deciding what i want to write about

Student 12: are u there

Student 12: its not working

Student 12: i can only read my messages

Student 12: it seems like your typing back but i cant read it

Student 12 exits the chat.

Student 12 enters chat

Sherry Lindquist: Sorry--I was in here but you couldn't see me

Sherry Lindquist: Can you see me now?

Student 12 enters chat
Sherry Lindquist: Can you see me now?
Student 12: now i can
Student 12: i thought something was wrong with my computer
Sherry Lindquist: Ok. So, if you had a free afternoon, with no homework and nothing else to do, how would you spend your time?
Student 12: either stay at home with my dogs or go shopping or clean house
Sherry Lindquist: When you clean house, do you have a room you like to start in first?
Student 12: no- the messiest
Student 12: i could write about my accident when i was little
Student 12: but i think some people might get grossed out
Sherry Lindquist: That's ok--after they read "Jay's" essay, they won't mind--he actually lost a leg in a farm accident.
Student 12: yup i got ran over by a riding lawnmower
Sherry Lindquist: And you don't have to share this with anyone but me if you choose not to post it in a "peer review" discussion.
Student 12: oh my yeah that even worse
Sherry Lindquist: I'm guessing you remember just about every detail of this event.
Sherry Lindquist: It might be hard to pick what to talk about for just one paragraph (250-300 words).
Student 12: i was unconscious for 3 days but my mom has told me the details
Student 12: and i remember the recovery part
Sherry Lindquist: You could start with your being outside, and end with your losing consciousness. Then have one sentence at the end about how your mom had to fill in the gaps.
Sherry Lindquist: Ok--you could start there too--maybe start with the waking up in the hospital, and talk about that first day. What do you remember about that day?
Student 12: that sounds pretty good that start would get peoples attention huh?
Student 12: i remember i wanted to ride with my mom on the lawnmower and her yelling at me
Student 12: to get away and i just kept running closer to it
Sherry Lindquist: Yes--i think you'd have a real attention-grabber--maybe even "Moms always know best. In this case, I should have listened, because I almost lost a foot." That would make me want to keep reading!
Student 12: and i kinda remember it just sucking me under. Next thing i guess i woke up in the
Student 12: hospital
Sherry Lindquist: You could write about this for more than one assignment. You could "get started" with the first paragraph, and then maybe talk about some of the rehab in the second paragraph assignment later.
Sherry Lindquist: That's an excellent detail--the "sucking under." It will make the audience cringe, but they'll want to keep going.
Student 12: ok
Student 12: the weird thing is when my mom got to me and got my foot out of the blades
Student 12: she rushed me inside the house and only one drop of blood fell on the floor
Student 12: because of all the grass around my foot
Student 12: then she had to rush me to langdon hospital in her car which was about 25 miles away
Sherry Lindquist: Wow--i can imagine her nightmare!
Sherry Lindquist: My mom had to do this when she accidentally cut my finger off (long
story), and I had to sit in the car with a towel wrapped around my hand.

Student 12: yeah what's crazy to is that I still see parents that let there kids hang of the back of the lawn mowers

Sherry Lindquist: I think you have enough to write an excellent paragraph. You can either go with the "how you ended up in the hospital" story or the "what happened when I woke up in the hospital" story. Do you have a preference at this point?

Student 12: how I ended up in the hospital

Student 12: and that moms always know best

Sherry Lindquist: OK--I think that is a good place to start. Try to recall some of the smells and sounds just before and during the accident. If you can include any of those (like the "sucked" detail), you help the reader feel as if he or she is living through it with you--great way to keep the audience's attention.

Student 12: sound good thanks for your input

Student 12: or I would have know idea on how to start

Student 12: I have to drive to crookston now and go to work so thank again for all your help

Sherry Lindquist: Ok--just click on "exit chat" and then "logout." Thanks for participating!

Student 12: if I can find my car keys

Sherry Lindquist: ha, well, that's another story...

Student 12: bye

Sherry Lindquist exits the chat.

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Sherry Lindquist enters chat

Sherry Lindquist: Hi!

Student 13 enters chat

Student 13: hola

Sherry Lindquist: Nice to see you. Any ideas about what you might write for the first paragraph?

Student 13: I made it

Student 13: not really

Sherry Lindquist: OK--what are some things you like to do when you have some spare time?

Student 13: hang out with friends play some video games once in a while

Student 13: tool around on the computer

Sherry Lindquist: What's your favorite video game?

Student 13: oh I would have to say halo

Student 13: but I don't think I want to write about that

Sherry Lindquist: Ok--do you want to write about something else you do on a computer? For example, do you have a "my space" or "facebook" page?

Student 13: nope

Student 13: I never find time to use them

Sherry Lindquist: Ok, well, let's look outside the internet. What about your job--what do you do?

Student 13: I work for a farmer

Student 13: who also owns a horse ranch

Sherry Lindquist: That's pretty interesting. What's your favorite part of the job?
Student 13: when it wasn't snowing it was just sitting in the big tractor listening to the radio.

Sherry Lindquist: What's "chizzel plowing"? Never heard of it, but it sounds interesting.

Student 13: it's just basically a giant piece of metal with two wings that fold down with big metal hooks that dig into a harvested field and turn over the ground.

Sherry Lindquist: If you like, you could write a paragraph describing the process. Do you work with the horses at all?

Student 13: yup now that it is winter that is all i do.

Student 13 and Sherry Lindquist: good work out

Student 13: i can write a paper describing my job.

Sherry Lindquist: What would be most interesting for you?

Student 13: well that would be interesting i think and it would be easy for me to write a paragraph about the plowing. Ok--pick one part of your job, such as the plowing or the horse work, just for the paragraph, and then you can write about more of the job later in an essay.

Does that make sense?

Student 13: ya i think so

Sherry Lindquist: Then under the draft, you'll have the actual rough version of the paragraph.

Sherry Lindquist: In the revised section, you'll rewrite the draft and make changes so it will make more sense to the reader. You can retyp e and change, or you can use copy paste and then make changes.

Sherry Lindquist: The last heading, edited, is where you will type the final version, where you check the spelling, the punctuation, and grammar. There may not be a lot of changes here, but there should be some.

Sherry Lindquist: So, it will be a VERY long file, with all your work in it, and the final version of the paragraph at the bottom. Clear as mud?

Student 13: so you want four different files sent to you?

Sherry Lindquist: Not exactly--you put all of this information into one file. It will just be a very long file.

Sherry Lindquist: It will be split up on the "page" into four sections.

Student 13: ok well i think that i can manage that.

Sherry Lindquist: Ok--if you want to stay in the conference, you can, but if you're ready to start writing, you can click "exit chat" to end the conference. Thanks for showing up!

Student 13: yup no problem oh ya and by the way jim mann is sitting right next to me lol

Sherry Lindquist: So there's a lot of fingers flying across the keyboard, huh?

Student 13: ok im going to go see you in class on wednesday
Sherry Lindquist: ok--bye!
Student 13 exits the chat.
Sherry Lindquist exits the chat.

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Sherry Lindquist enters chat
Sherry Lindquist: Hello!
Student 13 enters chat
Student 13: evening
Sherry Lindquist: How was work?
Student 13: i didn't forget
Student 13: did not have work today
Sherry Lindquist: Good to see you--do you have some ideas you're thinking about for paragraph 2?
Student 13: ......... kinda
Sherry Lindquist: What are you interested in writing about?
Student 13: not shure
Sherry Lindquist: What about writing about something you do well. What do you think you're pretty good at?
Student 13: I guess that I could write about another aspect of work again
Student 13: I am really good at wiring up speaker system
Student 13: maybe I can do that
Student 13: would that be alright
Sherry Lindquist: Would this be for a car? What's involved?
Student 13: ya I will do a car
Student 13: were to run wires how, what kind, power wire, amps, subwoofer,remote wire, deck
Student 13: how to run them
Student 13: and were to
Sherry Lindquist: This might be a lot to do in one paragraph. Is there a way you could focus on one part of this process--maybe a place where many people make mistakes?
Student 13: Yes and no
Student 13: I think that I could get it into a paragraph
Student 13: might be a big paragraph
Student 13: ©
Student 13: very detailed
Sherry Lindquist: What about the wiring--could you write about that in one paragraph? Then you could expand this later into an entire essay on the whole process.
Student 13: could I do the whole thing for the essay
Student 13: well I could do the paragraph on how to run a power wire
Student 13: and do the essay on the whole instilation
Sherry Lindquist: Ok--I think that's a good start. You can begin the planning part by writing down the steps and what equipment you need. In the paragraph itself, let us know you are an expert at this and perhaps give us some helpful tips and warnings at the right places.
Student 13: I would not say im a pro but I know what i am doing but yes that will work
Sherry Lindquist: ok--if you want to stay in the conference, we can talk about more details, but if you have enough to get started, you can exit the chat if you like.
Student 13: ok i have a quick questioned
Student 13: can I still do test five it would not let me eairlier
Sherry Lindquist: Let me check nl'U get back to you in a minute.
Student 13: i already took a test today
Student 13: so i would have to to another time
Sherry Lindquist: It is open and available until April 20--I don't show a record that you've done it yet, so you should be ok.
Sherry Lindquist: You can take 2 tests in a week if you like so you could take it tomorrow. Let me know if you have problems--write down what it says on the screen if you can.
Student 13: well its tell me that i am not atherized to view page
Sherry Lindquist: ok--that is usually a browser error. Are you using internet explorer?
Student 13: if this link works you can see what i see
Sherry Lindquist: If you're at home, you can go to MY NCTC and then click on the D2L log in selection, but don't actually log in yet.
Sherry Lindquist: Scroll down past the log in box, and right underneath is a "system check" you can click on to check your settings.
Student 13 enters chat
Student 13: it says i passed everything
Student 13: whatever the other test worked just not that one
Student 13: I will just take it at school
Student 13: ok see you wed.
Sherry Lindquist: ok--you can try the test again, but if you get the same error message, check with me in class about taking it on campus. You can also download a different browser if you like--Firefox, at www.mozilla.com

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Student 14 enters chat
Sherry Lindquist enters chat
Sherry Lindquist: Hi~glad to see you were able to log on!
Student 14: yes finally!
Sherry Lindquist: So, anything come to mind that you might like to write about?
Student 14: not yet
Sherry Lindquist: Do you have any hobbies--things you like to do in your spare time, whenever you get spare time?
Student 14: just read books, and be with my family.
Sherry Lindquist: When you are with your family, what do you usually do with them?
Student 14: I was looking at some topics in the book and there is something about a special person, and in high school their was this lady.
Student 14: With my family we just talk and go out to places.
Sherry Lindquist: Ok--tell me about her. What do you remember about her?
Student 14: In high school she was like my reason to keep going to school.
Sherry Lindquist: She'd be an excellent topic to write on. What did she do to help you in school?
Student 14: Very helpful and reassuring that I could finish school and do something better for me.
Sherry Lindquist: Was she a teacher, or someone who worked in the school?
Student 14: she was an after school teacher, she would help you with homework. Mainly because i use to be in detention, the principal thought this would be a good place to be to do my hours.

Student 14: 231514515

Student 14: 3333333333333333333333333333333333333333333333333333

Sherry Lindquist: Aha--this would make a very interesting introduction, that you met her in detention, but she turned out to be a very positive influence in your life.

Student 14: sorry eli is messing with my computer

Sherry Lindquist: You could tell us how you met her and then how her "role" in your life changed after the principal set you up with her as a mentor.

Student 14: yes that would be good and easy for now.

Student 14: so it's just one paragraph we would write.

Sherry Lindquist: OK--you can stay in the conference if you like, but if you think you're ready to start writing, you can click on "Exit Chat." Yes, just one paragraph for now, and you can make it into an entire essay later if you want to write more about her.

Student 14: ok bye.

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Sherry Lindquist enters chat

Sherry Lindquist: Hi--wasn't sure if this was the right time--the schedule disappeared again!

Student 15 enters chat

Student 15: Hello!

Sherry Lindquist: Hi--good to see you. How are you doing?

Student 15: im doing pretty good what about your self

Sherry Lindquist: Enjoying being home with my dogs and not outside!

Sherry Lindquist: So, any ideas rolling around that you might want to write a paragraph about?

Student 15: i was trying to think of some but nothing really pops out at me.... got any ideas?

Student 15: the paragraph can be on anything right?

Sherry Lindquist: Ok, you work as a CNA. What's your favorite part of the job? Yes, it can be on any topic.

Student 15: humm, being able to interact and help people, and not having to do the exact same thing the whole shift.

Sherry Lindquist: Do you have some favorite patients?

Student 15: Kinda, i like either the really old little old ladies hehe, or i like younger patients that i can just sit and talk to for awhile.

Sherry Lindquist: You might describe a few of your favorite patients for the first paragraph. Or, you could talk about something you enjoy doing in your spare time. What do you like to do when you don't have to work, go to school, or do homework?

Student 15: I have 3 nieces and a nephew that i love spending time with, other than that i like to go shopping or just hanging out with friends in general. i think im probably going to write about my nieces and nephews maybe!
Sherry Lindquist: Ok, now I know this is hard, but for the paragraph, could you pick ONE? You could describe each one of them later in an essay. Which one is the oldest?

Student 15: Andrea is the oldest and Duston is the youngest.

Sherry Lindquist: If you had to pick one to start with, which one would that be?

Student 15: Duston might be easier to write on just because when he was born he had a bunch of heart complications that he has overcome.

Sherry Lindquist: Ok--I'd suggest starting with him. Maybe you can talk about the first day you met him. Do you remember much about that day?

Student 15: oh yeah I do...

Student 15: I'll write about that then in my first paragraph.

Sherry Lindquist: That might be a great way to introduce us to your family, and it will grab us from the start.

Student 15: awesomel alright I got it figured out then! thanks a bunch!

Sherry Lindquist: Just remember to include the four steps in one file--planning, draft, revised, and edited versions. Do you have any questions about that part?

Student 15: I don't think so, first I make out my little "idea sheet" then write a paragraph, then make any corrections on it and then write the final paragraph?

Student 15: and send it all in to you in the drop box.

Sherry Lindquist: That's close--first, jot down what you remember of that day, maybe in a list, under the heading "Planning" in a blank Word file. Then, save it, and later go in to start turning the ideas into sentences under the heading "Draft" in the same file.

Sherry Lindquist: Then you can copy and paste the "draft" paragraph in the same file, under the heading "Revised." Wait a few hours and then see what you'd like to add, change, move in the revised version to make it clearer to readers.

Student 15: ooh yeah ok!... sounds good... then lastly under final draft heading write my paragraph.

Sherry Lindquist: Finally, in the last version (in the same file), copy the revised version under the heading "edited" and check the grammar, spelling, and punctuation. Then you send the whole thing--one file--to the dropbox labeled "Paragraph 1."

Sherry Lindquist: So I'll be able to see all your work, and so will you!

Sherry Lindquist: If you want to stay in the conference a bit longer, you can, but if you have what you need to get started, you can click on "Exit chat."

Student 15: alright sounds good! thanks a bunch talk to you tommarrow!

Student 15 exits the chat.

Sherry Lindquist enters chat.

Sherry Lindquist enters chat.

Sherry Lindquist exits the chat.

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Sherry Lindquist enters chat

Sherry Lindquist: Hi!

Student 16 enters chat

Student 16: hello

Student 16: david will be in soon

Sherry Lindquist: ok--good to see you. Any ideas about something you might like to write on for the first paragraph?

Student 16: something like the heros essay on my dad because he was in the air force for
30 years and was still able to keep my family inline
Sherry Lindquist: Ok—if you asked you to tell me one thing that would help me understand your dad, what would you tell me about him?
Student 16: most honest man you would ever met, he was raised into a military family just like i was, would always be there for anyone in my family and would always put family first instead of work which means alot to me, and showing me which is always more important
Sherry Lindquist: Aha—I see honesty is a key factor in how you think of your dad. Could you tell me a story that would show how honest he was?
Student 16: I remember one thing he did for me. He was honest and told me how he felt and also loving.
Sherry Lindquist: Ok—if you can tell us a story of a specific time the two of you talked, that would work very well—what he said, what you said, what was going on, where it happened. Does that make sense?
Student 16: At the time my family had just moved to Las Vegas, Nevada from Germany from a very little town of about 100 people, so it was a big move for me. I remember i had to write a paper on my move and this was about 5 months after school started, I wasn’t making any friends in school, I was the guy everyone would make fun of just because they wanted to feel cool. When i was writing down ideas i was writing down what was happening and how i wanted to end my life, when my dad found the paper he read it and was worried and instead of talking to my mother first he came to me and asked me if i wanted to go for a walk. So we did, at this time i didn’t know that my dad had found my paper, on our walk he brought it up and i was so scared i thought he was going to punish me, but he didn’t, he told me “Every move is a big step and making new friends is an even bigger step, but thinking of ending your life is just the easy way out and that everything you want is never easy to get you always have to work hard for it and if you don’t get the first time you have to work even harder, but never think of ending your life thinking that everything will be better.” After he told me that i broke down into tears. I would say if it wasn’t for my dad i wouldn’t be here today talking to you or hanging out with any of my friends.
Sherry Lindquist: Wow—I think you have the rough draft of your paragraph right here. Do you know how to copy and paste this into Word?
Student 16: yes
Sherry Lindquist: I’d go ahead and do that, put this under “draft” and just skip the planning part. It seems like you remember this very vividly, to be so detailed in such a short time. If you want to stay in the conference, you can, but if you’re ready to write, you can click on “exit chat.”
Student 16: I like talking
Sherry Lindquist: Good—I think you have an excellent start for a paragraph, and you might even want to write an entire essay about your dad later, like the ”Hero” one. You could use this paragraph as part of it.
Student 16: thank you
Student 16: at least i know one idea for one topic of my essay and paragraph, i’ve been trying to think of some more topics but i can’t think of anything besides my dad
Sherry Lindquist: Besides Vegas and Germany, where else did you live? You might write about a memory of one of those places for another assignment later (helps to have an “idea bank” you can use later on).
Student 16: Well i was born in Tokyo, Japan, after that we moved to California, than Germany
Sherry Lindquist: I lived near Tokyo when my dad was stationed in Japan. I loved living there, but I was older. We were there from the time I was in first grade through fourth
grade. Both of my children went there as exchange students in high school.

Sherry Lindquist: You might just open up a file, call it "Paragraph 2" and jot down some memories of those places. Then go back and work on paragraph 1. You'll be surprised at how much work your brain does while you're off doing something else. When you come back to the paragraph 2 file, you'll have a lot more ideas.

Student 16: I was born there the last year my dad was stationed there, so I don't remember Japan.

Student 16: I might do that.

Sherry Lindquist: OK—that's what you paid for with your tuition, so be sure to get your money's worth!

Student 16 exits the chat.

Sherry Lindquist exits the chat.

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Student 17 enters chat

Student 17: hi

Sherry Lindquist enters chat

Sherry Lindquist: Hi, how are you doing?

Student 17: doing good here

Sherry Lindquist: Any ideas on what you'd like to write about?

Student 17: I have no clue really—what is a good topic?

Student 17: I know I'd like to write about being a new mother for my first essay if we get to pick our topics.

Sherry Lindquist: Ok—what do you remember about the first day you had your baby home from the hospital?

Student 17: Not much. I was on painkillers for just having my c-section.

Sherry Lindquist: Did you have any help once you got home?

Student 17: Yes my mom and my sister helped me.

Sherry Lindquist: That's great—it makes a big difference. What about bathing your child—how comfortable were you with that?

Student 17: I know it was a Sunday, it was cloudy and rainy and that it felt really awkward actually having her out of me and in my arms at home.

Student 17: Oh—when it comes to personal cares I am and was totally comfortable with it. I've been a CNA for 4 years.

Sherry Lindquist: OK—you could write a series of helpful directions for how to bathe a newborn, and you could include your previous training, but I think the "first day home" might be an interesting one to write. I'm already interested about the "having her out of me and into my arms" part. What else do you remember?

Student 17: Okay I could do that.

Student 17: I could say that I had a lot of help from my mother and sister and that I was up until 5 in the morning because she didn't want to sleep.

Sherry Lindquist: Try starting a file, with PLANNING at the top, and write down as many details as you can about that day. After you come back to it later and work on the draft, you'll probably find more details come to mind. You can also call your mom and sister if you like to jog your memory.
Sherry Lindquist: I think you have the right idea—you can stay in the conference if you like, or if you’re ready to work on the paragraph, you can click “exit chat.” I can show you how to see this discussion later if you want to review it.

Student 17: Okay thanks for the help.

Sherry Lindquist: Ok—glad it worked out for you. I’ll see you later in class!

Student 17: Can I write it and turn it in whenever I’m ready to then?

Sherry Lindquist: Yes—just make sure you “show your work” with the planning, drafting, revising, and editing. Then, turn that file in to the dropbox when you are ready. If you want an "A", get it in by February 16.

Student 17 exits the chat.

Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat

Sherry Lindquist: Hi—just wanted to let you know I was here, I’ll check back.

Student 18 enters chat

Student 18: hi

Sherry Lindquist: hi—how are you?

Student 18 enters chat

Student 18: I am good and you

Student 18 enters chat

Sherry Lindquist: I'm fine—sitting with my dogs. I was wondering if you had any hobbies you might consider writing about?

Student 18: my only hobbies are to sing and be with animals

Sherry Lindquist: Ok, what kind of animals do you have right now?

Student 18: 2 cats.

Sherry Lindquist: What made you choose cats over dogs? People may wonder.

Student 18: cats are less of a job to take care of

Sherry Lindquist: Ana—so cats are "low maintenance"—what made you choose these particular cats?

Student 18: I did not choose them my boyfriend did

Student 18: the gray one ilike the best because she came from the humane society

Sherry Lindquist: Ok, how about telling us the story of how you got the gray one?

Student 18: that would be kind of short one

Sherry Lindquist: It only needs to be 250 words, and you can tell us about how she’s adapted to life with another cat.

Student 18: I walked into the humane society and went straight to the cats and we both looked at the gray calabby and decided that she was the one

Student 18: ok I can try to do that

Sherry Lindquist: Why pick the humane society? People might appreciate an explanation.

Student 18: ok

Sherry Lindquist: You can also spend some time talking about her personality. I like cats, but I can’t own them (allergies). But, I know they are very different from each other.

Student 18: ok sounds good sorry to cut this a lil short but I have to go and get on the bus

Sherry Lindquist: ok—see you later~
Sherry Lindquist exits the chat.
Student 18: k thank

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: hi
Student 19 enters chat
Student 19: Hello
Student 19: How are you
Student 19: ?
Sherry Lindquist: Hello--I'm great--I'm home with my dogs.
Student 19 enters chat
Sherry Lindquist: Any ideas about something you might be interested in for the first paragraph?
Student 19: what i all do in the mornig before coming to school
Student 19: I'm not sure what else to write on but can I write about the flood of 97' for one of my essays?
Sherry Lindquist: Give me an idea--what are some of the things you do?
Sherry Lindquist: You could write about the flood for this paragraph, or for another assignment, such as paragraph 2 or the first essay. What happened to you in the flood?
Student 19: Well I have my baby so I don't really do much of anything
Sherry Lindquist: I'm guessing your routine in the morning has a lot to do with getting your baby ready. Do you have in-home daycare?
Student 19: I want to write my essay on that, but I got evacuated and couldn't come home until right before my next school year because our basement caved in
Student 19: yeah I get her ready to go and she goes to the home daycare that I used to go to when I was younger
Sherry Lindquist: Ok--you can do a paragraph about that too if you like--just a piece of the story, like how you got evacuated, for example.
Sherry Lindquist: Either topic would work fine for the first paragraph. Is there one you think you'd rather start out with?
Student 19: I already started my paragraph on my morning routine
Sherry Lindquist: OK--you can keep going with that one, and if you like, start a new file for paragraph 2--just put a few ideas about the flood there so it will remind you what you were thinking later.
Student 19: I have to do a lot before I go to school every morning
Student 19: ok
Sherry Lindquist: You could start the paragraph when you wake up and end it when you leave the house.
Student 19: I can remember the flood like the back of my hand
Student 19: yeah that's what I did
Sherry Lindquist: Ok--that will probably go very quickly when you get to paragraph 2. If you want to stay in the conference a little longer, you can, but if you're feeling like you know what you want to write, you can click on "exit chat" and then "logout."
Student 19: ok what are we suppose to do on thursday for critical reading I know this has nothing to do with this class but I'm getting them a little mixed up
Student 19 enters chat
Student 19: well I think that I'm going to go because I have to do some house work for my mom and go pick Kendra up from daycare here in a little bit so I will see you tomorrow.
in English. It was nice talking to you have a great day and stay warm
Sherry Lindquist: OK--have a good day--stay warm!
Student 19: you too
Student 19 exits the chat.
Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Student 20 enters chat
Student 20 enters chat
Student 20: Hi Sherry
Sherry Lindquist enters chat
Sherry Lindquist: Hi--how has your day been?
Student 20: Not the greatest just crying all day
Student 20: Are you their?
Sherry Lindquist: I can't imagine having to be the rock of the whole family. Maybe we can find a topic that brings back really happy memories for you. Is there one you can think of?
Student 20: Yes when I was a kid dad used to chase me around the house squirting me with squirt guns but other than that My dad and I have not always been close because he tried to molest me at a earli age.
Sherry Lindquist: Yes, I'm here--and I can see you are still logged on. Can you see what I'm typing?
Student 20: yes
Sherry Lindquist: Maybe a friend from your childhood--who's someone you remember from school perhaps?
Student 20: I would love to talk about my childhood and my whole messed up life and the tough times I have went through to get were I am today and my grandmother who raised me that is my hero.
Sherry Lindquist: I sent you a page.
Student 20: That is will be open until 2 today But I do not understand what I do from here.
Sherry Lindquist: That's what we're doing--just going back and forth, trying to find something that you can write about that won't be stressful, since you're dealing with a lot of stress right now.
Sherry Lindquist: You only need to stay in the conference for about 15 minutes, long enough to get an idea of what you want to write about.
Sherry Lindquist: If you had a special friend in school, maybe you could write about that person, or you could write about your fiance, if you like.
Student 20: I would like to write about my childhood life how messed up it was and what I went through to get were I am today.
Student 20: Yes I could also write about my fiance and how he saved my life.
Student 20: So am I supposed to go ahead and write about either one of these in our conference.
Student 20: I will go ahead and start what I want to write about and I hope this is what I am supposed to do!
Student 20: "My childhood life" while growing up, I had a very abusive father and mother always beating on each other and us kids. Eventually they decided to get a divorce, in the process my brother,sister and I went through hell getting stolded from both parents. Day after day police envolved, then it started to get bad my dad in jail then my mom, then it
stopped. My father's drinking had gotten out of control, he then tried to molest me. When I told my mother she called me a liar and punched me after that. I went to my grandmother's, she helped me. My step father tried to molest me too, so I decided to go and live with my grandmother. She was my life saver. She made me feel that I was special and that I should never be abused, that all I need is all the love she gave me. She is the angle in my life, she taught me everything I know. I knew I could never make it if my grandmother ever passed away, but that day eventually came and passed away fast. That day was the worst day of my life. Half of my heart was gone. I then went and lived with my father until I had gotten married, I had 3 kids with my husband and a very, very, abusive relationship with him. I then decided to leave my home town, but with a feeding tube in my stomach from all the mental abuse from my husband until the day I met my fiancee he brought life back to me and gave me all the love I needed. He is my hero.
Sherry Lindquist: You could just describe the day you got him for the paragraph—one paragraph—and then you could tell us more of the story in the essay—how you decided to get him, what happened when you picked him up, how he's doing now.

Sherry Lindquist: Just remember to include all four steps in each assignment: the planning, the draft, the revised version, and the edited version.

Student 20: Okay I will start on that! Now as far as the paragraph 2 goes I will write 1 paragraph about the day I got him. Do I have to do all 4 steps on the paragraph as well?

Sherry Lindquist: Yes—that will help me see how you ended up where you did with the final version—it's like "showing your work" on a math problem.

Student 20: Do I do this paragraph 2 on word also?

Sherry Lindquist: Yes, you can do it in Word if you have it. Then you can put it in the dropbox labeled "Paragraph 2."

Student 20: Ok are we done in the conference now that I picked a paragraph?

Sherry Lindquist: Yes, you can go ahead and click on "exit chat"—thanks for coming!

Student 20 exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi—came in early just in case.

Student 20 enters chat
Student 20: Hi I am late are you still there?

Sherry Lindquist: Hi—yes wanted to talk about Essay 2 and 3?

Student 20: Yes

Sherry Lindquist: Any ideas going on in your head for Essay 2? A story you would like to share?

Student 20: Problem about my sister that treats me really bad and all I have did was help her in many ways including getting her out of jail.

Sherry Lindquist: How did that happen? The jail thing?

Student 20: She was living in California with her boyfriend and just stooped contact with the whole family for about 7 years and one day by searching I found her and called her she acted like she wanted nothing to do with me until one day out of the blue she asked me if her and her boyfriend could come up here and live I said sure I would love you to. She said I have to leave here soon.

Sherry Lindquist: Do you want to tell the story of the day she contacted you and what happened after that?

Student 20: Then to find out after her and boyfriend moved here Carla was going through treated for Thyroid and very sick but I also found out her boyfriend and she was running from the law because when they moved her they had stolen credit card numbers and charging commuters on other peoples card and they were using different names.

Student 20: Yes that will be fine.

Sherry Lindquist: Wow—this must have been difficult to decide to bail her out. Maybe get some notes down about what happened and how you felt about it as the "planning" part. Do you have some ideas on something "happy" that you'd like to do for Essay 3? A change of pace maybe?

Sherry Lindquist: You might try telling me about your favorite restaurant, for example.

Student 20: And for my other Essay I would like to write about my grandmother who raised me and the day I found out she passed away after I moved to ND and how hard it was for me to go to the funeral and the things I wanted to say to her and I couldn't now I
feel guilty because I never said goodbye or got to tell her how much I loved her and that she was my angel.

Sherry Lindquist: Maybe you could write about the day of her funeral, and as you talk about that day, you can share some memories. I think it would be a wonderful essay to write.

Sherry Lindquist: You could start the same way--write down a list of what you remember about the day of the funeral--what happened. Then write down a few details about a few special times you remember about your grandmother. Would that be enough to get you started?

Student 20: yes
Student 20: Thank you I can illeast get these two done and be done in the mean time I have been going under the discussions.

Sherry Lindquist: Yes, and if you need to leave before all the discussions are open, we can work out something else to fulfill those requirements.

Sherry Lindquist: If you want to stay in the conference, feel free to do so, and we can work on some specifics. Otherwise, you can exit the chat, work on your lists, and then we can get together in the office.

Student 20: OK thanks again
Student 20: are we done
Student 20: How does this go again the planning , the draft, the revised
Sherry Lindquist: The planning is your notes--just ideas--not really sentences.
Sherry Lindquist: The draft is where you try to turn the notes into sentence form and start thinking about which sentences go in which paragraphs, since this is an essay.
Sherry Lindquist: Then, the revised version will be when you copy and paste the draft and see if you are happy with the details you have, the order of the details, and the order of your paragraphs.
Sherry Lindquist: Finally, the edited version is where you copy and paste the revised version and work through it to correct spelling, grammar, and punctuation errors.

Sherry Lindquist: How does that sound?
Student 20: that sounds great I am going to exit now
Student 20 exits the chat.

Sherry Lindquist exits the chat.

The text is shown in the order that it was entered, so the oldest text is at the top and the newest text is at the bottom.

Sherry Lindquist enters chat
Sherry Lindquist: Hi! How are you?
Student 21 enters chat
Student 21: good
Student 21: i don't know what we talk about though
Student 21: but i am ready
Sherry Lindquist: Ok--what's on your mind that you might like to write about?
Student 21: a lot of things come to mind
Sherry Lindquist: For example, you could write about how frustrating it is to have to depend on dial up...
Student 21: like my distant mother for one
Student 21: oh yeah that to
Sherry Lindquist: Ok--tell me about your mom--why choose the word "distant"? I'm curious.
Student 21: I live in the same town as my parents and I don't talk to my mom often
Sherry Lindquist: Is it just because you’re both busy, or are there some problems?
Student 21: I thought I would write my essay on that.
Sherry Lindquist: That sounds like a possibility. Is she dealing with her depression the way you’d like her to?
Student 21: No, the problems is nobody wants to deal with it, not my sisters or my dad.
Sherry Lindquist: When you are around her, do you try to talk to her about the situation?
Student 21: It has been years of her being in and out of hospitals with doctors trying to figure out why she is the way she is.
Sherry Lindquist: This must be very stressful for all of you. Was there a time when life was more “normal” for your mom? Do you remember what she was like before she became ill?
Student 21: My mother is a wonderful person when she isn’t in a “bad cycle”.
Sherry Lindquist: Then your essay could explain why.
Student 21: I would mabey like to talk about both sides mabey start our nice then go in to detail about her moods?
Sherry Lindquist: Yes, you could use some examples. In the beginning, you could talk about how you live in the same town, but you don’t see each other much.
Sherry Lindquist: Then your essay could explain why.
Sherry Lindquist: You wouldn’t need to use her name—just “Mom” is fine.
Student 21: I don’t understand the paragraph and essay thing. Do I write one ruff draft and then a final one and send it to you?
Sherry Lindquist: You can write the rough draft on paper or on the word processor. If you write on the word processor, then copy and paste it at the bottom of the file. Take THAT version of it and check to see if there are things you want to add, change, move around, and then proofread it.
Sherry Lindquist: Does that make sense?
Student 21: ok yes it does make sense
Sherry Lindquist: so what else do we talk about in here?
Sherry Lindquist: if you think you have enough to start writing, you can be done with the conference at this point. if you’d like to talk a bit more about some details of the assignment, we can do that.
Student 21: ok that sounds good! Thank you! Have a good night.
Sherry Lindquist: Thanks—glad your connection worked. You can click on “exit chat” in the upper right, and then “logout” if you want to get out of D2L.
Student 21 exits the chat.
Appendix B: Data Gathered on Conferences

Total Number of Online Conferences
- 36 in section 1 and 25 in section 2 = 61 conferences

Total Number of Office Conferences
- 9 in section 1 and 14 in section 2 = 23 conferences

Total Number of Student Entries in Online Conferences
- 422 in section 1 and 329 in section 2 = 751 entries

Longest Number of Student Entries in Online Conference
- 51 in section 1 and 35 in section 2

Shortest Number of Student Entries in Online Conference
- 8 in section 1 and 4 in section 2

Average Number of Student Entries in Online Conference
- 15.69 in section 1 and 15.67 in section 2
- Overall average: 15.69

Section 1—Mandatory conferences for first three writing assignments

Paragraph 1
- Number turned in 18 of 26
- Number of online conferences 18 of 26
- Number of office conferences 3 of 26
- Number with no conference 5 of 26
- Number with no conference and no paragraph turned in 4 of 26

Paragraph 2
- Number turned in 8 of 26
- Number of online conferences 12 of 26
- Number of office conferences 4 of 26
- Number with no conference 10 of 26
- Number with no conference and no paragraph turned in 12 of 26

Essay 1
- Number turned in 3 of 26
- Number of online conferences 5 of 26
- Number of office conferences 1 of 26
- Number with no conference 20 of 26
- Number with no conference and no essay turned in 20 of 26

See next page for details from Section 2
Section 2—Voluntary Conferences for the first three writing assignments

Paragraph 1
- Number turned in 19 of 24
- Number of online conferences 17 of 24
- Number of office conferences 3 of 24
- Number with no conference 4 of 24
- Number with no conference and no paragraph turned in 2

Paragraph 2
- Number turned in 14 of 24
- Number of online conferences 9 of 24
- Number of office conferences 7 of 24
- Number with no conference 8 of 24
- Number with no conference and no paragraph turned in 8

Essay 1
- Number turned in 5 of 24
- Number of online conferences 3
- Number of office conferences 4
- Number with no conference 17
- Number with no conference and no essay turned in 16
From: Sherry Lindquist  
To: Becky.Holthusen@northlandcollege.edu  
Date: 4/11/2007 5:24:33 PM  
Subject: Re: Excellence Grant Final Report

This is the report for my Excellence grant entitled: MyPlace: Online Conferencing for Paragraphs and Essays. I previously submitted a report for another individual Excellence grant entitled: Master the Essentials: ENGL 0090 Fundamentals of Writing. I have one more Excellence grant to report on, but that is with a group and the data will not be compiled until the end of April. I don't know if you want to wait to process the payment until all three grants I submitted are complete. If so, please let me know.

Please thank the committee members for me for supporting innovative research. As a result of support I received for the two individual projects, I will be presenting at two international conferences this summer, hoping to get the word out about what's going on at Northland.

Sherry Lindquist
# College Faculty Awards for Excellence Project Report

## High School Recruitment and Student Retention

Anita Lizakowski

### Organization Information

**College**
Northland Community and Technical College, Thief River Falls

**Chief Academic Officer**
Kent Hanson

### Award Information

**Primary Faculty Member**

Anita Lizakowski  
Instructor  
218-681-0731  
anita.lizakowski@northlandcollege.edu

### Project Title
High School Recruitment and Student Retention

### Project Start Date
12/16/2006

### Project End Date
05/16/2007

### Project Summary
Increase the number of applicants into the pre-athletic training, liberal arts with health and/or physical education emphasis, massage therapy, and physical therapy, assistant disciplines by expanding recruitment efforts.

### Budget Summary

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<th>Actual Award Funds</th>
<th>Proposed Funds - Other Sources*</th>
<th>Actual Funds - Other Sources*</th>
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*Other Sources: N/A

Proposed Total Budget: $5000.00
Proposed Award Funds: $5000.00
Travel budget: 1010 miles @ $.44 per mile: $444.44 from the Health and Fitness Specialist budget

OUTCOMES

Student Learning:
Met expectations

Teaching methods:
Exceeded expectations

Course and curriculum design:

Student assessment:

Cross-curriculum skill development:

Other:

Unanticipated Results

Lessons Learned

I believe that potential Northland students will have a better understanding of the various careers in sports medicine and exercise science upon entering school. They will know what to expect upon graduation from Northland with one of these degrees. Whether it is from a career program or a liberal arts/pre-professional program, they will be prepared for what Northland has to offer and what to expect from each program. The students were very interested in some of these careers and were interactive during the presentations, asking questions, etc. I also feel that students learned some valuable information regarding these careers and educational programs in preparation for these careers that they did not previously know. For example, students learned that there is a difference between an athletic trainer and a personal trainer. Another example is they learned about the increase in demand for physical therapy assistants and that this degree only takes 2 years.

I have improved in presentation skills and adapting such presentations to audiences of different age groups and interests.

I learned that the health classes I was targeting consisted mostly of sophomore students, and some even younger. Since my goal was primarily recruitment, my target audience was junior and senior students. I had to learn to adapt my presentation to audiences of different age groups. The end result was more of an informative and educational presentation informing students of the various careers in the areas of sport medicine and exercise science. I learned that there is a lack of knowledge in these areas. By coming to the schools and informing them of these careers and how Northland can help them with the education necessary for such careers, I hope I have achieved my goal of increased enrollment in these fields of

5/24/2007
PRINCIPLES

Most important:
Encourage successful student learning outcomes

By achieving student learning outcomes, students will be satisfied with their educational choices.

Second Most important:
Enhance quality & continuous improvement of programs

By increasing enrollment in the areas of sports medicine and exercise science, this will help to ensure not only the survival of the program, but the quality of the program as well.

Third Most important:
Enhance global perspective of students

I feel that by informing students across the region of careers in health, it has broadened their perspective of the field and informed them of the need for experts in these fields of study and how this industry continues to expand and develop.

Other:

STRATEGIES

Service-learning and community engagement

I think that by going out into the area high schools and representing Northland College, this serves as community engagement. The health, sports medicine and exercise science programs at Northland College and the community.

DISSEMINATION

On-campus conference/workshop Presentation

I will provide a power point presentation to Northland college faculty during an in-service or CTL session.

SUSTAINABILITY

Commitment obtained for project continuation at your institution

I will continue to provide this informative presentation to high schools that express interest; many have already expressed an interest in having me speak next year to their class. Travel costs will be absorbed through departmental budget(s).

FINAL STEPS

Date award approved

Award amount approved

Final report submitted

Files attached

Control Number

1057


5/24/2007
Careers in Sports Medicine and Exercise Science

Sports Medicine
- Field of medicine dealing with injuries sustained in athletic endeavors and/or illnesses impacting sport performance
  - ACSM (American College of Sports Medicine)

Sports Medicine
- Diagnoses and treatment of diseases and injuries related to sport
- Prevention of disease/injury
- Management and rehabilitation of disease/injury

Professions in Sports Medicine
- Athletic Trainer (4-5 years)
- Physician/Ossetopeist (4-8 years)
- Physician’s assistant (6 years)
- Nurse (2-4 years)
- Physical Therapist (4-5 years / PT Assistant 2 years)
- Nutrition/Dietician (4-6 years)
- Biomedical (4 years)
- Sport Psychologist (4-5 years)
- Chiropractor (4 years)
- Massage Therapist (1-2 years)

Exercise Science
- The study of physiological and functional adaptations to movement
- How does the body function during exercise?
- How does the body adapt to chronic exercise?
Exercise Science
- Health/fitness assessment
  - General population
  - Cardiovascular
  - Muscular strength/endurance
  - Flexibility
  - Body Composition
  - Diverse population
  - Athletes
  - Agility, speed, power, coordination, resistance, flexibility

Exercise Science
- Fitness programming
- Wellness programs
- Disease prevention/management
  - Cardiovascular disease
  - Depression
  - Obesity
  - Diabetics
  - Research
  - Why?
  - Does this work?

Professions in Exercise Science
- Personal Trainer/Health & Fitness Instructor (1-2 years)
- Strength and Conditioning Coach (1-2 years)
- Clinical Exercise Specialist (2-3 years)
- Exercise Physiologist (2-4 years)
- Teacher (4-5 years)

Northland College
- Pre-Athletic Training
  - 2 year pre-professional program
- Pre-Physical Therapy
  - 2 year pre-professional program
- Physical Therapy Assistant
  - 2 year Associate of Science
- Massage Therapy
  - 1 year diploma

Northland College
- Liberal Arts – 2 year Associate of Arts degree
  - Physical Education emphasis
  - Exercise Science/health emphasis
  - Sport Psychology emphasis
  - Sports management emphasis

Employment Opportunities
- Fitness Centers
  - Corporate
  - Private
  - Community based
- Private practice
- Clinical
- Sport enhancement setting
- Colleges/Universities
Employment Opportunities
- Athletic Director
- Sports Information Director
- Coach
- Event and Facilities Management
- Industrial setting

Schools attended during this project
- Thief River Falls High School
- Itasca
- Kittson County Central - Hallock
- Kittson County North - Lancaster
- Goodridge
- Wrenshall
- Regina
- Grand Forks Central
- 2 classes
- Grand Forks Red River
- 2 classes
NORTHLAND COMMUNITY AND TECHNICAL COLLEGE


Title of the Project: Allied Health & Human Services Web page

Summary:
This project involved creating a web-page layout (or framework) along with all necessary content and links for a division-specific web page that includes information about all of the NCTC health and human service programs. The completed web page is intended to provide a centralized place within the college web site to vend information to current and future students about common health program requirements. The page is meant to be utilized by future students, current students, faculty, staff, and other interested parties.

The Allied Health and Human Services page can be viewed at http://www.northlandcollege.edu/healthprograms/. This page includes information specific to the various health and human service programs within the college. In addition to providing access to academic program requirements, it also includes pages that describe other professional requirements such as immunization and other health data requirements, HIPAA training requirements and criminal background checks. Most pages also provide links to appropriate resources that further explain the various requirements and why they exist.

As part of completion of the project, the following activities were completed:
1. Solicited input from Student Services personnel and program faculty from both campuses to determine the types of information students are commonly seeking.
2. Solicited input from health program faculty on both campuses for ideas for the type of information to include on the pages.
3. Reviewed the types of resources currently available to health students at other institutions.
4. Created a web-page layout and framework that would best present the necessary content.
5. Created each page with appropriate content and links. The following pages were created as part of the project: Future Students, Program Comparisons, Criminal Background Checks, Immunizations and Health Screening, HIPAA Training, Frequently Asked Questions, Recommended Sites, Contact Information.
6. Worked closely with the Web-master to get the pages built following the college web page design formatting and guidelines.
7. Solicited feedback from faculty/ staff in the division/ programs on both campuses at various stages in the design process and incorporated feedback into the overall design.
8. Launched the page in fall semester 2007.
Overall Outcome:

The college has a Health and Human Service Division web-page that provides students, faculty and other interested parties with a source of timely and relevant information specific to health and human service program requirements (ie., professional requirements, immunization requirements, health data requirements, background checks, etc.).

This project has been completed based on the proposal submitted. I am available to present more information about this project to any college group (faculty, staff, or administration) who are interested.

Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>McMahon, Elizabeth</th>
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<tbody>
<tr>
<td>Title/Position</td>
<td>Full Time Non-Probationary Faculty</td>
</tr>
<tr>
<td>Institution</td>
<td>Northland Community and Technical College</td>
</tr>
<tr>
<td>Address</td>
<td>2022 Central Avenue NE</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>East Grand Forks, MN 56721</td>
</tr>
<tr>
<td>Phone</td>
<td>218-773-4632</td>
</tr>
<tr>
<td>Fax</td>
<td>218-773-2871</td>
</tr>
<tr>
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<td>McMahon, <a href="mailto:Elizabeth@northlandcollege.edu">Elizabeth@northlandcollege.edu</a></td>
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</table>
Awards for Excellence: Completion Report – May 1, 2007

Title of the Project: Medical Assisting Hybrid Lab Courses – Redesign Project
   (included the following courses: MEDA 2100 Asepsis/ Vital Signs, MEDA 2102 Med Hx/ Physical Exam, MEDA 2104 Specialty Exams I, MEDA 2106 Specialty Exams II, MEDA 2108 Minor Office Surgery, MEDA 2110 Med Administration, and MEDA 2112 Electrocardiography)

Summary:
This redesign plan included a complete modification or redesign of all course materials for these seven medical assisting clinical lab courses. This project involved the development of various types of electronic learning objects that were made available to students via D2L including detailed PowerPoint presentations with voice-over lectures, interactive online learning activities, online practice tests that could be completed more than one time (pulled from a large randomized test bank), and a standardized testing format that meets accreditation standards. Additionally, the competency achievement documentation and associated work products that must be maintained were clearly delineated in order that all medical assisting faculty are meeting national accreditation standards.

As part of completion of the project, the following activities were completed:
1. Attended the American Association of Medical Assistants National convention training on the new Standards for Accreditation of Medical Assistants.
2. Reviewed all content and competencies taught in the MEDA2100 series of courses against the new accreditation standards. Determined where gaps were in either content delivery or competency testing and documentation.
3. Met with the adjunct faculty member to solicit her input on her perceived need for any specific learning activities/ evaluation methods.
4. Met with the D2L Faculty mentor to determine her areas of expertise in the technologies being explored/ utilized.
5. Attended the “Beyond Boundaries Conference” at the University of North Dakota to seek out ideas for software for this project.
6. Acquired a copy of “Articulate Presenter” software which is a state-of-the-art software for creating PowerPoint lectures with integrated sound, video, learning games and activities, and quizzes.
7. Learned how to use the Articulate Presenter software.
8. Developed a framework for course design/ evaluation model/ documentation processes.
9. Created PowerPoint presentations for each course (total of fifty-nine slide presentations) that included detailed slides, recorded lectures, and interactive learning activities. Also created a print version of each presentation for students to use for note-taking.
10. Created test banks for each course that included practice tests and unit tests drawn from a large randomized test bank for each course.
11. Integrated all newly developed learning products into the new D2L course framework.
12. Solicited student feedback on the new course design and delivery model via a survey and/or via personal interviews with each student.
13. Met with the adjunct faculty member regularly via phone for her input as courses and new learning activities were implemented. Made adjustments and updates to courses as areas of concern were identified.
Overall Outcomes:
1. Feedback from students who have completed courses delivered in the new hybrid model indicates that students find the new course design easier to navigate, assignments are more closely tied to the course objectives and they appreciate the immediate feedback, students feel better prepared for the tests, and overall expressed positive feedback for the project.
2. The various learning objects that were created will be easily transferable to other courses with like objectives.
3. A clearly defined program evaluation plan that includes appropriate course documentation (learning evidence and competency achievement) has been created that ensures compliance with accreditation standards.
4. The Articulate Presenter software has been demonstrated for small faculty groups on campus and for many individual faculty members as well.
5. Lessons learned in the course design phase and during the development of the various electronic learning objects have already been integrated into several online and campus hybrid classes.

This project has been completed based on the proposal submitted. I am available to present more information about this project, to demonstrate the courses developed, or to demonstrate the Articulate software to any college group (faculty, staff, or administration) who are interested.

Contact Information
Name Elizabeth McMahon
Title/Position Full Time Non-Probationary Faculty
Institution Northland Community and Technical College
Address 2022 Central Avenue NE
City, State, Zip East Grand Forks, MN 56721
Phone 218-773-4632
Fax 218-773-2871
E-mail Elizabeth.mcmahon@northlandcollege.edu

Other Contact Name
Title/Position
Institution
Address
City, State, Zip
Phone
Fax
E-mail
Title of the Project: Adjunct Faculty Orientation Handbook

Summary:
The goal of this project was to create an easy-to-use comprehensive orientation handbook for adjunct and part-time faculty that provides information about college policies, procedures, and processes that impact student learning and overall college success. This was accomplished through the creation of an online faculty orientation guide/handbook which is accessible to faculty either online (within NCTC’s Employee Virtual Office) or via CD.

As part of the project the following activities were completed:
1. Solicited input from: current adjunct and part-time faculty; "informal" mentors of these faculty including program directors, department heads, division chairs, and the Active Learning Advocate.
2. Researched orientation practices at other colleges.
3. Developed a delivery model for the handbook that would allow a web-based interface for faculty whether they are at home or on campus. Included in the delivery model the capability to print out sections of the handbook and to deliver the entire product via CD for those without Internet access.
4. During the content development phase of this project, feedback was solicited from various college departments, division chairs, program directors, and administrators.
5. The completed "Adjunct Faculty Orientation Handbook" was provided to new adjunct faculty for fall semester 2007. Additionally, the handbook has been made available to all full and part-time faculty members via the Employee Virtual Office.
6. Specific feedback from new faculty and administrators was solicited following the initial implementation of the handbook.

Overall Outcomes:

Feedback from faculty, administrators, division chairs and program directors was very positive. Comments indicate that the handbook is comprehensive, easy to use and understand, and is put together in a format that is easy to navigate. No suggestions for improvement were noted at this time.

The completed Adjunct Faculty Orientation Handbook can be viewed at:
http://www.northlandcollege.edu/VirtualOffice/employee_id001/adjunctorientation
This project has been completed based on the proposal submitted. I am available to present more information about this project to any college group (faculty, staff, or administration) who are interested.

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Northland Community and Technical College

Contemporary Math Resource Center

Award for Excellence Report
Submitted by Barbara Weber, Farah Rahnama, and Lyle Batton

Spring, 2007
General Overview of Project

Contemporary Math (Math 1102) is a 3-credit, college-level mathematics course designed to expose students to topics in mathematics that are usable and relevant to everyday life. Although it has been taught for many years on the Thief River Falls campus, it is new to the East Grand Forks campus, which previously offered Finite Math (a similar, multi-topic course).

Unlike College Algebra, an instructor of the Contemporary Math course has a large array of topics to choose from when assembling his course each semester. The course consists of a variety of college-level topics that cannot always be addressed in more structured course such as College Algebra. Most of these topics are geared toward practical applications. An instructor in Contemporary Math is able to select topics for his course from the areas of logic, probability, business math, modular arithmetic, gaming theory, sets and counting, matrices, geometry, and statistics. Because of the many choices of topics available to the instructor of the course, instructors can feel overwhelmed at the myriad of choices and repeat the same topics using the same methods semester after semester rather than
exploring other topics and methods which might be more appropriate/beneficial to their students.

Our proposal was to construct a Contemporary Math Resource Center in Desire2Learn which would provide instructors with an assortment of activities, worksheets, links, and online test questions which they might utilize in their courses. Prior to submitting the proposal, all tenured mathematics faculty were invited to participate in the project. Barbara Weber, Lyle Batton, and Farah Rahnama chose to participate. As our first step, we had a D2L course shell created for us by Karleen Delorme. We met and decided as a group what topics to include in the course shell. During the spring of 2007, we added a wide variety of items to the Resource Center. The current contents of the site can be seen in Appendix 1.

As can be seen in Appendix 1, we have divided the content section into ten areas which are commonly used in Contemporary Math. Each section contains several different items. In addition, an online quizzesing question library has been developed in the resource center. Samples of some of the items which have been included in the site may be found in Appendices 2 through 4.

It is our hope that this site will be maintained and expanded in the future by users of the site. All Northland mathematics instructors
currently have access to the site. All are encouraged to contribute to our original design.

Evaluation of Anticipated Outcomes

In our original proposal, we had four anticipated outcomes for this project. The outcomes and their results are discussed below:

Outcome 1: Enhanced resources available to all Northland instructors who teach Contemporary Math.

As can be seen in Appendix 1, the site contains a wide variety of links, computer activities, worksheets, and a question library for test construction. In addition, Karleen Delorme has enrolled the math instructors who did not participate in the original project so that they may have access to the materials. It is our hope that the site continues to expand as more people utilize it.

Outcome 2: Increased communication between the mathematics faculty on the two Northland campuses.

When the original proposal was written, it was our goal to have participation by most tenured faculty on both campuses. To that end, all tenured mathematics faculty members were invited to participate in
the original proposal. This would have been especially beneficial to the East Grand Forks campus since the Thief River Falls campus has offered the course for a number of years, and it is new to the East Grand Forks campus. Since not all faculty members chose to participate in the project, this outcome was not achieved as fully as we hoped. However, we did have faculty from both campuses participating.

Outcome 3: Improvement in both the quality and variety of topics offered in the course.

As we spent much time on developing materials for topics which we had not yet taught, we believe that the presence of materials on potentially new topics plus the presence of different materials for old topics will achieve this outcome. This is one of the things we will be tracking with our user survey (see Appendix 5). We will know in a few semesters if the outcome has been achieved.

Outcome 4: Increased enrollment in the course.

It is our hope that improving the quality of this course will increase the number of students taking the course. Once again, this is an outcome which cannot be immediately measured—we will have to wait a few semesters to see if the outcome has been achieved.
Participant Activities

Barbara Goertel Weber

My initial contribution to the project was writing the initial proposal and submitting it to the other math faculty for their input. Once it was approved, I set up the basic template for the content section. I volunteered to do this, since I had recent experience in setting up the content of a D2L course. In addition, I have placed the following items in the Contemporary Math site:

- a copy of Northland College's Common Course Outline for the course so that it is easily retrievable for use in other documents.

- Two different types of downloadable graph paper which can be emailed, inserted in a Word document or a D2L course, or printed out for students.

- Three different drawings which can be modified and inserted into worksheets. These include a generic number line and two different Venn diagrams.
• A 15-page unit that I have written on the use of modular arithmetic in UPC's (universal product codes), ISBN's (book numbers), and credit card numbers.

• Seven links to additional Internet resources for contemporary math topics.

• Seven different student worksheets I developed on a variety of contemporary math topics.

• Three student Excel activities I developed on contemporary math topics.

• A set of directions which will guide students on how to multiply two matrices together.

Finally, I prepared the Initial draft of this final report, and distributed it to the other members.
Lyle Batton

My contribution towards this project was primarily a single focused task of creating a collection of readily accessible questions stored within the course shell. Using the Quiz Library function in D2L, a database was created using questions from across the course material. More than 200 contemporary mathematics questions, along with solutions, were coded and saved into eight different unit topics. The material included inductive reasoning & critical thinking, sets & counting, number systems & notation, algebra & equations, the metric system, geometric concepts, consumer mathematics, and probability & statistics. As with the other contributed shell material, the question library was not meant to be a comprehensive assessment standard that defined the course in its entirety. The compiled question library is available as an instructional resource when developing a quiz or exam, or when creating homework or review assignments. Also, an additional contribution to the project was that of a physical liaison between the two campuses. In traveling between the two campus locations, I could offer a personal presence in addition to our email communications between the department faculty members.
Farah Rahnama

My contribution to the project was as follow:

- Metric Prefixes table, that contain the Metric prefixes symbols, the numerical & exponential value of each metrics prefix
- Metric Conversion Calculator.
- Length, Volume, and Mass, basic Metric units table.
- Nine links to additional Internet resources, including Logic, unit conversion probability etc.
- Thirteen different worksheets, including Logic, Arithmetic & Geometric sequences, System of equations, metric & probability.
- Developed a survey on D2L to evaluate the usefulness of the site, it also includes some questions that will help the site managers (Barb, Farah, and Lyle) to determine how to improve the resource center.
Appendix 1—Current Content of Contemporary Math Resource Center

Accessories
- Common Course Outline
- Link to Free Stat and Graphing Downloads
- Great Resource Link for a Variety of CM Topics
- Another Great Link to MERLOT mathematics resources

Logic and Critical Thinking
- Logic Website
- Mr. Math Logic Website
- Truth Tables Worksheet
- Logic Activity Sheet
- Logic Worksheet 1
- Logic Worksheet 2

Sets and Counting
- Link to Counting problems
- Online Tutorial--Sets
- 2-Circle Venn Diagram--Right Click and Save to Insert in your documents
- 3-Circle Venn Diagram--Right Click and Save to Insert in Your Documents
- Sets Worksheet 1
- Sets Worksheet 2

Voting and Apportionment
- Plurality Method--Excel Activity

The Nature of Number Systems
- Modular Arithmetic--UPC's, Credit Cards, and ISBN's
- Modular Arithmetic--EXCEL Activity
- Fibonacci series--Excel/Internet Activity
- Sequences and Series Website
- Arithmetic Sequences Worksheet
- Geometric Sequences Worksheet
- Arithmetic & Geometric Sequences Worksheet

Algebraic Concepts
- Systems of Equations--Drawing
- Instructions for Multiplying Two Matrices
- Number Line--Right Click and Save to Insert in your Documents
- Graph Paper #1
- Graph Paper #2
- System of Equations Worksheet 1
The Metric System
- Metric conversion Calculator
- Dimensional Analysis
- Metric Prefixes
- Length, Volume, & Mass
- Metric Worksheet

Topics in Geometry
- Online Geometry Link--Assorted Topics

Consumer/Business Math
- 0% vs. $2000 Cash Back
- Payday Loans
- Rent-to-Own
- Consumer Math Worksheet #1

Probability
- Link to permutation and Combination
- Mrs. Glasser's Math Goodies Probability Link
- Probability Worksheet 1
- Probability Worksheet 2
- Probability Worksheet 3

Statistics
- Link to NWA Foundation --Wonderful source of Regional Statistics
- Statistics Worksheet--Descriptive Statistics
Appendix 2—Sample worksheet included in the Contemporary Math Resource Center.

Contemporary Math Resource Center.

**Have I got a deal for you!!!**
In-class activity

1. When buying a new vehicle, dealers will often give the buyer the option of a $2,000 cash rebate or a 0% APR financing agreement. Suppose you buy a car for $20,000, and you have the option of taking the 0% financing from the dealer or taking the $2,000 rebate and financing through your local credit union. Fill out the table below:

<table>
<thead>
<tr>
<th></th>
<th>Credit Union financed for 48 months at 4.5% APR</th>
<th>Dealership financed for 48 months at 0% APR</th>
</tr>
</thead>
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<tr>
<td>Price</td>
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<td>$20,000</td>
</tr>
<tr>
<td>Rebate</td>
<td>$2,000</td>
<td>$0</td>
</tr>
<tr>
<td>Price of car less rebate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5% sales tax on price of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>car less rebate</td>
<td></td>
<td></td>
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<tr>
<td>Amount Financed (row 3 + row 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payment</td>
<td></td>
<td></td>
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<tr>
<td>Finance Charges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Price</td>
<td></td>
<td></td>
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</table>

Which is the better deal? How much do you save?
Appendix 3—Sample quiz formed from the Question Library in the Contemporary Math Resource Center.

Please Note: It is recommended that you save your response as you complete each question.

**Question 1**
Use inductive reasoning to predict the next line in the pattern.

2 \times 4 = 3 \times 5 - 7
4 \times 6 = 5 \times 7 - 11

- 6 \times 8 = 7 \times 9 - 13
- 6 \times 8 = 7 \times 9 + 13
- 6 \times 8 = 9 \times 11 - 15
- 6 \times 8 = 7 \times 9 - 15

- [ ]

**Question 2**
Use inductive reasoning to predict the next line in the pattern.

\[ 9 \times 9 = 91 \]
\[ 99 \times 99 = 9801 \]
\[ 999 \times 999 = 998,001 \]

- 999 \times 9999 = 99,980,001
- 9999 \times 9999 = 99,980,001
- 9999 \times 9999 = 999,001
- 9999 \times 9999 = 1,000,001

- [ ]

**Question 3**
Use inductive reasoning to predict the next number in the sequence.

6, -18, 54, -162, 486

- 1458
- -810
- -1458
- 810

- [ ]
Question 4
Use inductive reasoning to predict the next number in the sequence.
0, 7, 7, 0, -7, ...

C 7
C -7
C 0
C 14

Question 5
Estimate the answer by rounding.
\( \frac{72,197}{479} \)

C 1300
C 1400
C 130
C 140

Question 6
Estimate the answer by rounding.
7524 + 569 + 3225 + 142

C 12,000
C 11,000
C 11,900
C 13,000

Question 7
Estimate the answer to the problem.
An appliance store sells 49 refrigerators a week. Without finding the exact amount, calculate the total amount of money the store makes in a week if each refrigerator costs $638.

C $35,000
C $24,000
**Question 8**
Solve the problem.

The cost of gasoline is $3.00 per gallon. Jane's car gives a mileage of 37 miles per gallon. Approximately how much did Jane pay for gasoline for a trip of 519 miles?

- $48
- $44
- $42
- $35

**Question 9**
Solve the problem.

A small farm field is a square measuring 280 ft on a side. What is the perimeter of the field? If you double the length of each side of the field, what is the new perimeter?

- 560 ft, 2240 ft
- 560 ft, 1120 ft
- 1120 ft, 2240 ft
- 280 ft, 1120 ft

**Question 10**
Solve the problem.

An average newspaper contains at least 16 pages and at most 87 pages. How many newspapers must be collected to be certain that at least two newspapers have the same number of pages?

- 73 newspapers
- 70 newspapers
- 72 newspapers
- 71 newspapers
Appendix 4—Sample Excel activity included in the Contemporary Math Resource Center

Contemporary Math
Name: ____________________
Excel Activity—Voting and the Plurality Method

As you recall, under the **plurality method**, the winner of an election is determined by whoever gets the most votes. Counting these votes can be tedious, at best, especially when there are a large number of votes cast. If the data are input into an EXCEL spreadsheet, the count can be performed both easily and accurately using the "COUNTIF" command.

The basic COUNTIF argument is entered as follows:

\[ =\text{COUNTIF} (\text{RANGE OF DATA}, \text{ITEM YOU'RE COUNTING}) \]

For example, if your data are entered in cells A1 to G20, and you wish to count the number of "2"'s in the data, you would enter

\[ =\text{COUNTIF}(A1:G20, 2) \]

The computer will return for you the number of 2's in the data. You may repeat this command for each candidate.

Let's suppose we have three candidates running for student senate president. We will first code the data to save time in data entry:

1 = Ted Turner
2 = Maya Angelou
3 = Napoleon Dynamite

An ambitious student senate worker has taken it upon herself to enter all the data into an Excel spreadsheet, and she provides you with the following data

Use the COUNTIF command to count the votes for each of the three candidates. Attach a copy of your spreadsheet to this worksheet.
Who was the winner?

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Appendix 5: Online Faculty Recommendation Survey

Evaluation & Suggestions

This survey is an evaluation of the usefulness of the site, it also includes some questions that will help the site managers (Barb, Farah, and Lyle) to determine how to improve the resource center. Thank you for the time you spend completing the survey.

1) I have taught this course.
   - True
   - False

2) I would use the resource center for this course.
   - True
   - False

3) What do you like most about the resource center?

4) What do you like least about the resource center?
5) Any suggestion on additional topics.
7) What have we not asked you about that you'd like to share with us about the resource center?

8) How would you describe the website "ease of use" for you?

Please respond to this questions using a scale of one to five, with one being "very difficult" and five being "very easy."

9) How would you rate the overall quality of the Resource Center?

Please rank the quality of resource center 1 to 5, with "1" being the lowest to "5" being the highest.
Award for Excellence Final Report

Children’s Day

Northland Community and Technical College

Michelle Thomas and Peggy Rogers

May 30, 2007
Children’s Day-Día del Niño, a multi-generational educational event, took place at the East Grand Forks campus of Northland Community and Technical College on April 28, 2007. The purpose of the event was intended to meet several objectives: 1) to promote literacy during early childhood in order to establish a foundation for future learning, 2) to increase community awareness of educational opportunities across the lifespan, and 3) to observe a holiday of importance to an underrepresented, but growing segment of our population. Children’s Day-Día del Niño is innovative because it promotes the college through a community service activity, represents a collaborative partnership between the early childhood and paraprofessional program and Spanish, offers students and faculty an opportunity to do an inhouse service learning activity, and educates members of the college and the community on an issue of global importance—literacy.

The Award for Excellence funds allowed for the expansion and improvement of the Children’s Day event at the East Grand Forks campus of the college this year. Actor and educator Paulino Brener came from the Twin Cities area to perform his one man bilingual play Don Quijote de la Mancha, a show based on the classical book by Cervantes and emphasizes the importance of reading. This year Children’s Day saw the increased participation of new programs, student clubs, and campus committees. Notable new booths were sponsored by computer science, welding technology, respiratory therapy, and radiology technology. Other academic programs like biology, early childhood paraprofessional, and fire science offered more choices with respect to activity to engage children of various ages. Student organizations including the East Grand Forks
Student Senate and Phi Theta Kappa also sponsored an activity and a children's book drive, respectively. More than 100 children's books were collected for the East Grand Forks Public Library. The Healthy Campus Committee sponsored a snack booth complete with a display on reading labels to gauge the amount of sugar in children's snack foods.

Specific areas of the event targeted for improvement included marketing of the event, a change of venue for the invited performer, and a scheduling change to accommodate families with young children. Marketing efforts targeted specific populations for the event this year—NCTC students, students who attend the East Grand Public Schools, and area preschools and daycare facilities. The marketing materials themselves communicated more clearly the purpose of the event, and were disseminated at carefully timed intervals in order to make the event stand out among other community activities for families scheduled in the month of April. The college radio station, Pioneer 90.1, also promoted the event. A change of venue for the performer this year also greatly increased the audience size. Approximately twenty-five to thirty people attended the play, an estimated 300% increase from the numbers who attended the storytelling last year. The scheduling change was successful in the sense that Children's Day did occur at a time convenient for families, but competed against the Shriner Circus for attendees. Still, the numbers of families who attended the event remained steady when compared with last year's numbers, and thus is deemed as a success in the face of stiff competition.

In summary, Children's Day is meeting the objectives established by the founders of the event. It promotes literacy as a foundation for future learning both implicitly—through the reading-related activities in the booths—and explicitly—through the play that emphasizes literacy and the visit from story book characters like Pokey the Puppy. The
event increased awareness of educational opportunities across the lifespan, particularly with the participation from additional academic programs, student clubs, and campus committees. Learning opportunities both formal and informal were celebrated at the event. Additionally, more students sponsored booths this year and linked the activity back to the learning that they were doing in classes. The event also attracted members of the community who enjoy Children's Day in their own cultures, thus increasing the credibility of the college's efforts to interface with diverse members of the larger community. Finally, feedback from student surveys and reports indicate that they made new and meaningful connections between classroom learning and the service activity they performed for the college.
COLLEGE AWARD FOR EXCELLENCE – May 2006

Northland College

Kent Hanson CAO

AWARDEE INFORMATION

Linda J. Samuelson

Increasing Instrumental Awareness and Participation by Adults in Northwestern Minnesota

It is my wish that through this Award for Excellence opportunity instrumental music will become an option for more people of Northwestern Minnesota as an outlet for music learning and for social participation.

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ACHIEVEMENT OF GOALS AND OBJECTIVES

1. Teaching methods: Were faculty teaching skills & strategies improved?

Met Expectations - Addressing adult beginners was challenging as the material for beginners is generally geared for elementary students. We did utilize a beginning band method, but then adapted it to our needs.

2. Student Learning: Was student learning achieved with regards to increased knowledge of concepts and skills?

Exceeded Expectations - The adult learners in the Adult Beginning Band have put forth great effort with the result that several of them will be able to join the Northland Community Band this spring semester.

3. Other: Were there impacts on campus & community, improving cost-effectiveness, etc.?

Exceeded Expectations - Twenty community members took part in this venture and have not only gained/ regained a skill, but have also been part of a social group and actively involved in music events in the community.

Faculty Experience in Implementing College Faculty Awards Programs?

In your own words, please provide feedback on your participation in the program. Was it a creative teaching and learning experience? What were the lessons learned?

1. Budget

I wish that money could have been portioned out earlier on into the program so funding equipment and texts could have come from the Award.

2. Faculty Interest

It was a wonderful opportunity. I am interested in doing something else that I generally have to put off because it does not fit with my regular work load.

3. Student Interest

Twenty participants was a wonderful turnout, especially considering the Northland Community Band has a regular 35 member band. This participation level encourages me to try other ways to encourage currently non-performing members to give it a try.
4. Institutional support

Being able to hold this in the band room was of great importance as was using the existing band instruments and percussion equipment.

WHAT PRINCIPLES GUIDED YOUR FACULTY AWARDS PROJECT?

1. Encourage Successful Student Learning Outcomes – Very Important

Music is a very personal choice and if you don’t enjoy it you won’t be involved, so student success is of great importance.

2. Provide Affordable Access – Very Important

If I had to offer this as a class for a sum of $150 the turnout would not have been as good. As it is, the amount was just right: $25 for participation and $50 for rental of school instruments.

3. Meet Community Needs – Very Important

The participant turnout tells me that there was definitely an interest, even if there wasn’t a specific need. The opportunity to take part in a community musical venture was as important for some of the band members as was learning to play an instrument.

TEACHING AND LEARNING STRATEGIES

1. Active learning, experiential learning.

Hands-on learning is what music is about. I have rarely had discipline problems in any of my current or past music groups because they don’t get a chance to misbehave, playing is what we do.


I don’t think anything is more fulfilling than doing something with skills you have learned. Through music we learn several skills and then have the chance to repeatedly share our learning and our music with other people. So far, the pep band has played for 4 sporting events with more to be completed in the future during basketball season.

Music would mean very little if we didn't get a chance to share what we know with others. I look forward to entertaining the community attendees at sporting events and also finding new ways for the Pioneer Pep Band students to share their music through community gatherings such as the Christmas Tree Lighting and playing with visiting high school bands during tournament games that are hosted at Northland.

**DISSEMINATION ACTIVITIES**

1. Your own classroom or lab.

The “audience-attended” rehearsal will be open to all who are interested including Northland faculty and staff.

2. Article or other publication.

An article is being written for incorporation into the area newspapers for the promotion of Northland College and the Northland Music Department.

**SUSTAINABILITY**

**How do you plan to continue the innovations that you developed as part of this project?**

1. Project Completed

The members from the Adult Beginning Band now have the choice to be mainstreamed into the Northland Community Band in the Spring. I am offering an opportunity to continue in January and February to get the new band members up to speed for incorporation into the Community Band.

2. Other

I would welcome the idea to do this again in a couple years to bring in a new group of participants that weren't able to do that this time around.
LESSONS LEARNED

Identify lessons learned and provide recommendations for changes in College Awards program. In what ways could your project have been changed to achieve broader impacts and outcomes?

Offering music-making opportunities is the best way to entice people into the music department. However, the offerings need to fit the timetables of the people involved and fill a need in the community. By offering the band once a week made it a challenge to teach because I did not have as much hands on time with them, but it did fit the need of the participants. Because people have so many opportunities out of the house it is difficult to say how I could have broadened this opportunity more and reached more people. I was limited to offering it only at Northland due to space and equipment issues, otherwise trying to run a group in Roseau would have probably enticed more northern participants. But, in the end I don't know that the addition of rehearsals in the north would have increased the membership of the community band in the final round. I also did not get the younger crowds I was hoping for, players in the 20-30s. I think that for most it is still too early for them in the roles as parents to allow time for themselves.

SUMMARY NARRATIVE

In your own words, provide a summary of the overall strengths and weaknesses of the project.

This was a wonderful experience, something had thought about doing, but never had been given the opportunity to do it. The participants have been a joy to teach and I look forward to many of them continuing in the Community Band. My only regret is that I wish I had had more people turnout. Honestly, I don't know what I would have done with more as I basically depleted my number of school rental instruments, but there were more seats that I feel like I could have gotten more in. Actually, due to the once a week rehearsals it was probably best I didn't have more so I could give more personal attention to the students I did have. Again, I appreciate having been given the opportunity and I am grateful for the benefit this will be for the Northland Community Band and the Northland Music Department.
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AWARDEE INFORMATION

Linda J. Samuelson

Increasing Instrumental Participation at Northland College

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ACHIEVEMENT OF GOALS AND OBJECTIVES

1. Teaching methods: Were faculty teaching skills & strategies improved?

   Met Expectations - I haven't been in a position to lead a pep band since 1999 when I taught high school. Tracking down pep band selections proved to be one of my challenges.

2. Student Learning: Was student learning achieved with regards to increased knowledge of concepts and skills?

   Met Expectations - The students that have participated in the Pioneer Pep Band came from music backgrounds, but as they all came from different experiences and ability levels, music selection became a key feature of my work.

3. Other: Were there impacts on campus & community, improving cost-effectiveness, etc.?

   Exceeded Expectations - The Pioneer Pep Band has been warmly welcomed at the sporting events they have played for. After our first game which was for women's volleyball our absence at the next home game was noticed and commented on by the players that they wondered where we were and if we were coming back. We did indeed go back to a second volleyball match. After playing for two home football games we were asked by the Student Senate to help support the Pioneer Football team if they made it to State Championships, unfortunately we didn't get to do that this year, maybe another time.

Faculty Experience in Implementing College Faculty Awards Programs?

In your own words, please provide feedback on your participation in the program. Was it a creative teaching and learning experience? What were the lessons learned?

1. Budget

   Due to the initial start-ups costs of a pep band, money up front would have been beneficial. To alleviate the monetary burden, music was borrowed from area high schools instead of purchasing $750 of music ourselves.

2. Student Interest

   My biggest disappointment was only having 8 people full-time in the pep band and playing a couple of events with 6. The band sounded good, and there wasn't a problem hearing us, but I had assumed that student participation would have been higher.
3. Institutional support

I have heard nothing but supportive comments. The Pioneer Pep Band applied for club status this year to help offset t-shirt and music expenses and this was supported by the Student Senate and we were granted $500. But, as of this writing the money has been allotted.

WHAT PRINCIPLES GUIDED YOUR FACULTY AWARDS PROJECT?

1. Encourage Successful Student Learning Outcomes – Very Important

I want the students to feel successful in the ability to perform and entertain and to support our Northland athletic department.

2. Achieve Collaboration and Partnerships – Very Important

Working with the Student Senate as well as the Athletic Department has given me a renewed sense of "college life" and I look forward to many years of work with the two college groups as it not only works to benefit the students and the music departments, but it rejuvenates me and my goals as a musician and music educator as well.

3. Enhance Quality and Continuous Improvement of Programs – Very Important

Music is more than my job; it is who I am so the success of the Northland Music Department is always in my goals and thoughts. I have always strived for Northland to be a place of cultural awareness and music participation.

TEACHING AND LEARNING STRATEGIES

1. Active learning, experiential learning.

Hands-on learning is what music is about. I have rarely had discipline problems in any of my current or past music groups because they don't get a chance to misbehave, playing is what we do.


I don't think anything is more fulfilling than doing something with skills you have learned. Through music we learn several skills and than have the chance to repeatedly share
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DISSEMINATION ACTIVITIES

1. Your own classroom or lab.

The Pioneer Pep Band has already shared what we have been doing and working on at 4 home sporting events and we look forward to 4 more home basketball games as well to have Northland students, faculty and staff hear us and come out and support our Pioneer Basketball teams.

2. Article or other publication.

Articles have already been written regarding the Pioneer Pep Band’s accomplishments and one has been printed in the Northern Light. I hope to have future articles in the area newspapers as well not only to congratulate the work of the current performers, but to make the community aware of the music and student opportunities at Northland College.

SUSTAINABILITY

How do you plan to continue the innovations that you developed as part of this project?

1. Commitment obtained for future funding of project at your institution.

The Northland Music Department is willing to put forth the necessary funds to purchase music for the ensemble as we also have the financial support of the Student Life money to help us offset costs.

2. Commitment obtained for project continuation at your institution.

With student support I will apply to have the Pioneer Pep Band added as a Northland Performance ensemble and class offering through the AASC process at Northland College.
LESSONS LEARNED

Identify lessons learned and provide recommendations for changes in College Awards program. In what ways could your project have been changed to achieve broader impacts and outcomes?

Our student at Northland College are not just students, they are also employees and parents and adults with limited amounts of time to participate in events outside of class time. Apart from the letters, articles, e-mails and posters I don't know what else to do to attract students except to continue to play and show them the benefits of joining through our performances. Now that we have a group that can perform I will be finding places here at the college during the day to play and hopefully generate more student interest. Although playing for all home games would be nice, it is not feasible as the students cannot commit that kind of time to this venture. No more than 10 home games during the year will be attempted out of consideration of the student performers. With this being the case we may look at playing just for basketball in the future as life seems to slow down for some as the weather drives us indoors. As this project was long term the deadlines were a little daunting as I do not feel that we are truly done with this project until we are done playing which won't be until February when basketball season is done.

SUMMARY NARRATIVE

In your own words, provide a summary of the overall strengths and weaknesses of the project.

The Pioneer Pep Band has been a welcome addition to the home sporting events as witnessed by the supportive and encouraging comments we received from the athletic teams and the fans in the stands. However, the biggest drawback has been the actual numbers of students participating. The Northland Music Department has not developed the kind of student participation that it has hoped for and maybe with the continuation of this ensemble the student participation will rise, given time. Even though 8 members is not a large group, they sound good and do their jobs well. And, it is more students than have typically been enrolled in any Northland music ensemble in any single semester, so in that respect also, the Pioneer Pep Band has been a success.
AWARDEE INFORMATION

Linda J. Samuelson

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ACHIEVEMENT OF GOALS AND OBJECTIVES

1. Teaching methods: Were faculty teaching skills & strategies improved?

Met Expectations - I haven’t been in a position to lead a pep band since 1999 when I taught high school. Tracking down pep band selections proved to be one of my challenges.

2. Student Learning: Was student learning achieved with regards to increased knowledge of concepts and skills?

Met Expectations - The students that have participated in the Pioneer Pep Band came from music backgrounds, but as they all came from different experiences and ability levels, music selection became a key feature of my work.

3. Other: Were there impacts on campus & community, improving cost-effectiveness, etc.?

Exceeded Expectations - The Pioneer Pep Band has been warmly welcomed at the sporting events they have played for. After our first game which was for women’s volleyball our absence at the next home game was noticed and commented on by the players that they wondered where we were and if we were coming back. We did indeed go back to a second volleyball match. After playing for two home football games we were asked by the Student Senate to help support the Pioneer Football team if they made it to State Championships, unfortunately we didn’t get to do that this year, maybe another time.

Faculty Experience in Implementing College Faculty Awards Programs?

In your own words, please provide feedback on your participation in the program. Was it a creative teaching and learning experience? What were the lessons learned?

1. Budget

Due to the initial start-ups costs of a pep band, money up front would have been beneficial. To alleviate the monetary burden, music was borrowed from area high schools instead of purchasing $750 of music ourselves.

2. Student Interest

My biggest disappointment was only having 8 people full-time in the pep band and playing a couple of events with 6. The band sounded good, and there wasn’t a problem hearing us, but I had assumed that student participation would have been higher.
3. Institutional support

I have heard nothing but supportive comments. The Pioneer Pep Band applied for club status this year to help offset t-shirt and music expenses and this was supported by the Student Senate and we were granted $500. But, as of this writing the money has been allotted.

WHAT PRINCIPLES GUIDED YOUR FACULTY AWARDS PROJECT?

1. Encourage Successful Student Learning Outcomes – Very Important

I want the students to feel successful in the ability to perform and entertain and to support our Northland athletic department.

2. Achieve Collaboration and Partnerships – Very Important

Working with the Student Senate as well as the Athletic Department has given me a renewed sense of "college life" and I look forward to many years of work with the two college groups as it not only works to benefit the students and the music departments, but it rejuvenates me and my goals as a musician and music educator as well.

3. Enhance Quality and Continuous Improvement of Programs – Very Important

Music is more than my job; it is who I am so the success of the Northland Music Department is always in my goals and thoughts. I have always strived for Northland to be a place of cultural awareness and music participation.

TEACHING AND LEARNING STRATEGIES

1. Active learning, experiential learning.

Hands-on learning is what music is about. I have rarely had discipline problems in any of my current or past music groups because they don't get a chance to misbehave, playing is what we do.


I don't think anything is more fulfilling than doing something with skills you have learned. Through music we learn several skills and than have the chance to repeatedly share
our learning and our music with other people. So far, the pep band has played for 4 sporting events with more to be completed in the future during basketball season.


Music would mean very little if we didn't get a chance to share what we know with others. I look forward to entertaining the community attendees at sporting events and also finding new ways for the Pioneer Pep Band students to share their music through community gatherings such as the Christmas Tree Lighting and playing with visiting high school bands during tournament games that are hosted at Northland.

DISSEMINATION ACTIVITIES

1. Your own classroom or lab.

The Pioneer Pep Band has already shared what we have been doing and working on at 4 home sporting events and we look forward to 4 more home basketball games as well to have Northland students, faculty and staff hear us and come out and support our Pioneer Basketball teams.

2. Article or other publication.

Articles have already been written regarding the Pioneer Pep Band's accomplishments and one has been printed in the Northern Light. I hope to have future articles in the area newspapers as well not only to congratulate the work of the current performers, but to make the community aware of the music and student opportunities at Northland College.

SUSTAINABILITY

How do you plan to continue the innovations that you developed as part of this project?

1. Commitment obtained for future funding of project at your institution.

The Northland Music Department is willing to put forth the necessary funds to purchase music for the ensemble as we also have the financial support of the Student Life money to help us offset costs.

2. Commitment obtained for project continuation at your institution.

With student support I will apply to have the Pioneer Pep Band added as a Northland Performance ensemble and class offering through the AASC process at Northland College.
LESSONS LEARNED

Identify lessons learned and provide recommendations for changes in College Awards program. In what ways could your project have been changed to achieve broader impacts and outcomes?

Our student at Northland College are not just students, they are also employees and parents and adults with limited amounts of time to participate in events outside of class time. Apart from the letters, articles, e-mails and posters I don't know what else to do to attract students except to continue to play and show them the benefits of joining through our performances. Now that we have a group that can perform I will be finding places here at the college during the day to play and hopefully generate more student interest. Although playing for all home games would be nice, it is not feasible as the students cannot commit that kind of time to this venture. No more than 10 home games during the year will be attempted out of consideration of the student performers. With this being the case we may look at playing just for basketball in the future as life seems to slow down for some as the weather drives us indoors. As this project was long term the deadlines were a little daunting as I do not feel that we are truly done with this project until we are done playing which won't be until February when basketball season is done.

SUMMARY NARRATIVE

In your own words, provide a summary of the overall strengths and weaknesses of the project.

The Pioneer Pep Band has been a welcome addition to the home sporting events as witnessed by the supportive and encouraging comments we received from the athletic teams and the fans in the stands. However, the biggest drawback has been the actual numbers of students participating. The Northland Music Department has not developed the kind of student participation that it has hoped for and maybe, with the continuation of this ensemble the student participation will rise, given time. Even though 8 members is not a large group, they sound good and do their jobs well. And, it is more students than have typically been enrolled in any Northland music ensemble in any single semester, so in that respect also, the Pioneer Pep Band has been a success.
Summer Youth Theater Program
Linda Samuelson

ORGANIZATION INFORMATION
College 
Northland Community and Technical College, Thief River Falls

AWARD INFORMATION
Primary Faculty Member 
Linda Samuelson, Instructor
Other Contact(s) 
Vanessa Martell, Instructor
Project Title 
Summer Youth Theater Program
Project Start Date 
03/16/2007
Project End Date 
05/16/2007

Project Summary Narrative:
Offer a two-week theater experience for elementary and middle school children culminating in two performances of a children's musical. Raise awareness of Northland offerings in the community population with the hopes that these students will consider Northland and the music department viable options for ongoing education opportunities as they get older.

OUTCOMES
Student Learning: We actually offered a 3 week session for elementary and middle school children from 9am until noon each day for 15 days. The performances were completed on August 16 and 17 to packed houses. Over 390 seats filled for the children's production of "Disney's The Jungle Book Kids" prepared and presented by 22 community students. The performances were successful as was the experience.

Teaching methods: Lots of hands on activities like painting the set and making costumes. The show was actually the performers/student's show as they were charged with choreography details, staging, and the other items mentioned above. This ownership of the production by the students gave them insights that they never would have had if all they did was sing, speak and walk. The students had a rewarding experience and as a result we have already gotten student names for coming theatrical productions, new students for private music study that will lead to collegiate music study in a few years, and request for our college performance dates for the 07-08 school year from people new to our musical offerings.

Course and curriculum design: I plan on incorporating more participation decision-making into my existing college classes because I see what a higher level of ownership can do to a production and it doesn't take any longer to complete a project done this way because of the increased awareness and involvement by the participants.

Student assessment: No formal assessment was done of the students that participated. We gauged their approval or disapproval on the willingness and interest to work on the tasks at hand as well as on their continued interest in forthcoming productions.

Cross-curriculum skill development: Although no specific cross-curricular activities were done, they would be very possible depending on the choice of production material. Has we planned time into the schedule for it our production of "The Jungle Book" would have made for good cross-curricular discussion.
Other: Both Vanessa and I found real joy in working with the younger students. We typically work with college age and older except for our yearly High School Honor Festivals, so this gave us an opportunity to work with the younger community group. It also allowed us to work with the local theater organization, the Thief River Falls Community Theater. In working with the existing community group we built additional bonds within the community arts that we plan on expanding in the future due to the needs of Northland to have theater offerings. It is our sincerest wish to be thought of a center for the arts in NW Minnesota and being allowed to work with the additional age group allows us even more of an opportunity to do just that.

Unanticipated Results: We found new people to be involved with music and theater productions by way of the parents of the students in this production.

Lessons Learned: I was hesitant to once again work with young musicians, but the experience taught me things (like ownership) that I will be taking to my other courses.

Most important:

Second Most important:

Third Most important:

Other:

PRINCIPLES

STRATEGIES

DISSEMINATION

SUSTAINABILITY

FINAL STEPS

Date award approved
Proposed award funds
Award payment approved
Final report submitted
Files attached

$10000.00

$
Precision Ag Mobile Classroom
Dennis Sevigny

ORGANIZATION INFORMATION
College
Northland Community and Technical College, Thief River Falls

AWARD INFORMATION
Primary Faculty Member
Dennis Sevigny, Instructor

Other Contact
Ron Dvergsten, Dean of Management Education

Project Title
Precision Ag Mobile Classroom

Project Start
09/16/2006

Project End
05/16/2007

Project Summary Narrative:
NCTC recently added Precision Ag to its Farm Business Management educational offerings. Precision Ag is designed to introduce students to the concept of precision farming, provide

http://www ctl.mnscu.edu/grants/reports/details.php?id=1065&Action=1&grant=CFAE

11/15/2007
background information, and prepare the student to implement precision farming practices in their farming operation or agri-business operations. The addition of this mobile classroom is in concert with MnSCU's intention to meet the needs of nontraditional Minnesota learners, irrespective of where they live or work.

OUTCOMES
Student Learning:
Other

learning was outside the parameters of this grant, but will be addressed in a follow-up grant submission.

Teaching methods:
Other

Teaching methods were outside the parameters of this grant, but will be addressed in a follow-up grant submission.

Course and curriculum design:
Exceeded expectations

Courses were reviewed, adapted and created to define an entrepreneurship curriculum. Specific course content will be more fully-defined as the program progresses.

Student assessment:
Exceeded expectations

Faculty, administration, students, community leaders, and business owners were involved in a needs assessment to determine the viability of an entrepreneurship program.

Cross-curriculum skill development:
Exceeded expectations

Working on the premise that "student" in this scenario includes current and potential business owners, emphasis was directed toward "student" skills of entrepreneurial vision, critical thinking, management, creativity, and resource development.

Other:
Other

Creating a cooperative relationship with various

entities and receiving endorsement and validation of the grant's long-range potential from administration is a positive outcome. Proving the viability of the program and outlining future opportunities has been a worthwhile experience.

Unanticipated Results
A significant unanticipated outcome is a cooperative project which has been initiated with the University of North Dakota College of Business and Public Administration and with the Center for Entrepreneurship at the University of North Dakota. Another significant unanticipated outcome is the involvement of a education representative from the White Earth Indian Reservation in the roundtable discussions held on a recent Entrepreneurship Day at Northland and the potential for involvement on the Reservation.

Lessons Learned
This project was successful because it demonstrated that links can be made between entrepreneurs and the educational programs in this region. And more importantly, that entrepreneurs are willing to participate in the educational process as contributors as well as students.

PRINCIPLES
Most Important:
Second Most important:
Third Most important:
Other:

STRATEGIES

DISSEMINATION

SUSTAINABILITY

FINAL STEPS
Date award approved: 09/16/2006
Proposed award funds: $5000.00
Award payment approved: $0.00
Files attached

College Facility Awards for Excellence -- Awards for Excellence Reporting

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Electronic Portfolio Technology Provided By AVENTE

Awards for Excellence Reporting

Entrepreneurship Program Development
Dennis Sevigny

ORGANIZATION INFORMATION
College Northland Community and Technical College, Thief River Falls

AWARD INFORMATION
Primary Faculty Member Dennis Sevigny, Instructor
Other Contact Ron Dvergsten, Dean of Management Education

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</tr>
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<td>Project End Date</td>
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Project Summary Narrative:
Research, analyze, and catalog all of the current resources at Northland College that can be

incorporated into an Entrepreneurship offering. Perform a needs assessment to establish what components should be included in our educational offerings to meet the needs of the community.

OUTCOMES

Student Learning: Met expectations

1. The implementation of the expanded curriculum and mobile classroom concept will be the first measure of success. More importantly the value of the program will be measured by growth in enrollment, additional educational offerings, successful field trials, and new partnerships with business and industry. Overall performance of the program will be measured in the partnerships that are established both in quantity and quality. Continued partnerships and collaborations will also be a guideline to measure performance. Student surveys will also verify that the precision ag educational needs are met.

2. The objectives were achieved by actual enrollment in the Precision Ag introductory classes. The participation of growers and more importantly by the number of Ag Educators that participated in workshops, seminars, and training sessions. 3. The evaluation was observing the student during actual field operations of mapping etc.

Teaching methods:

Exceeded expectations

Most of the Farm Management Instructors and High School Ag Instructors from Northwest Minnesota completed training workshops to utilize the Precision Ag Mobile Classroom and were able to implement some educational component of Precision Ag into their classroom and educational offerings.

Course and curriculum design:

Met expectations

The course curriculum designed was very sound and more than adequate to meet the learner outcomes that were established. One change that needs to be made is to download specific Satellite imagery rather than have each student select their own. There is too much variation that is introduced to effectively work within the time.
constraints.

**Student assessment:**
Other

Somewhat beyond the scope of this project.

**Cross-curriculum skill development:**
Met expectations

The technological literacy was the major focus of the project.

**Other:**
Other

Although one of the goals of the project was to expand partnerships with business and industry, it went far beyond the expectations of the initial plan. Partnerships with business and industry was probably the most successful portion of the project. USDA Grant, MAELC Grant, Raven Industries, Arctic Cat, SatShot, and Farmworks were direct contributors to the project. Other partnerships included: Northern Minnesota Turf Growers Soil Conservation Service Soil and Water Conservation District Roseau River Watershed District University of Minnesota North Dakota State University University of Minnesota Extension North Dakota State University Extension Simplot Soilbuilders Minnesota Association of Wheat Growers

**Unanticipated Results**
The number of partnerships that were established was an unanticipated outcome.

**Lessons Learned**
The project was very worthwhile and will continue for quite some time to work with the partnerships that were created. More time need to be allotted for workshops for instructors to allow more time for actual curriculum development and implementation at the local level. Also, due to whether constraints more days should be scheduled in advance to insure a proper amount of time to complete the training. The project met or exceeded its objectives and is now in the process of being modified to meet future needs of the educators and students.

**PRINCIPLES**
Most important:

Second Most important:

Third Most important:

Other:

STRATEGIES

DISSEMINATION

SUSTAINABILITY

FINAL STEPS

Date award approved: 11/16/2006
Proposed award funds: $5000.00
Award payment approved: $0.00
Files attached

Minnesota State Colleges & Universities System • Contact Deena.Allen@so.mnscu.edu

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I feel that I have met the goals and objectives of my proposal for the Award for Excellence as outlined in my proposal. Over the past five months I have visited 15 high schools and have been contacted by an additional three for visits yet this spring.

Between preparation time, driving and presenting, I put in an estimated 90 hours of work. I spoke to nearly 500 students and a number of teachers, counselors and administrators. I feel I was well received and most schools indicated that they would like to have me back.

Only time will tell if the project was worth the effort. I spoke with ninth through twelfth graders. Over the next few years, I will be able to assess whether my recruiting efforts made an impact by surveying the incoming students.

I've attached the powerpoint presentation that I used in the classroom.

The following is a summary of the visits made at area high schools:

1. October 24, 2006 - Lafayette High School in Red Lake Falls - I spoke with a group of about 15 juniors in a fifty minute class. I showed the powerpoint presentation, a Northland Criminal Justice video and fielded some questions.

2. October 26, 2006 - Bemidji High School - I made an identical presentation in a careers class and then to the Junior ROTC class. I spoke to groups of approximately 30 and 40 and gave the powerpoint presentation and showed the Northland video.

3. November 7, 2006 - Grafton High School - I spoke to three separate classes during a very long rainy day in Grafton, North Dakota. I showed the powerpoint presentation and the video and fielded questions in all classes. I spoke to a total of around 50 students.

4. November 14, 2006 - Minto High School - I spoke with about 15 students in one class during this visit. This was a shorter visit than usual- only about 35 minutes. I didn’t show the powerpoint presentation due to the short time.

5. November 16, 2006 - Grygla High School - I met with a junior group of about 25 students. I showed the powerpoint presentation and the Northland video. I met with DeeDee Stenberg who is the counselor.

6. November 21, 2006 - Cass lake Bena High School - I got dates mixed up and showed up on the wrong date! But they were gracious enough to let me give my presentation and it went very well. I spoke with a Career Exploration group of twelve juniors.
7. December 5, 2006- East Grand Forks High School- I spoke to one of the senior government classes. There were roughly 30 students and I showed the powerpoint presentation, gave a taser demonstration and fielded some questions from the group about crime and society which they were covering in the class.

8. January 25, 2007- Fosston High School- FHS let students sign up if they wanted to listen to my presentation, rather than putting into someone’s classroom for the traditional hour. They said I should expect 3 or 4 students. I’m happy to report that I presented to 9 students for 40 minutes. A couple of them really showed strong interest.

9. February 1, 2007- Fertile-Beltrami High School- I made presentations to two freshman careers classes at the Fertile-Beltrami High School. There were a total of 35 students. I showed the powerpoint presentation, gave a taser demonstration and fielded questions from the groups.

10. February 7, 2007- Tri-County (Karlstad)- I made presentations to two classes for a total of 37 students. On group was a freshman “careers” class and the other was a senior English class. Two of the seniors were very interested. I gave the powerpoint and taser demonstration for each group.

11. February 8, 2007- BGMR- I spoke with two 10th grade classes for 30 minute each. I showed the powerpoint presentation, but did not have time for the taser or NCTC Criminal Justice video. As always, I offered a folder of information on NCTC and the Criminal Justice program.

12. February 13, 2007- Warroad High School- Great trip to Warroad High School where I visited with the counselor, Gary Olson. I made a 35 minute presentation in their theater to about 20 students. I showed the powerpoint presentation and gave a taser demonstration. I spoke quite some time with three students afterwards. I’m confident I’ll have one or more of them coming down next year!

13. February 15, 2007- Bug-O-Nay-Ge-Shig- Brenda Peterson, the high school counselor, had students come to a conference room if they were interested in a Criminal Justice career. So rather than speaking to a class, I visited with four male and two female students for 45 minutes.

14. February 20, 2007- Lincoln High School- I gave a one hour and fifteen minute presentation in Lynn Dyer’s class. I had about fifteen junior and senior students. A couple of them showed a high interest in a law enforcement career.

15. March 1, 2007- Marshall County Central- I will be meeting with a few students that showed an interest in law enforcement/criminal justice during their “homeroom” hour. I will show the powerpoint presentation and give some informational packets to each of the interested students.
Northland Community & Technical College

Criminal Justice

Requirements for Law Enforcement

- Minnesota
- Two year degree minimum
- POST certified college (Minnesota colleges only)
- Prepares you for city, county, state patrol, DNR, etc.
- North Dakota
- Most positions require only HS diploma
- Students who attend schools such as UND or Devils Lake are prepared for jobs in North Dakota, but can NOT apply for jobs in Minnesota.

Northland’s First Year

- Traditional classroom setting
- One or two criminal justice classes per semester
- Other classes are general education: English, science, math, history, philosophy, art, music, and many more.
- Most students have an 8am to 2pm schedule.

Starting the Second Year

- MMPI- Psychological Exam
- Criminal Background History
  - As juvenile arrest history won’t affect you, but re-apply if you were a 16 year old sex offender.
- Physical Agility- This keeps students out every year.

Northland’s Second Year

- S.T.A.R.S (Substance Abuse Rehabilitative Services) Program
- Photographic Studies
- Forensic Science
- Criminal Identification
- Evidence
- Evidence Taking
- Traffic Law
- Crime Scene
- Legal Research
- Probation, Parole, and Corrections

For more information, please visit the Criminal Justice Program page at Northland College.

WHY LAW ENFORCEMENT??
- Challenging
- Rewarding
- New Experiences
- Element of Excitement
- No cubicles!
- Cool toys
- "Like a box of chocolates"

Student Life at Northland
- You make it what you want.
- You can personalize yourself.
- Be involved in a variety of activities.
- Criminal Justice Association.
- Music/Theater.
- Athletics: volleyball, softball, basketball, golf, basketball.

Jobs Are Available
- Since 9-11, the federal government has been on a hiring frenzy!
- This opens up jobs with local city and county agencies.
- East Grand Forks officer: "We can’t find enough good local applicants for our department."
- $25,000 to $50,000 starting pay.
- If you’re willing to leave the state.

The Criminal Justice Faculty
- You’ll see a lot full time faculty members.
- Most classes meet at twice a week.
- Only 1 job is available for Northland.
- Professor: Dr. Smith.
- Curriculum:
  - Criminal Justice
  - Law Enforcement
  - Police Science
  - Legal Studies

It's not an easy program...
- One year to get physically fit.
- Stay out of trouble with the law.
- Attend class (lots of freedom at college...no mom or dad to get your butt out of bed).
- Follow orders.
- Make sacrifices.
- Academic challenges.

What the Job is NOT Like
- It simply is not like you see on TV.
- Lots of midnights, holidays, weekends.
- Can be long periods of boredom.
- Stress is the number one killer.

COPS
Miscellaneous

- First year on the East Grand Forks campus.
- Housing
- Most students have part-time jobs
- Internships

How to Get Started!

- Fill out the card and leave it with me.
- We'll get something in the mail to you, give you a call, or both!
- If you have any questions, give us a call at 683-7096 or 681-0762.
Final Report

Federal Law Enforcement Training Center Visit

By Kevin Stuckey- June 14, 2007

Wow! Wow! Wow! I should have made that trip 20 years ago! In summary, my plan was to visit the Federal Law Enforcement Training Center (FLETC) in Glynco, Georgia to see how a state-of-the-art federal police academy is doing things and see what I could pick up to improve Northland’s.

I was accompanied by a Northland Criminal Justice student which I felt was a bonus (it happened to be my son Jake). We were met on Monday morning, June 11th by our guide for the next two days, Gary Loberg. He had arranged for a driver and shuttle bus to escort us around the 3,000 acre facility for the day. I don’t even want to guess what they spent on us during the two days we were there!

Over the next two days we were shuttled from building to building where different types of training were being conducted. All of the instructors knew we were coming and were prepared to meet with us to describe their specific training.

Let me give a brief description of FLETC. They have over 2,000 employees and train 50,000 students from over 80 federal law enforcement agencies each year. FLETC is housed on what was formerly a Naval base until it closed in the early 1970s. The basic training lasts 11 weeks and advanced training which is agency specific goes on another five to six weeks.

While the facility was impressive, I was given confirmation that the training we provide at Northland is quality. I actually believe we do some things better than FLETC. I did pick up some ideas concerning training for scenarios and firearms. They also had a mock courtroom set up where attorneys would come in a work over the students in a mock trial situation. I will try to incorporate several of the things I saw at FLETC. My award goal was definitely met!

What I came away with that I did NOT plan on in the award proposal in a greater understanding of the federal law enforcement training system and career opportunity that it available for my students! I’ve already prepared a Powerpoint presentation on FLETC for my CRJU 1117 Special Topics class (and I’ve only been home 12 hours!).

Some of the highlights of the two day tour:

- a ride in one of FLETC’s 500 squad cars with their lead instructor. I thought we were going to die several times. I’ve been in several high speed chases and witnesses tons of training, but that was spectacular! After changing…
- 400 acre driving facility that simulates interstates, city, construction, gravel, dirt, water, off-road and every type of driving condition you can imagine.
- 15,000 weapons and millions of rounds of ammo per year used in one of the eight 25 lane indoor ranges.
- A fleet of boats used for specific park police type of training.
- A three year old border facility with 20 plus actors that simulated a real border crossing.
Award for Excellence Final Report

Children's Day

Northland Community and Technical College

Michelle Thomas and Peggy Rogers

May 30, 2007
Children's Day-Día del Niño, a multi-generational educational event, took place at the East Grand Forks campus of Northland Community and Technical College on April 28, 2007. The purpose of the event was intended to meet several objectives: 1) to promote literacy during early childhood in order to establish a foundation for future learning, 2) to increase community awareness of educational opportunities across the lifespan, and 3) to observe a holiday of importance to an underrepresented, but growing segment of our population. Children's Day-Día del Niño is innovative because it promotes the college through a community service activity, represents a collaborative partnership between the early childhood and paraprofessional program and Spanish, offers students and faculty an opportunity to do an inhouse service learning activity, and educates members of the college and the community on an issue of global importance—literacy.

The Award for Excellence funds allowed for the expansion and improvement of the Children's Day event at the East Grand Forks campus of the college this year. Actor and educator Paulino Brener came from the Twin Cities area to perform his one man bilingual play Don Quijote de la Mancha, a show based on the classical book by Cervantes and emphasizes the importance of reading. This year Children's Day saw the increased participation of new programs, student clubs, and campus committees. Notable new booths were sponsored by computer science, welding technology, respiratory therapy, and radiology technology. Other academic programs like biology, early childhood paraprofessional, and fire science offered more choices with respect to activity to engage children of various ages. Student organizations including the East Grand Forks
Student Senate and Phi Theta Kappa also sponsored an activity and a children's book drive, respectively. More than 100 children's books were collected for the East Grand Forks Public Library. The Healthy Campus Committee sponsored a snack booth complete with a display on reading labels to gauge the amount of sugar in children's snack foods.

Specific areas of the event targeted for improvement included marketing of the event, a change of venue for the invited performer, and a scheduling change to accommodate families with young children. Marketing efforts targeted specific populations for the event this year—NCTC students, students who attend the East Grand Public Schools, and area preschools and daycare facilities. The marketing materials themselves communicated more clearly the purpose of the event, and were disseminated at carefully timed intervals in order to make the event stand out among other community activities for families scheduled in the month of April. The college radio station, Pioneer 90.1, also promoted the event. A change of venue for the performer this year also greatly increased the audience size. Approximately twenty-five to thirty people attended the play, an estimated 300% increase from the numbers who attended the storytelling last year.

The scheduling change was successful in the sense that Children's Day did occur at a time convenient for families, but competed against the Shiner Circus for attendees. Still, the numbers of families who attended the event remained steady when compared with last year's numbers, and thus is deemed as a success in the face of stiff competition.

In summary, Children's Day is meeting the objectives established by the founders of the event. It promotes literacy as a foundation for future learning both implicitly—through the reading-related activities in the booths—and explicitly—through the play that emphasizes literacy and the visit from story book characters like Pokey the Puppy. The
event increased awareness of educational opportunities across the lifespan, particularly with the participation from additional academic programs, student clubs, and campus committees. Learning opportunities both formal and informal were celebrated at the event. Additionally, more students sponsored booths this year and linked the activity back to the learning that they were doing in classes. The event also attracted members of the community who enjoy Children’s Day in their own cultures, thus increasing the credibility of the college’s efforts to interface with diverse members of the larger community. Finally, feedback from student surveys and reports indicate that they made new and meaningful connections between classroom learning and the service activity they performed for the college.
Award for Excellence Final Report

Global Education-Climate Issues

Immigrant/International Student Focus Groups

Northland Community and Technical College

Michelle Thomas

April 27, 2007
Facilitator: Sado Bashir
Recorder/researcher: Michelle Thomas
Group 1: 6 participants, 5 male, 1 female
Group 2: 3 participants, 2 male, 1 female
Group 3: 3 participants, 2 male, 1 female
Languages represented: Oromo, Arabic, English, Vietnamese, Spanish, Swahili, Loma, Ukrainian, other tribal languages

Introduction
As part of a faculty proposal to bring global education to the college and with funding from MnSCU's Award for Excellence, three focus groups were convened to discuss the needs of immigrant and international students at the college for the purpose of building the college's infrastructure to meet the needs of this student population in the future. The focus groups, composed primarily of immigrant students, discussed their educational needs, ways in which the college serves them well, and ways the college might improve educational services to other students with similar backgrounds.

Focus Group Design
Initially, it was difficult to identify students to participate in the focus groups. While international students are easy to identify because of federal laws requiring that international students register with SEVIS, immigrant students are harder to identify because the college does not track their status. Kelsey Blower was able to extract a list of 50 students from ISRS by querying the system for students who graduated from foreign high schools. Sado Bashir, the student worker who was hired to assist in the project, reviewed the list and was able to add more names, leading the researcher and assistant to believe that there are at least 60 students at NCTC from other countries, if not more. Once a list of names was compiled, students from both campuses were invited to participate in focus group meetings.

The focus group was directed to focus on four specific questions related to their educational experience at NCTC:

1) How did you hear about NCTC?
2) What programs and services are most useful to you?
3) What would you say to other immigrant/international students about the college?
4) What could the college do to improve your educational experience?

The purpose of the first question was to learn what the pathways are for immigrant and international students entering the college. The purpose of the second question was to identify existing programs and services that are most valued by this student population. The third question was to identify attitudes and beliefs concerning the quality of the educational experience at the college, and the fourth question served to identify areas where the college could improve service.
Disclaimer

The focus group was asked to focus on a set of pre-determined questions, possibly limiting the discussion to investigative questions of interest to the researcher. There may have been other discussion points that were important to members of the focus group. To minimize this bias, focus group members were encouraged to speak with the facilitator, a member of the group, and the recorder privately about their experiences at the college.

Themes

Several issues emerged as themes throughout the focus group meetings and are worth noting as highlights and concerns:

Faculty—The faculty play an important role in the quality of the educational experience for these students. Students emphasized the importance of faculty in their success. They find them to be respectful and very willing to help; however, students wished that the faculty had more training on working with ELLs.

 Increased ELL support—While the services available in Adult Education and in the Learning Centers are valued by this student population, they are not enough to assist students in the acquisition of English skills required for academic success.

Social environment—The students find the college's rural location conducive to their studies, but limiting in terms of a social support network. They have had difficulties finding affordable housing and reported facing discrimination in the larger community.

Cost of books—The cost of textbooks required for classes were mentioned as a barrier to participation; furthermore, the students view the practice of buying back books at a low cost, and then selling them used at a higher cost as a dishonest practice, indeed, a racket. The researcher believes this to be a culturally-based difference with respect to perceptions of ethical business practice, similar to Muslim cultural taboos on loaning or borrowing money with interest. A cultural informant agreed.

Need for information—Students at both campuses reported serving as spokespersons in the classroom for their immigrant student peers, noting that most of their peers fear asking questions or for assistance when they need it. Instead they turn to each other for information—the immigrant students at both campuses utilize an informal support network.
Results
A summary of the responses to each question is given below:

How did you hear about the college?
Students became familiar with the college through several ways:
- English Language Services, an intensive English language program in Grand Forks, ND
- Adult Learning Center (at East Grand Forks Campus)
- Referral by friend or relative
- Referral by high school counselor
- Referral by a social services organization, e.g. Lutheran Social Services
- Television advertising
- College website
- Referral from another institution, usually 4-year school

Of note, most students reported hearing about the college from a variety of sources, and not just a single source.

What college programs and services are most useful to you?
Students named the following programs and services as being particularly helpful:
- Library
- Internet access
- LPN and RN programs
- Financial aid
- Computer labs
- Any academic program of the student's choosing
- Faculty
- Advisors
- Learning services
- D2L

What would you say to other immigrant/international students about your experiences at the college?
Focus group participants made positive comments about the college, and also shared suggestions that would improve the college. I offer direct quotes under each area.

Positive comments
"It is a good college for learning English."
"I recommend this college because it is small."
"It has a friendly environment."
"Faculty are willing to help."
"It is cost-effective."
"The number of students per class is good."
"There is no threat of violence."
"A small city is the best place to study; big cities bring other problems."
“It is a part of the MnSCU system, so transfer to other schools is easy.”
“Students don’t have this chance in their own countries; it is a big opportunity.”
“I recommend that students join the college before the university.”
“The Learning Center is good at teaching study skills.”

Suggestions
“I would be proud if college provided ESL classes in all skill areas, but mostly for speaking/listening comprehension.”
“I recommend English classes (ESL) the first semester.”
“Some students are afraid to ask questions about the process, how to use D2L.”
“There are many immigrant students who don’t easily speak their mind and will not ask for help, even when they need it.”
“Show students how to access the college.”
“Advise students to contact advisor/counselor for help.”
“Faculty need to recognize that we speak other languages and have accents, and that they need to slow down.”

What could the college do to improve your educational experience?
Focus group participants focused on two primary areas of need at the college, ESL instruction and financial assistance. These two areas are discussed in greater detail:

ESL Instruction
Students would like to see the college offer classes in English as a second language, especially during a newcomer’s first semester. One student would like to see classes emphasizing oral language proficiency and listening comprehension skills, while another student observed that because nearly all college classes require reading and writing skills to support research projects, that additional instructional support is needed in this area. Another student observed that there may be different language learning needs according to the background of the student. For example, if the student matriculated to the college from an American high school, he or she may have better English skills than a student who recently immigrated to the U.S. and entered the college. Students reported that the ESL instruction offered at Adult Education Center on the East Grand Forks campus was inadequate because it is crowded and is largely self-directed. Also, students expressed a need for more support in learning English for a specific purpose, say in terminology for healthcare programs or in language related skills, like keyboarding.

Financial Assistance
Focus group participants expressed many concerns related to financing their education, primary among them the cost of text books. They expressed anger at the practice of selling back books for resale at a higher price the next semester. One student reported skipping classes for which he could not afford the required text. Another student observed that it was not possible to buy books and pay rent. Students would like to see alternative ways to access books required for classes, either through a textbook rental program or through direct financial aid. They also mentioned the lap top requirement as being a barrier to participation. They would like to see scholarship opportunities made
available especially for immigrant or international students. They also would like to see an installment plan to pay tuition that requires less money down for the first payment.

Other issues

During the session, focus group members posed several informational questions about the college to the focus group leaders, leading the researcher to believe that the dissemination of information from the college to this student population could be improved. Focus group members asked questions concerning college policy with respect to GED testing, whether high school transcripts from other countries were accepted at the college, if scholarships were available to them, how the college might assist in locating housing, and about the roles of counselors vs. advisors. Thus, it appears that the college needs to more purposeful in disseminating college information to this student group.

Some students expressed a wish that their American-born peers be better educated on the importance of respecting people from other cultures. Some reported being harassed by classmates for having an accent or for their speaking abilities in English. Several students reported that their classmates laugh at them or ignore them when they speak or make a presentation. Another instance of harassment was reported in which an American born student peer made a crack in class about bees, Africans, and Africanized honey-bees. Students reported experiencing racism in the community with housing opportunities and detecting “hidden biases” when interacting with people in the community and at the college. Climate issues related to diversity may be remedied through workshops; some colleges offer a “Safe Working and Learning Environment” workshop in which such topics are addressed. Such a workshop may prove to contribute positively to the experience of all members of the college community.

While students mentioned the college’s rural location as contributing positively to their educational experience, they also expressed the view that the college has a responsibility to educate the larger community about diversity. To that end, students would like to see the formation of an international club and college-wide events calling attention to their presence in the community. They would like to see greater diversity represented in the college’s marketing materials. The college should encourage the informal immigrant student network on each campus to develop further into a student club whereby student leaders from this population can participate in student government and give voice to their concerns formally through campus channels.

Action Plan

This research yielded information about the college that was previously not well-documented. There was and still is no clear way of knowing how many immigrant or international students are members of the campus community, or what their educational experience is at NCTC. While current data collection techniques still do not capture exact numbers of this student population, with the present study, we can begin to work with baseline information about numbers of students and related needs. Thus, an action plan should:

1) Develop a mechanism for identifying immigrant students in the admissions/registration process.
2) Bring the student request for more ESL classes to the Developmental Education committee to study and make recommendations; request participation from the Learning Center in those deliberations. Report recommendations to Academic Affairs.

3) Assist immigrant students in forming a student organization to increase their participation in the campus community and to create a formal channel for communication. This would give them a platform for resolving issues they identified.

4) Make a presentation to Student Services regarding specific needs identified, i.e. orientation specific to this student group.

5) Make a presentation to larger campus community regarding the focus group findings and provide information from the literature that contextualizes their needs.

6) Survey the remaining immigrant and international students identified in the study to prioritize the needs identified in this report and to inform the college planning process efficiently.

7) Create an online training for the entire campus community on how to maintain safe working and learning environments, particularly as it pertains to civility, harassment, diversity.

I am prepared to share the information learned from the focus group with the college community and to contextualize the comments made with information from the literature.

Conclusion

In summary, I would like to share a remark made by one participant during the focus group, "The college is excellent. I have told others, 'Come on!' No one knows about this college before, but now they do." The student who made this comment reported that he has personally recruited students from the Twin Cities area who have already registered to come to the college in the fall. This comment underscores the importance of addressing the needs identified by the focus group participants within our campus community in order to retain these students and to enrich the college community in a purposeful manner.
Northland Community and Technical College

Contemporary Math Resource Center

Award for Excellence Report
Submitted by Barbara Weber, Farah Rahnana, and Lyle Batton

Spring, 2007
General Overview of Project

Contemporary Math (Math 1102) is a 3-credit, college-level mathematics course designed to expose students to topics in mathematics that are usable and relevant to everyday life. Although it has been taught for many years on the Thief River Falls campus, it is new to the East Grand Forks campus, which previously offered Finite Math (a similar, multi-topic course).

Unlike College Algebra, an instructor of the Contemporary Math course has a large array of topics to choose from when assembling his course each semester. The course consists of a variety of college-level topics that cannot always be addressed in more structured course such as College Algebra. Most of these topics are geared toward practical applications. An instructor in Contemporary Math is able to select topics for his course from the areas of logic, probability, business math, modular arithmetic, gaming theory, sets and counting, matrices, geometry, and statistics. Because of the many choices of topics available to the instructor of the course, instructors can feel overwhelmed at the myriad of choices and repeat the same topics using the same methods semester after semester rather than
exploring other topics and methods which might be more appropriate/beneficial to their students.

Our proposal was to construct a Contemporary Math Resource Center in Desire2Learn which would provide instructors with an assortment of activities, worksheets, links, and online test questions which they might utilize in their courses. Prior to submitting the proposal, all tenured mathematics faculty were invited to participate in the project. Barbara Weber, Lyle Batton, and Farah Rahnama chose to participate. As our first step, we had a D2L course shell created for us by Karleen Delorme. We met and decided as a group what topics to include in the course shell. During the spring of 2007, we added a wide variety of items to the Resource Center. The current contents of the site can be seen in Appendix 1.

As can be seen in Appendix 1, we have divided the content section into ten areas which are commonly used in Contemporary Math. Each section contains several different items. In addition, an online quizzing question library has been developed in the resource center. Samples of some of the items which have been included in the site may be found in Appendices 2 through 4.

It is our hope that this site will be maintained and expanded in the future by users of the site. All Northland mathematics instructors
Currently have access to the site. All are encouraged to contribute to our original design.

Evaluation of Anticipated Outcomes

In our original proposal, we had four anticipated outcomes for this project. The outcomes and their results are discussed below:

Outcome 1: Enhanced resources available to all Northland instructors who teach Contemporary Math.

As can be seen in Appendix 1, the site contains a wide variety of links, computer activities, worksheets, and a question library for test construction. In addition, Karleen Delorme has enrolled the math instructors who did not participate in the original project so that they may have access to the materials. It is our hope that the site continues to expand as more people utilize it.

Outcome 2: Increased communication between the mathematics faculty on the two Northland campuses.

When the original proposal was written, it was our goal to have participation by most tenured faculty on both campuses. To that end, all tenured mathematics faculty members were invited to participate in
the original proposal. This would have been especially beneficial to the East Grand Forks campus since the Thief River Falls campus has offered the course for a number of years, and it is new to the East Grand Forks campus. Since not all faculty members chose to participate in the project, this outcome was not achieved as fully as we hoped. However, we did have faculty from both campuses participating.

Outcome 3: Improvement in both the quality and variety of topics offered in the course.

As we spent much time on developing materials for topics which we had not yet taught, we believe that the presence of materials on potentially new topics plus the presence of different materials for old topics will achieve this outcome. This is one of the things we will be tracking with our user survey (see Appendix 5). We will know in a few semesters if the outcome has been achieved.

Outcome 4: Increased enrollment in the course.

It is our hope that improving the quality of this course will increase the number of students taking the course. Once again, this is an outcome which cannot be immediately measured—we will have to wait a few semesters to see if the outcome has been achieved.
Participant Activities

Barbara Goertel Weber

My initial contribution to the project was writing the initial proposal and submitting it to the other math faculty for their input. Once it was approved, I set up the basic template for the content section. I volunteered to do this, since I had recent experience in setting up the content of a D2L course. In addition, I have placed the following items in the Contemporary Math site:

- a copy of Northland College's Common Course Outline for the course so that it is easily retrievable for use in other documents.

- Two different types of downloadable graph paper which can be emailed, inserted in a Word document or a D2L course, or printed out for students.

- Three different drawings which can be modified and inserted into worksheets. These include a generic number line and two different Venn diagrams.
• A 15-page unit that I have written on the use of modular arithmetic in UPC’s (universal product codes), ISBN’s (book numbers), and credit card numbers.

• Seven links to additional Internet resources for contemporary math topics.

• Seven different student worksheets I developed on a variety of contemporary math topics.

• Three student Excel activities I developed on contemporary math topics.

• A set of directions which will guide students on how to multiply two matrices together.

Finally, I prepared the initial draft of this final report, and distributed it to the other members.
My contribution towards this project was primarily a single focused task of creating a collection of readily accessible questions stored within the course shell. Using the Quiz Library function in D2L, a database was created using questions from across the course material. More than 200 contemporary mathematics questions, along with solutions, were coded and saved into eight different unit topics. The material included inductive reasoning & critical thinking, sets & counting, number systems & notation, algebra & equations, the metric system, geometric concepts, consumer mathematics, and probability & statistics. As with the other contributed shell material, the question library was not meant to be a comprehensive assessment standard that defined the course in its entirety. The compiled question library is available as an instructional resource when developing a quiz or exam, or when creating homework or review assignments. Also, an additional contribution to the project was that of a physical liaison between the two campuses. In traveling between the two campus locations, I could offer a personal presence in addition to our email communications between the department faculty members.
Farah Rahnama

My contribution to the project was as follow:

- Metric Prefixes table, that contain the Metric prefixes symbols, the numerical & exponential value of each metrics prefix

- Metric Conversion Calculator.

- Length, Volume, and Mass, basic Metric units table.

- Nine links to additional Internet resources, including Logic, unit conversion probability etc.

- Thirteen different worksheets, including Logic, Arithmetic & Geometric sequences, System of equations, metric& probability.

- Developed a survey on D2L to evaluate the usefulness of the site, it also includes some questions that will help the site managers (Barb, Farah, and Lyle) to determine how to improve the resource center.
Appendix 1—Current Content of Contemporary Math Resource Center

Accessories
- Common Course Outline
- Link to Free Stat and Graphing Downloads
- Great Resource Link for a Variety of CM Topics
- Another Great Link to MERLOT mathematics resources

Logic and Critical Thinking
- Logic Website
- Mr. Math Logic Website
- Truth Tables Worksheet
- Logic Activity Sheet
- Logic Worksheet 1
- Logic Worksheet 2

Sets and Counting
- Link to Counting problems
- Online Tutorial--Sets
  - 2-Circle Venn Diagram--Right Click and Save to Insert in your documents
  - 3-Circle Venn Diagram--Right Click and Save to Insert in Your Documents
- Sets Worksheet 1
- Sets Worksheet 2

Voting and Apportionment
- Plurality Method--Excel Activity

The Nature of Number Systems
- Modular Arithmetic--UPC’s, Credit Cards, and ISBN’s
- Modular Arithmetic--EXCEL Activity
- Fibonacci series--Excel/Internet Activity
- Sequences and Series Website
- Arithmetic Sequences Worksheet
- Geometric Sequences Worksheet
- Arithmetic & Geometric Sequences Worksheet

Algebraic Concepts
- Systems of Equations--Drawing
- Instructions for Multiplying Two Matrices
- Number Line--Right Click and Save to Insert in your Documents
- Graph Paper #1
- Graph Paper #2
- System of Equations Worksheet 1
System of Equations Worksheet 2

The Metric System
- Metric conversion Calculator
- Dimensional Analysis
- Metric Prefixes
- Length, Volume, & Mass
- Metric Worksheet

Topics in Geometry
- Online Geometry Link--Assorted Topics

Consumer/Business Math
- 0% vs. $2000 Cash Back
- Payday Loans
- Rent-to-Own
- Consumer Math Worksheet #1

Probability
- Link to permutation and Combination
- Mrs. Glasser's Math Goodies Probability Link
- Probability Worksheet 1
- Probability Worksheet 2
- Probability Worksheet 3

Statistics
- Link to NWA Foundation --Wonderful source of Regional Statistics
- Statistics Worksheet--Descriptive Statistics
Appendix 2—Sample worksheet included in the Contemporary Math Resource Center.

Contemporary Math Resource Center

Have I got a deal for you!!!

In-class activity

1. When buying a new vehicle, dealers will often give the buyer the option of a $2,000 cash rebate or a 0% APR financing agreement. Suppose you buy a car for $20,000, and you have the option of taking the 0% financing from the dealer or taking the $2,000 rebate and financing through your local credit union. Fill out the table below:

<table>
<thead>
<tr>
<th>Credit Union financed for 48 months at 0% APR</th>
<th>Dealership financed for 48 months at 0% APR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price</td>
<td>$20,000</td>
</tr>
<tr>
<td>Rebate</td>
<td>$2,000</td>
</tr>
<tr>
<td>Price of car less rebate</td>
<td></td>
</tr>
<tr>
<td>5% sales tax on price of car less rebate</td>
<td></td>
</tr>
<tr>
<td>Amount Financed (row 3 + row 4)</td>
<td></td>
</tr>
<tr>
<td>Payment</td>
<td></td>
</tr>
<tr>
<td>Finance Charges</td>
<td></td>
</tr>
<tr>
<td>Total Price</td>
<td></td>
</tr>
</tbody>
</table>

Which is the better deal? How much do you save?
Appendix 3—Sample quiz formed from the Question Library in the Contemporary Math Resource Center.

Please Note: It is recommended that you save your response as you complete each question.

**Question 1**

Use inductive reasoning to predict the next line in the pattern.

2 x 4 = 3 x 5 - 7
4 x 6 = 5 x 7 - 11

- 6 x 8 = 7 x 9 - 13
- 6 x 8 = 7 x 9 + 13
- 6 x 8 = 9 x 11 - 15
- 6 x 8 = 7 x 9 - 15

**Question 2**

Use inductive reasoning to predict the next line in the pattern.

9 x 9 = 81
99 x 99 = 9801
999 x 999 = 998,001

- 999 x 9999 = 999,998,001
- 9999 x 9999 = 999,980,001
- 9999 x 9999 = 999,999,001
- 9999 x 9999 = 1,000,001

**Question 3**

Use inductive reasoning to predict the next number in the sequence.

6, -18, 54, -162, 486

- 1458
- 810
- -1458
- 810
Question 4
Use inductive reasoning to predict the next number in the sequence.
0, 7, 7, 0, -7, ...

- 7
- -7
- 0
- 14

Question 5
Estimate the answer by rounding.
(72,197)/479

- 1300
- 1400
- 130
- 140

Question 6
Estimate the answer by rounding.
7524 + 569 + 3223 + 142

- 12,000
- 11,000
- 11,900
- 13,000

Question 7
Estimate the answer to the problem.

An appliance store sells 49 refrigerators a week. Without finding the exact amount, calculate the total amount of money the store makes in a week if each refrigerator costs $638.

- $35,000
- $24,000
Question 8
Solve the problem.

The cost of gasoline is $3.00 per gallon. Jane's car gives a mileage of 37 miles per gallon. Approximately how much did Jane pay for gasoline for a trip of 519 miles?

- $48
- $44
- $42
- $35

Question 9
Solve the problem.

A small farm field is a square measuring 280 ft on a side. What is the perimeter of the field? If you double the length of each side of the field, what is the new perimeter?

- 560 ft, 2240 ft
- 560 ft, 1120 ft
- 1120 ft, 2240 ft
- 280 ft, 1120 ft

Question 10
Solve the problem.

An average newspaper contains at least 16 pages and at most 87 pages. How many newspapers must be collected to be certain that at least two newspapers have the same number of pages?

- 73 newspapers
- 70 newspapers
- 72 newspapers
- 71 newspapers
Appendix 4—Sample Excel activity included in the Contemporary Math Resource Center

Contemporary Math
Name ____________________________
Excel Activity—Voting and the Plurality Method

As you recall, under the **plurality method**, the winner of an election is determined by whoever gets the most votes. Counting these votes can be tedious, at best, especially when there are a large number of votes cast. If the data are input into an EXCEL spreadsheet, the count can be performed both easily and accurately using the “COUNTIF” command.

The basic COUNTIF argument is entered as follows:

`=COUNTIF(RANGE OF DATA, ITEM YOU’RE COUNTING)`

For example, if your data are entered in cells A1 to G20, and you wish to count the number of “2”s in the data, you would enter

`=COUNTIF(A1:G20, 2)`

The computer will return for you the number of 2’s in the data. You may repeat this command for each candidate.

Let’s suppose we have three candidates running for student senate president. We will first code the data to save time in data entry:

1= Ted Turner
2= Maya Angelou
3= Napoleon Dynamite

An ambitious student senate worker has taken it upon herself to enter all the data into an Excel spreadsheet, and she provides you with the following data

Use the COUNTIF command to count the votes for each of the three candidates. Attach a copy of your spreadsheet to this worksheet.
<table>
<thead>
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<th>1</th>
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<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<td>3</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
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<td>2</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Who was the winner?
Appendix 5: Online Faculty Recommendation Survey

Evaluation & Suggestions

This survey is an evaluation of the usefulness of the site, it also includes some questions that will help the site managers (Barb, Farah, and Lyle) to determine how to improve the resource center. Thank you for the time you spend completing the survey.

1) I have taught this course.
   - True
   - False

2) I would use the resource center for this course.
   - True
   - False

3) What do you like most about the resource center?

4) What do you like least about the resource center?
5) Any suggestion on additional topics.
7) What have we not asked you about that you'd like to share with us about the resource center?

8) How would you describe the website "ease of use" for you?

Please respond to this question using a scale of one to five, with one being "very difficult" and five being "very easy."

9) How would you rate the overall quality of the Resource Center?

Please rank the quality of resource center 1 to 5, with "1" being the lowest to "5" being the highest.
Northland Community and Technical College

Tracking College Algebra Success

Award for Excellence Report
Submitted by

Barbara Weber and Farah Rahnama

Summer 2007
Overview

Mathematics, I believe, is the key to college success, yet our performance in that area is nothing less than shameful. Each year, it is estimated, three quarters of a million students enroll in college algebra. 50% of them fail or withdraw, leaving incalculable increases in college costs, longer time to graduation, and erosion of self-confidence as learners.

--Opening remarks at the San Antonio Conference by George Mehaffy, Vice President, Academic Leadership and Change, American Association of State Colleges and Universities, February 2007

With an approximate 50% national pass rate, college algebra has long been a topic of college research. In four-year institutions, the course often serves as a "gatekeeper" to higher math courses and to many majors. For two-year institutions, it is often a terminal course used as a degree requirement for a wide variety of programs. Since the course is required for such a wide array of fields, it has been the object of scrutiny by many different groups. In fact, success in college algebra has been shown to be a predictor of degree completion by the Council for Education, Policy, Research, and Improvement in 2002.

At Northland College, the majority of students who enroll in college algebra do so because it is the final mathematics requirement for their major. For the overwhelming majority of our students, college algebra is the last mathematics course they will ever take. The purpose of this study was to examine the pass rate for students in college algebra at our school. In doing so, we addressed four questions:

1) What is our overall pass rate for college algebra?
2) How do students completing the prerequisite class of intermediate algebra or pre-college algebra at our school fare in college algebra compared to those students who enroll in college algebra directly?

3) Is there a correlation between attendance and grade in college algebra?

4) How do students who have received a C in the prerequisite course do when they reach college algebra?

Background

Northland College is a member of the Minnesota State Colleges and University system. It is a public, open-enrollment, two-year community and technical college located in northwestern Minnesota. The college serves approximately 3,500 students on two campuses in Thief River Falls and East Grand Forks.

Statistics regarding the college algebra success rate on the Thief River Falls campus had been previously compiled by mathematics instructor Alan Swanson as part of his graduate studies. Our original intent was to use those findings, and compare them to the ones we had generated for the East Grand Forks campus. Upon closer inspection, however, we realized that this was not possible, since we wanted to use the most current data available (through spring semester 2007), and his study encompassed the years 2001-2005. Also, the Swanson study included off-campus sections, and did not provide information for
all of the outcomes which we were addressing in this study. As a consequence, we chose to compile all the data for the two campuses for the years 2003-2007. Andrea Moses was most helpful in providing us with class lists and transcripts for all students enrolled in college algebra during this time interval.

Upon examination of the data, we chose to restrict our study to on-campus college algebra classes only. Off-campus classes (online classes, college-in-the-high school classes, or remote-site classes which are set up for employees of a particular company) which had course extensions of 60, 70, 80, or 90 were not included; as we noticed that many (most notably the college-in-the-high school sections which are taught by high school instructors) had remarkably different grade distributions than the on-campus classes. Many of these differences can be attributed to the differences in the student populations being served by these other classes. Inclusion of only on-campus classes resulted in the creation of an Excel master database containing 1,391 students from 58 different sections.

A student at Northland may take two routes to college algebra. First, they can be placed directly in college algebra as a result of Accuplacer or ACT scores. Otherwise, they can be placed into one of three developmental math courses, depending on their mathematics competency. Immediately prior to enrolling in college algebra, there are two different courses which a student may take. First, they have the option of taking a 3-credit intermediate algebra course. Secondly, they may choose to take pre-college algebra, which is a 1-semester, 4-credit
combination of introductory and intermediate algebra. Although the two campuses do not use a common textbook for their prerequisite courses, they do follow a common course outline which dictates the topics covered in each course.

**Evaluation of Anticipated Outcomes**

The purpose of this award for excellence was to examine four different aspects of Northland's college algebra pass rate. The following pages summarize our findings.

**Outcome 1: Calculation of the success rate for NCTC College Algebra courses for the last five years.**

In order to calculate the success rate for the college, we compiled the data on students who took the on-campus college algebra class during the last 5 years (2003-2007). Table 1 illustrates the letter grade distributions for our sample size of 1,391 students.

| Table 1: College Algebra Letter Grades Letter Grades for On-Campus NCTC College Algebra Classes, 2003-2007 |
|---|---|---|---|---|---|---|---|
|   | A   | B   | C   | D   | F   | W   | Totals |
| East Grand Forks | 151 | 201 | 233 | 915 | 305 | 395 | 936 |
| Thief River Falls | 92  | 92  | 89  | 59  | 49  | 59  | 455 |
| Total            | 233 | 293 | 322 | 140 | 149 | 254 | 1,391 |
The following pie charts illustrate the percentage distribution of letter grades for the on-campus students taking college algebra at NCTC during 2003-2007:

**Graph 1: College Algebra Grade Distribution, Both Campuses**

On-Campus Classes, College Algebra, 2003-2007, EGF and TRF

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>18%</td>
</tr>
<tr>
<td>A</td>
<td>17%</td>
</tr>
<tr>
<td>B</td>
<td>21%</td>
</tr>
<tr>
<td>C</td>
<td>23%</td>
</tr>
<tr>
<td>D</td>
<td>10%</td>
</tr>
<tr>
<td>F</td>
<td>11%</td>
</tr>
</tbody>
</table>

Examining the data by campus yields a similar grade distribution for both campuses, as can be seen in the following two pie charts:

**Graph 2: College Algebra Grade Distribution, East Grand Forks**

On-Campus Classes, College Algebra, 2003-2007, EGF

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>17%</td>
</tr>
<tr>
<td>A</td>
<td>16%</td>
</tr>
<tr>
<td>B</td>
<td>21%</td>
</tr>
<tr>
<td>C</td>
<td>25%</td>
</tr>
<tr>
<td>D</td>
<td>9%</td>
</tr>
<tr>
<td>F</td>
<td>12%</td>
</tr>
</tbody>
</table>
A review of literature indicated that some colleges include withdrawals in their pass rate calculations, while others do not. Because of this, we have calculated our pass rates both ways. Individual statistics were also calculated for each campus. The study results are summarized in Table 2 and Graph 4.

**Table 2: NCTC College Algebra Success Rates**

<table>
<thead>
<tr>
<th></th>
<th>Including Withdrawals</th>
<th>Not Including Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass (ABC)</td>
<td>Not Pass (DFW)</td>
</tr>
<tr>
<td>East Grand Forks</td>
<td>62.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Thief River Falls</td>
<td>57.8%</td>
<td>42.2%</td>
</tr>
<tr>
<td>Thief River Falls</td>
<td>61.0%</td>
<td>39.0%</td>
</tr>
</tbody>
</table>
As can be seen in Table 2, Northland College has an overall pass rate of 61.0% for the on-campus college algebra course when including students who have withdrawn from the course. When withdrawals are not included, the pass rate jumps up to 74.6%. As the graph shown above illustrates, there is little difference between the pass rates for the two campuses.

**Outcome 2: Comparison of the success rates for college algebra students who have taken the prerequisite class versus those who take the course without taking NCTC’s prerequisite class.**

Secondly, we wished to compare the success rates in college algebra for students who had first taken the class immediately preceding college algebra (intermediate algebra or pre-college algebra) versus those who took the course
without taking one of NCTC’s prerequisite courses. Students who enroll in college algebra without taking intermediate algebra or pre-college algebra are able to do so as a result of an Accuplacer score of 85-120 on the elementary algebra portion of the test, or exemption from taking the Accuplacer test due to a satisfactory ACT test score. A few students on both campuses have managed to take college algebra when they were not qualified to do so, mainly in the earlier years of the study when we were checking for prerequisites manually.

As in the previous outcome, we tabulated the student’s grades for college algebra. In this case, students were sorted into two categories: students who have entered college algebra after taking the prerequisite class (intermediate or pre-college algebra) and those who took the course without the prerequisite class. The overall grade distribution which includes college algebra students from both campuses is shown in Table 3:

Table 3: Grade Distribution of Each Letter Grade for On-Campus NCTC College Algebra Students, 2003-2007

<table>
<thead>
<tr>
<th></th>
<th>East Grand Forks</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Took Prerequisite Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Took Prerequisite Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Prerequisite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>Took Prerequisite Course</td>
<td>83</td>
<td>145</td>
<td>181</td>
<td>39</td>
<td>68</td>
</tr>
<tr>
<td>No Prerequisite</td>
<td>68</td>
<td>36</td>
<td>56</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>Totals</td>
<td>151</td>
<td>201</td>
<td>237</td>
<td>52</td>
<td>115</td>
</tr>
</tbody>
</table>

|                | Thief River Falls |                     |                     |                     |                     |
|                | Took Prerequisite Course |                   |                     |                     |                     |
|                | No Prerequisite     |                     |                     |                     |                     |
|                | Totals              |                     |                     |                     |                     |
|                | A                  | B                   | C                   | D                   | F                   | W                   |
| Took Prerequisite Course | 18                | 41                  | 54                  | 39                  | 21                  | 76                  |
| No Prerequisite | 64                | 51                  | 35                  | 20                  | 99                  | 33                  |
| Totals         | 82                | 92                  | 89                  | 59                  | 90                  | 79                  |

|                | All Students       |                     |                     |                     |                     |
|                | Took Prerequisite Course |                   |                     |                     |                     |
|                | No Prerequisite     |                     |                     |                     |                     |
|                | Totals              |                     |                     |                     |                     |
|                | A                  | B                   | C                   | D                   | F                   | W                   |
| Took Prerequisite Course | 101               | 186                 | 235                 | 106                 | 108                 | 121                 |
| No Prerequisite | 132               | 107                 | 87                  | 98                  | 68                  | 59                  |
| Totals         | 233               | 293                 | 322                 | 214                 | 176                 | 280                 |
656 of the 936 East Grand Forks college algebra students, or 70.1%, took a prerequisite class prior to college algebra. The remaining 280 East Grand Forks students (29.9%) took no prerequisite prior to college algebra.

As can be seen in Table 3, more students on the Thief River Falls campus were able to enroll in college algebra directly. For the Thief River Falls campus, 248 out of the 455 college algebra students, or 54.5% took the prerequisite prior to college algebra. The remaining 207 college algebra students (45.5%) needed no prerequisite prior to college algebra.

When considering the college as a whole, 487 of the 1391 NCTC students (35.0%) did not enroll in a prerequisite prior to college algebra. The remaining 904 college algebra students (65.0%) took intermediate or pre-college algebra prior to enrolling in college algebra.

The percentage grade distributions for the two groups are summarized in Table 4:

![Table 4: Percent of Each Letter Grade for On-campus NCTC College Algebra Students, 2003-2007](image)
From Table 4, it becomes readily apparent that on both campuses, students who did not take a prerequisite course prior to enrolling in college algebra were much more likely to receive an “A” in the course than the students who took a prerequisite course prior to enrolling in college algebra (11.17% vs. 27.1%). These “non-prerequisite” students were also considerably less likely to withdraw from college algebra once enrolled (12.73% vs. 21.24%).

Graphs 5 and 6 provide a visual representation of the grade distributions in college algebra for students taking a prerequisite course versus those who did not take a prerequisite course:

**Graph 5: College Algebra Letter Grade Distribution for Students Who Took a Prerequisite Course, 2003-2007**
Graph 6: College Algebra Letter grade Distribution for Students Who Took No Prerequisite Course, 2003-2007

On the East Grand Forks campus (Table 5), the success rate (including withdrawals) for students who entered college algebra after taking intermediate algebra or pre-college algebra was 62.3%. This is nearly the same as the success rate for those students who tested directly into college algebra (62.9%). When the success rate was calculated without including those students who had not completed the course (withdrawals), the two rates remained similar. The success rates were then 75.7% for students who had taken a prerequisite course before entering college algebra versus 73.0% for those students who took college algebra directly. This indicates that students who took our prerequisite courses enter college algebra as well-prepared as those students who tested directly into college algebra. This is quite encouraging to the EGF math faculty,
for we have spent the last several years focusing on increasing the rigor of our prerequisite courses to ease the students’ transition into college algebra. The East Grand Forks campus results are summarized in the table below:

<table>
<thead>
<tr>
<th>East Grand Forks</th>
<th>Including Withdrawals</th>
<th>Not Including Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass (ABC)</td>
<td>Not Pass (DFW)</td>
</tr>
<tr>
<td>Stock Prerequisite Course</td>
<td>62.3%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Not Prerequisite Course</td>
<td>62.9%</td>
<td>37.1%</td>
</tr>
<tr>
<td>Total</td>
<td>62.6%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

For the Thief River Falls campus (Table 6), the success rate (including withdrawals) for students who entered college algebra after taking intermediate algebra or pre-college algebra was 45.6% versus 72.5% for those who took college algebra as a result of placement testing. When students who had withdrawn were factored out, the success rate for students who entered college algebra after taking the prerequisite classes (intermediate algebra or pre-college algebra) became 65.7%. This compares to a success rate of 81.5% for those who took college algebra as their first mathematics class on Thief River Falls campus. In both instances, the Thief River Falls students who did not require prerequisites had distinctly higher success rates in college algebra than the students needing intermediate algebra or pre-college algebra. Table 6 provides a summary of the Thief River Falls campus data:
Combining the two campuses (Table 7), we can calculate the overall college success rates. When withdrawals are included, the overall success rate for students taking intermediate algebra or pre-college algebra prior to college algebra was 57.7% versus 66.9% for those who took college algebra as their first mathematics class on campus. When withdrawals were not included, the pass rate became 73.3% for students taking a prerequisite course, and 76.7% for those students who enrolled in college algebra directly. In both cases, it appears that students who do not require a prerequisite course prior to enrolling in college algebra have a greater chance of success in college algebra than their counterparts.

<table>
<thead>
<tr>
<th>Chief River Falls</th>
<th>Including Withdrawals</th>
<th>Not Including Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass (ABC)</td>
<td>Not Pass (DFW)</td>
</tr>
<tr>
<td>Stock Prerequisite Course</td>
<td>45.6%</td>
<td>54.4%</td>
</tr>
<tr>
<td>No Prerequisite</td>
<td>72.5%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Total</td>
<td>57.8%</td>
<td>42.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NCTC</th>
<th>Including Withdrawals</th>
<th>Not Including Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass (ABC)</td>
<td>Not Pass (DFW)</td>
</tr>
<tr>
<td>Stock Prerequisite Course</td>
<td>57.7%</td>
<td>42.3%</td>
</tr>
<tr>
<td>No Prerequisite</td>
<td>66.9%</td>
<td>33.1%</td>
</tr>
<tr>
<td>Total</td>
<td>51.0%</td>
<td>39.0%</td>
</tr>
</tbody>
</table>
Outcome 3: Correlation of a student’s grade in college algebra with their attendance.

Like most college instructors, we feel that attendance is a major predictor of a student’s performance in any given class. Often a promising student will fail college courses because of lack of attendance. Because of this, we chose to examine the NCTC college algebra data for the past five years to determine whether we could substantiate the attendance/performance relationship.

Since the number of class periods may vary from semester to semester (fall vs. summer), as well as from class to class (MWF vs. TTh), it was decided to use percentage of classes attended rather than number of classes attended as our attendance variable. As we did not have access to attendance records and for the other instructors (most do not keep their attendance records that long), we used data from 2003-2007 College Algebra classes taught by Farah Rahnama and Barb Weber only. Because we were only using our own classes, we had access to a more specific measure of achievement than the course letter grade for each student—we had the final percentage grades for each student. After eliminating the students who withdrew from the course, this resulted in a sample of n=572 students for which we had both percentage grades and percent of classes attended. As a first step in examining this relationship, an xy-scattergram plotting percentage of classes attended versus the percentage grade received in the class was created. The results are shown in Graph 7:
As can be seen in the above graph, there is a strong positive linear correlation between the percentage of college algebra classes a student attended and their percentage grade in the class. The data (n=572) yielded a Pearson correlation coefficient of $r = 0.751$, verifying this strong linear correlation.

Although a few students on the graph can be seen to do well without regularly attending class, and a few of the students attended nearly every class and still did poorly, the graph and correlation coefficient clearly indicate that the majority of students need to attend classes in order to be successful.
The data was also examined by grouping the students by letter grade, and calculating the average attendance for each of the letter grades. Results are summarized in Table 8 and Graph 8:

<table>
<thead>
<tr>
<th>Grade in Course vs. Average Attendance</th>
<th>Graph 8: Letter Grade vs. Average Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>Grade in Course vs. Average Attendance</td>
</tr>
<tr>
<td>Received in Course</td>
<td>(Rahnama/Weber Classes, 2003-2007)</td>
</tr>
<tr>
<td>Percent Clases Attended</td>
<td></td>
</tr>
<tr>
<td>A (n=110)</td>
<td>93.1%</td>
</tr>
<tr>
<td>B (n=150)</td>
<td>88.5%</td>
</tr>
<tr>
<td>C (n=170)</td>
<td>81.5%</td>
</tr>
<tr>
<td>D (n=63)</td>
<td>76.6%</td>
</tr>
<tr>
<td>F (n=72)</td>
<td>50.7%</td>
</tr>
</tbody>
</table>

Once again, the data clearly indicates that “A” students attend class more frequently than any other students, and that the average percentage of classes attended declines steadily for each subsequent letter grade.

Outcome 4: Examination of the pass rates for students who enter College Algebra with only a "C" grade in the prerequisite course.
One of our concerns prior to this study was that those students who achieved a minimally passing grade of "C" in their prerequisite course (intermediate algebra or pre-college algebra) were at a high risk of failing college algebra. Historically, the college algebra course has a lot of material to cover in a small amount of time. As such, our 3-credit college algebra course provides very little time to review prerequisite topics.

Most of these "C" students begin college algebra with a shaky foundation that is deficient in factoring, manipulative, and graphing skills. Some of these "C" students have taken intermediate algebra or pre-college algebra multiple times before passing it with a "C". As college algebra progresses, the knowledge gap between these students and the other students in the course often widens. Yet other "C" students may have good algebraic skills, but poor study and attendance habits. Since the reason why these students received a "C" in their prerequisite course is not available to us, we must evaluate them as a whole.

713 students who completed college algebra had previously completed intermediate algebra or pre-college algebra at Northland College. This includes twenty-two students who received D's or F's (21 D's and 1 F) in the prerequisite course, yet still managed to enroll in college algebra. The students were sorted by their grade in the prerequisite course, and then further sorted by the grade they received in College Algebra. The distribution of grades is summarized in Table 9:
Table 9: Comparison of College Algebra Grades to Prerequisite Class Grades for Students Completing Both Courses.

<table>
<thead>
<tr>
<th>Grade in College</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D or F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>99</td>
</tr>
<tr>
<td>B</td>
<td>97</td>
<td>64</td>
<td>23</td>
<td>2</td>
<td>164</td>
</tr>
<tr>
<td>C</td>
<td>58</td>
<td>92</td>
<td>80</td>
<td>6</td>
<td>236</td>
</tr>
<tr>
<td>D or F</td>
<td>19</td>
<td>63</td>
<td>54</td>
<td>14</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>225</td>
<td>199</td>
<td>22</td>
<td>613</td>
</tr>
</tbody>
</table>

A visual comparison of the breakdown of letter grades received in college algebra for each of the prerequisite course grades can be shown in the graph below:

Graph 9: Distribution of College Algebra Grades by Letter Grade Received in Prerequisite Course
As can be seen in Graph 9, 92.9% of the students who received an "A" in intermediate algebra or pre-college algebra and who completed college algebra passed college algebra with an A, B, or C. Similarly, 72% of the students who received a "B" in intermediate algebra or pre-college algebra completed college algebra with an A, B, or C.

At this point, the statistics change markedly. For students receiving a "C" in intermediate algebra or pre-college algebra, the chances of passing college algebra with an A, B, or C drop down to only 52.8%. And for those 22 students who managed to take college algebra after receiving a "D" or "F" in their prerequisite course, only 36.4% of them passed college algebra with a B or C.

These results reinforce our suspicion that students coming into college algebra with a grade of C or below are at a disadvantage. As stated above, only 52.8% of the students who received a C in the prerequisite course and who finished college algebra managed to pass college algebra with a C or better. As mentioned in Objective 1, this compares to an overall 74.6% pass rate (not including withdrawals) for the on-campus college algebra population as a whole.

The data was also separated by campus, and summarized in Graphs 10 and 11. As can be seen in the graphs, the two campuses have slightly different distributions when sorted by grade received in the prerequisite course.
For the East Grand Forks campus, 95.5% of the students who received an
"A" in their prerequisite course passed college algebra with an A, B, or C.
Similarly, 74.6% of the students who received a "B" in their prerequisite course passed college algebra with an A, B, or C.

However, only 56.2% of the students on the East Grand Forks campus who entered college algebra after earning a "C" in their prerequisite course of intermediate algebra or pre-college algebra went on to pass (C or above) college algebra. Finally, a scant 33.3% of students entering college algebra with a failing (D or F) grade in their prerequisite course managed to pass college algebra.
On the Thief River Falls campus, 84.8% of the students who had earned an A in their prerequisite course went on to pass college algebra. 63.5% of the students who earned a B in their prerequisite course passed college algebra with an A, B, or C.

For the Thief River Falls students earning a C in their prerequisite course, the pass rate in College Algebra was 43.4%, and it was 50% for students who had failed their prerequisite course (D or F) and yet chose to enroll in College Algebra. This last statistic is artificially high because of the small sample size involved (n=2).

Differences between the two campuses may be explained by several factors. First, there is a large difference between the two sample sizes (n=172).
for Thief River Falls and n=541 for East Grand Forks), because as we mentioned previously, East Grand Forks has a much higher proportion of students who enter college algebra via the prerequisite course than does Thief River Falls. In a smaller sample, individual values will have much more of an influence. Secondly, because the EGF math faculty has long been concerned about a disparity between the difficulty levels of the prerequisite courses and the college algebra course, we have focused on increasing the rigor of our intermediate and pre-college algebra courses. To this end, we adopted a new, more rigorous textbook for the prerequisite courses beginning in 2006. Our data for this study includes 3 semesters using this new textbook. After a few more semesters of using the new textbook in the prerequisite courses, we will be able to determine whether it has affected the students’ success rate in college algebra.

Conclusions and Recommendations

The overall pass rate (including withdrawals) for Northland College’s on-campus college algebra course is 61%. This compares favorably to the nationwide average of 50%, cited by George Mehaffy in the first paragraph of this paper. When withdrawals were not included, the pass rate increased to 74.6%.

When comparing students who entered college algebra via a prerequisite course and those who enrolled directly in college algebra, there was virtually no difference in the pass rates between the two on the East Grand Forks campus.
On the Thief River Falls campus, however, there was a significant difference between the two pass rates.

Attendance was found to correlate strongly with the grade that a student received in the course. Not surprisingly, the average attendance for students receiving a grade of "A" in college algebra was greater than the average attendance for any other letter grade. Average attendance for each successive letter grade declined as the letter grade declined.

Students receiving a "C" in the prerequisite course immediately preceding college algebra (intermediate algebra or pre-college algebra) are at a high risk of failing college algebra. For the East Grand Forks campus, 56.2% of those students managed to pass college algebra, while 43.4% of these students on the Thief River falls campus passed college algebra.

One recommendation which might help increase our pass rates would be to offer a single section of college algebra on each campus which meets 5 hours per week (daily), rather than the traditional 3 hours per week. The remaining 2 hours could be spent on computer work, additional instruction, or group work, and would be used to reinforce the material presented in the regular course. This would be of special benefit to those students who received a "C" in their prerequisite course.

Another recommendation which might improve the course's pass rate is to require students who are falling at midterm to visit the NCTC tutoring centers for a designated number of hours per week. Although it may sound drastic, this
option could work if it was properly implemented and outlined in the course syllabus.

Some schools have also had success with incorporating online software into their college algebra programs. This, too, might be considered for a later study.

Participant Contributions

Transcripts for every student enrolled in an on-campus college algebra course were requested of Northland College’s registrar’s office. Andrea Moses provided the transcripts to Farah Rahnama and Barb Weber. We then split the pile in half, and each of us entered our stack of data into an Excel spreadsheet, which we then merged into one large database. At that point, Farah used the data to complete objectives 1 and 2, while Barb completed objectives 3 and 4. Each of us then wrote up our objectives for the report. The two pieces were then merged together and edited by Barb to create a uniform writing style between the two sections. This rough draft was then sent back and forth between Barb and Farah, until we arrived at our final report.
Northland College
Kent Hanson CAO

AWARDEE INFORMATION

Terry Wiseth

Interactive Simulated Labs for Anatomy and Physiology

It is my hope that the simulated labs developed give options or alternatives for Northland College Anatomy and Physiology instructors in their presentations of laboratory instruction.

BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Brief Description</th>
<th>Salary Request</th>
<th>Matching Funds</th>
<th>Total Budget</th>
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<tr>
<td>Project Manager(s) Name(s):</td>
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<tr>
<td>Terry Wiseth</td>
<td>4 Interactive Simulations</td>
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<td></td>
<td>4 hours of web page development for portfolio</td>
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<td>Other Faculty Stipends</td>
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<td>Travel</td>
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<tr>
<td>Student Stipends</td>
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<td>Materials/Supplies</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>$5000</td>
</tr>
</tbody>
</table>

ACHIEVEMENT OF GOALS AND OBJECTIVES

1. Teaching methods: Were faculty teaching skills & strategies improved?

   Met Expectations – I have increased my skills in animation and at this point have been motivated to author more of these lab simulations.
2. Student Learning: Was student learning achieved with regards to increased knowledge of concepts and skills?

Met Expectations – Students performing the lab simulations indicated a high degree of satisfaction with the lab simulations. The research groups scored higher on average on lab practicals than did the control groups.

3. Other: Were there impacts on campus & community, improving cost-effectiveness, etc.?

Met Expectations – Students required only the digital form of the lab and were not required to possess hand outs or portions of a purchased lab book. This potentially can show a much improved cost-effective method of delivery to the students. Disposable lab materials and expensive data gathering machines were not required in order to perform the simulations and thus showed a much improved cost-effective method of delivery.

FACULTY EXPERIENCE IN IMPLEMENTING COLLEGE FACULTY AWARDS PROGRAMS

In your own words, please provide feedback on your participation in the program. Was it a creative teaching and learning experience? What were the lessons learned?

1. Budget

No budget money was required for the activity. Only currently available software and hardware were required for the project. Access to digitized three-dimensional objects was difficult to come by. Future authored lab simulations may require budgeting for these objects.

2. Student Interest

Students in the research group indicated a high degree of satisfaction with the simulations they performed. Many indicated a desire to have more simulations of the type that were used in the project.

3. Institutional support

At this point the dissemination of the simulated labs was by CD ROM and by web site downloading of the labs. Northland College Biology Department supplied the CD ROM and the CD burners to produce the Lab CD.

WHAT PRINCIPLES GUIDED YOUR FACULTY AWARDS PROJECT?

1. Encourage Successful Student Learning Outcomes – Very Important

My hope is that students performing the simulated labs experience a high degree of satisfaction in achieving the student learner outcomes.
2. Achieve Collaboration and Partnerships – Very Important

Sharing the simulated labs with other Anatomy and Physiology instructors will hopefully sustain or increase the collaboration and partnerships among the faculty of the Northland College Biology Department. An earlier produced simulated genetics lab dealing with virtual fruit fly heredity was presented by John O’Brien at the League of Innovation Information Technology. Mr. O’Brien is the Vice President of Academic Affairs at Century College. Comments from Mr. O’Brien were “I think these are really fantastic and quite well done. I am planning to use the virtual fly lab (in my presentation).”

3. Enhance Quality and Continuous Improvement of Programs – Very Important

It is my hope that the availability of alternatives to traditional lab experiences will enhance the experience of students taking courses from the Northland College Biology department.

TEACHING AND LEARNING STRATEGIES

1. Active learning, experiential learning.

An important concept in the authoring of the lab simulations was to incorporate a hands-on feel to the experiments. Students gain this experience by selecting and manipulating objects with the mouse during the course of the experiments.


All of the lab simulations incorporate a set of problems or issues which need to be investigated. Student investigations are led by problem based sets of decisions and instructions to a conclusion by students. These conclusions are then applied in answering real-life cases or questions related to the subject material of the experiment.


This project at this point does not lend itself to this goal.

DISSEMINATION ACTIVITIES

1. Your own classroom or lab.

The authored simulated labs were disseminated by CD ROM and by a web-based download site. Northland College Biology instructors will be supplied with a copy of the CD ROM containing the four simulated labs. The labs will also continue to be available by download from the internet.
2. Article or other publication.

Publication of the labs will be through the produced CD and by internet. The author would entertain any other forms of publication or be available for interviews by area media.

SUSTAINABILITY

How do you plan to continue the innovations that you developed as part of this project?

1. Commitment obtained for future funding of project at your institution.

The Northland Biology department will continue to sponsor the purchase of the CDs used for dissemination. The author will also continue to sponsor the web site for future downloads of the labs.

2. Commitment obtained for project continuation at your institution.

My inclinations are to continue to produce more of these simulated labs for students in the Biology department.

LESSONS LEARNED

Identify lessons learned and provide recommendations for changes in College Awards program. In what ways could your project have been changed to achieve broader impacts and outcomes?

At this point the major consideration for future authoring would be securing adequate three-dimensional objects which serve as the tools, machines, etc required for a more professional look and feel to the lab experience. My research has shown that this will require some capitol outlay in securing the objects and their copyrights. For future productions, I would like the experiments to lead to different results dependent on the actions or mis-actions of the student.

SUMMARY NARRATIVE

In your own words, provide a summary of the overall strengths and weaknesses of the project.

This project has greatly increased my ability to produce the animations in PowerPoint. Future authoring will be vastly increased because of this improved skill. Online experimental students overwhelmingly supported the simulations with positive feed back and with higher test scores than online control groups. Limited access to three-dimensional objects was a hurdle, however a solution is possible and will be addressed in future authored simulations. A virtual portfolio has been set up to access the simulated labs at the following web address:

http://biologyonline.us/Virtual%20lab/Lab%20Index.htm
Northland College
Kent Hanson CAO

AWARDEE INFORMATION

Terry Wiseth

Interactive Study Guide

It is my hope that the interactive study guides assist students in their learning process in preparing for unit exams in anatomy and physiology.

BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Brief Description</th>
<th>Salary Request</th>
<th>Matching Funds</th>
<th>Total Budget</th>
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<tr>
<td></td>
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<td>19 Interactive Study Question Units (analysis of questions is given at the end of the report)</td>
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<td>1 hour of web page development for portfolio</td>
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<td>Other Faculty Stipends</td>
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<td>Other</td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>$5000</td>
</tr>
</tbody>
</table>

ACHIEVEMENT OF GOALS AND OBJECTIVES

1. Teaching methods: Were faculty teaching skills & strategies improved?

Met Expectations – I have had to research my subject matter to a higher degree in order to develop the large number of questions for the project. Learning the basics of HTML code in order to write the interactivity of the project will be valuable in my future teachings.
2. Student Learning: Was student learning achieved with regards to increased knowledge of concepts and skills?

Met Expectations – Students performing the study questions indicated a high degree of satisfaction with the exercise. The research groups consistently have scored higher on average on unit exams than have the control groups.

3. Other: Were there impacts on campus & community, improving cost-effectiveness, etc.?

Met Expectations – Students required only the digital form of the study questions and were not required to possess hard copies of the questions. This potentially can show a much improved cost-effective method of delivery to the students. Future impact with face to face courses utilizing the study questions will be forthcoming in the author’s opinion.

FACULTY EXPERIENCE IN IMPLEMENTING COLLEGE FACULTY AWARDS PROGRAMS

In your own words, please provide feedback on your participation in the program. Was it a creative teaching and learning experience? What were the lessons learned?

1. Budget

No budget money was required for the activity. Only currently available software and hardware were required for the project. The study questions are currently published on the author’s biology web page.

2. Student Interest

Students in the research group indicated a high degree of satisfaction with the exercises they performed. Higher test scores in the research group on unit exams reflected the amount of interest given to the exercise by students.

3. Institutional support

At this point the dissemination of the study questions is by web site publication. Support of the project will only require the maintenance of a viable web site and page.

WHAT PRINCIPLES GUIDED YOUR FACULTY AWARDS PROJECT?

1. Encourage Successful Student Learning Outcomes – Very Important

My hope is that students performing the study questions experience a high degree of satisfaction in achieving the student learner outcomes. Evidence of an increased success in accomplishing student learning outcomes is reflected in the higher unit exam scores by research groups of students that had access to the study questions.
2. Achieve Collaboration and Partnerships – Very Important

Sharing the study questions with other Anatomy and Physiology instructors will hopefully sustain or increase the collaboration and partnerships among the faculty of the Northland College Biology Department. These 19 individual interactive study guides will be available by way of a web page index. Faculty in the Biology department at Northland College will be informed of and have unlimited access to the study questions for use as they see fit.

3. Enhance Quality and Continuous Improvement of Programs – Very Important

It is my hope that the availability of interactive study questions will enhance the experience of students taking courses from the Northland College Biology department.

TEACHING AND LEARNING STRATEGIES

1. Active learning, experiential learning.

The project had as one of its goals to achieve an interactive (active) aspect to the study questions in hopes of engaging the student for a longer period of time.


Many of the study questions utilize the concept of presenting real life medical problems.


This project at this point does not lend itself to this goal.

DISSEMINATION ACTIVITIES

1. Your own classroom or lab.

The authored simulated labs were disseminated by publication to a web site with an index to separate units. Northland College Biology instructors will be supplied with a web address in order to access the index for the study question units.

2. Article or other publication.

Publication of the labs will be by the web. The author would entertain any other forms of publication or be available for interviews by area media.
SUSTAINABILITY

How do you plan to continue the innovations that you developed as part of this project?

1. Commitment obtained for future funding of project at your institution.

   The author will also continue to sponsor the web site for present and future access to the study questions.

2. Commitment obtained for project continuation at your institution.

   My inclinations are to continue to author more questions for each of the study units. I will solicit other instructors in the Northland Biology department to add questions to the project as well as to critique the questions currently available.

LESSONS LEARNED

Identify lessons learned and provide recommendations for changes in College Awards program. In what ways could your project have been changed to achieve broader impacts and outcomes?

   A major consideration is to solicit other instructors in the Northland Biology department to add questions to the project as well as to critique the questions currently available. This makes this project very fluid and non-static.

SUMMARY NARRATIVE

In your own words, provide a summary of the overall strengths and weaknesses of the project.

   The most exciting part of the project is to hear of the cries of appreciation that I have received from students using the study questions. I am convinced of the value of the project when comparing the higher unit exam scores of students who had access to the study questions. A second exciting aspect of the project is the anticipated added questions from other instructors of Anatomy and Physiology at Northland College. A virtual portfolio has been set up to access the study questions at the following web address:

   http://biologyonline.us/Virtual%20lab/Lab%20Index.htm
A question by course and unit analysis is given below

### Advanced Physiology

<table>
<thead>
<tr>
<th>UNIT</th>
<th># of Questions</th>
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<tbody>
<tr>
<td>Acid-Base, Fluid-Electrolytes</td>
<td>245</td>
</tr>
<tr>
<td>Blood Gases</td>
<td>105</td>
</tr>
<tr>
<td>Immune System</td>
<td>140</td>
</tr>
<tr>
<td>Genetics</td>
<td>81</td>
</tr>
<tr>
<td>Reproductive System</td>
<td>184</td>
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<tr>
<td><strong>TOTAL QUESTIONS</strong></td>
<td><strong>755</strong></td>
</tr>
</tbody>
</table>

### Anatomy & Physiology 1

<table>
<thead>
<tr>
<th>UNIT</th>
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</thead>
<tbody>
<tr>
<td>Nerve Tissue</td>
<td>150</td>
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<tr>
<td>Central Nervous System</td>
<td>206</td>
</tr>
<tr>
<td>Urinary System</td>
<td>189</td>
</tr>
<tr>
<td>Special Senses</td>
<td>203</td>
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<tr>
<td>Digestive System</td>
<td>290</td>
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<tr>
<td>Endocrine System</td>
<td>165</td>
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<tr>
<td>Development, Genetics</td>
<td>223</td>
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<td><strong>TOTAL QUESTIONS</strong></td>
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### Anatomy & Physiology 2

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<th>UNIT</th>
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<td>Homeostasis</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Cell</td>
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<td>Integumentary System</td>
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<td>Skeletal System</td>
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<td>Muscular System</td>
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<td>Heart</td>
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<td>Respiratory System</td>
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<td>Blood Vessels</td>
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<td>Lymphatics</td>
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<td><strong>TOTAL QUESTIONS</strong></td>
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**TOTAL ALL COURSES** 3473
AWARD FOR EXCELLENCE

FINAL REPORT

Due: May 11, 2007

To: College Award for Excellence Committee

Introduction

My NCTC Award for Excellence (submitted September, 2006) was related to the beginning phases of a broad study. The award for excellence facilitated my ability to: (a) address the issue of urinary incontinence and nursing; (b) contribute significantly to my professional development, educational advancement, and content expertise; and (c) advance the assessment of nurse’s urinary incontinence knowledge, beliefs, and practices which will ultimately impact formative nursing curriculum and continuing nursing education.

Evaluation plan

I. Specific Aim/Outcome 1 was to develop the NUIKBAP instrument.

This outcome was assessed by psychometric experts, academic experts, and content experts. Input provided by each contributed to the tool’s development. The research question for this aim was: “What concepts regarding female UI should be included in NUIKBAP?”

This question was addressed through thoughtful reflection on the concepts to be measured; determination of utility and target population; identification of instrument components; generation of items based on critical review of literature; and solicitation of input from experts (Green & Lewis, 1986; Schultz et al., 1999).
Embedded is the initial draft of NUIKBAP that was created through the aforementioned process and sent to content experts for review (Note: Unpublished, copyrighted material, 61 pages long).

A more detailed account of the tool (with source citations listed for each question), as well as screen shots of the delivery model via the Instructional Management Software (Psych Data), are both available upon request.

2. *Specific Aim/Outcome 2 was to estimate validity of NUIKBAP with experts (content validity indices).*

The research question associated with this specific aim was: "What are the validity estimates of NUIKBAP based on input from experts?" Seven content experts assessed the content validity of NUIKBAP using a content validity index.

The NUIKBAP draft was critiqued by a panel of nurse content experts in the fields of UI and gerontology. Each item was rated for relevance using a content validity index. The instrument as a whole was also evaluated. Experts provided unrestricted comments on item clarity, relevance, content appropriateness, and wording. Feedback from content experts were reviewed and integrated to enhance NUIKBAP's content and face validity. Those items which were overwhelmingly determined as inappropriate by experts were thrown out. The evolved NUIKBAP draft will be utilized in the pilot (not associated with this award, but submitted for January 2007 award consideration).
The input from experts is recorded in a detailed, multi-page spreadsheet representing statistical analysis (available upon request). Findings influenced the evolution of NUJKBAP. Below is a summary of findings:

- Phase I provided evidence of NUJKBAP's layout, face, content validity, logistics, and utility.
- Item content validity ranged from 0.71 to 1.00 with the majority of items scoring at 0.86-1.00. A benchmark of 0.80 was pre-established and met. Items under 0.80 were revised or eliminated.
- Inter-rater reliability of 0.73 was calculated for retained items. The minimum pre-established standard of 0.70 was met.
- Content experts' overall rating of the tool was 0.85 which is considered very good for a new instrument.

**Benefits of the Project**

This project offered a glimpse into the cognitive and psychomotor aspects of female urinary incontinence care and the role nursing can play in preventing and treating incontinence. This knowledge was gained through an extensive literature search as well as feedback solicited from national experts in the field. Evidence gathered has lead to the development and evolution of an instrument to measure nurses' UI knowledge, beliefs, and practices. Pilot and field testing the instrument will yield a tool that is geared toward a global delivery. Audiences interested in the tool may include nursing education settings for measurement of graduate readiness in provision of female UI care.

The translation of research into practice must be brokered by nurses, yet there is limited information on nurses as mediators of UI care. Our nation is aging and, therefore, the prevalence
of UI will only continue to rise. There is a critical need to gain insight into nurses' promotion of urinary health, restoration of alteration, and proactive prevention of UI. This overall research will provide evidence that can alter nursing education's approach to formative and continuing nursing education related to care of individuals with urinary incontinence. This research will have important clinical, pedagogical, theoretical, social, and QOL relevance (NAFC, 2005). The discipline of nursing is obliged to assess nurses' UI knowledge, beliefs, and practices and to identify strategies to best prepare nurses for UI care. NUIKBAP will be useful longitudinally to gauge progress in nursing as national efforts are implemented to raise UI awareness, initiate standardized UI screening protocols, and distribute first-line UI treatment.

**Dissemination**

The information gained from the work supported by this project is available to the nursing faculty. I have offered to present at the nursing faculty meeting (e-mail sent to Barb Forrest 01.11.07). This work is has also been peer-reviewed and selected for national presentation at the Western Institute of Nursing (WIN), Portland, Oregon in April 2007. The poster prepared for the WIN conference will be made available for display at NCTC upon request. The overall research project is additionally referred to via this author's electronic portfolio.

**Conclusion**

The continuation of this overall project will contribute significantly to advancement of nursing knowledge and understanding of nurses' urinary incontinence knowledge, beliefs and practices. The instrument developed through the author's study will yield empirical data that will have the potential for guiding nursing curriculum development and assessment of student learning outcomes related to care of women's urological needs throughout the lifespan. Students
in the nursing program must be able to demonstrate cognitive, affective, and psychomotor knowledge related to female urological care. The overall project will provide measurement information which will be useful in several courses across the curriculum.
INTRODUCTION

This NCTC Award for Excellence (submitted December, 2006) was related to the second stages of a broad study. The overall study's aim was to develop a tool to measure Nurses' Urinary Incontinence Knowledge, Beliefs, and Practices (NUIKBAP). The second stage (partially funded through the 2007 Award for Excellence) focused on revising the newly developed instrument, conducting a pilot, and beginning field analysis. During the first stage of this project, NUIKBAP was developed and exposed to an international panel of content experts. Information gained was used to make revisions for improvement of the instrument's content validity. Next, the tool was exposed to pilot testing. The pilot allowed opportunity for divergent, content, and face validity to be assessed. Following the pilot, NUIKBAP was administered to a large sample for field testing the instrument. It was during the field testing that extensive analysis of the instrument's psychometric properties were examined. The 2007 Award for Excellence facilitated my ability to: (a) address the issue of urinary incontinence and nursing; (b) contribute significantly to my professional development, educational advancement, and content expertise; and (c) advance the assessment of nurse's urinary incontinence knowledge, beliefs, and practices which will ultimately impact formative nursing curriculum and continuing nursing education.
EVALUATION PLAN

Specific Aim /Outcome 1

Specific Aim/Outcome 1 estimated the validity of NUIKBAP using a pilot of practical nursing students. The research question for this specific aim was, “What are the validity estimates of NUIKBAP based on input from a pilot of practical nursing students?”

Specific Aim/Outcome 1 was addressed by a pilot administration of NUIKBAP to provide preliminary information regarding the logistical and validity properties of the instrument. The pilot allowed initial measurement of construct validity using the known-groups comparison methods (Lynn, 2006; Polit & Beck, 2004). Nursing assistant student scores versus the graduating PN student scores were compared. Although some overlap was expected, these two groups were theoretically anticipated to show a pattern of polarity (Lynn). T-tests were used to record the degree and direction of association between nursing assistant and graduating PN student scores. The difference in the knowledge construct between groups was found to be statistically significant ($p=0.002$ one-tailed, df=8.47). This difference evidenced the sensitivity of NUIKBAP in differentiating groups with divergent characteristics.

The pilot also provided an opportunity to identify feasibility factors, correct technological glitches, preliminarily test instrument delivery, modify research protocol, and refine study design (Polit & Beck, 2004). This contributed to the reliability and validity of NUIKBAP. Additionally, instrument package pre-testing using the pilot determined participant completion time estimates, sequencing preferences, and online administration logistical concerns (Polit & Beck). Findings influenced the evolution of NUIKBAP. Table 1 displays the revisions made as a result of the pilot study. In total, there were 94 items retained in original format, 10 items revised, and 1 item deleted. After pilot-related revisions, NUIKBAP consisted of 104 items.
Specific Aim/Outcome 2

Specific Aim/Outcome 2 empirically and qualitatively assessed the psychometric properties of NUIKBAP through a field test. The research question for this specific aim was, "What are the estimated psychometric properties of NUIKBAP based on evidence from a field test of practical nursing students?"

Specific Aim/Outcome 2 was addressed through field test administration of NUIKBAP to 205 practical nursing students during their graduating semester. The research question was analyzed using multiple methodologies (Seaton, 2005) including qualitative-descriptive and quantitative approaches. Qualitative-descriptive methods included the use of open-ended questions crafted to elicit rich information from respondents regarding the intersection of nursing, urinary incontinence (UI) knowledge, UI beliefs, and UI practices. Quantitative methods included various empirical measurements of constructs. The UI knowledge construct was assessed through item analysis. UI beliefs were analyzed by exploratory factor analysis. UI practices included qualitative-descriptive conventional content analysis on a sub-sample of 21 practical nursing students as well as descriptive statistics on the full sample (n=205). The compilation of all measurements established an impression of NUIKBAP’s solid reliability,
validity, and contextual suitability for continued exposure to psychometric testing. The following narrative describes findings within each construct.

Item analysis was used to estimate valid items for measuring UI knowledge. The intention was to retain items that fell into the 0.05 (5%) to 0.95 (95%) range. Items outside these parameters were eliminated (See Table 2).

Table 2.

**UI Knowledge Construct—Summary of Phase II Findings**

<table>
<thead>
<tr>
<th>Findings</th>
<th>Item Analysis</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>39 of the 49 items fell between 0.05 and 0.95</td>
<td>Retain items with 0.05 to 0.95 difficulty</td>
<td>Eliminated knowledge items 22, 23, 29, 34, 38, 39, 44, 46, 63, 67</td>
</tr>
<tr>
<td>10 items fell outside the parameters</td>
<td>[If items are &lt;0.05, they are too hard. If items are &gt;0.95, they are too easy]</td>
<td></td>
</tr>
<tr>
<td>Cronbach's Alpha ≥ 0.70</td>
<td>0.768 Pre-elimination</td>
<td>n/a</td>
</tr>
<tr>
<td>0.740 Post item-elimination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The UI Beliefs construct of NUIKBAP was amenable to and benefited from factor analysis (Lynn, 2006). Exploratory factor analysis was used to estimate the factorial validity of the UI beliefs items. Exploratory factor analysis identified a viable factor structure and served to reduce the number of NUIKBAP items. Table 3 displays the findings.
Table 3.

UI Beliefs Construct—Summary of Phase II Findings

<table>
<thead>
<tr>
<th>Method Name</th>
<th>Criteria</th>
<th>Initial Findings</th>
<th>Final Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett's Sphericity</td>
<td>$p \leq 0.05$ (significance)</td>
<td>$p \approx 0.000$</td>
<td>None. Met criteria.</td>
</tr>
<tr>
<td>Kaiser-Meyer-Olkin</td>
<td>$\geq 0.50$</td>
<td>0.753</td>
<td>None. Met Criteria</td>
</tr>
<tr>
<td>Initial Eigenvalue</td>
<td>$\geq 1.00$</td>
<td>Initial Eigenvalues $\geq 1.00$ for Factors 1-6</td>
<td>Eliminated factors 7-17.</td>
</tr>
<tr>
<td>Unrotated Scree Plot</td>
<td>Analyze # of factors indicated by the elbow $\geq 1$</td>
<td>Elbow 2</td>
<td>Ran solutions for a 1, 2, 3, and 6-factors using two methodologies.</td>
</tr>
<tr>
<td>Initial Total Cumulative Variance Explained</td>
<td>Retain enough factors to yield $\geq 60%$ of the variance</td>
<td>6-Factor Solution Required to achieve $\geq 60%$ of the total variance explained</td>
<td>Best solution: 6-factor using Principal Axis Factoring extraction with Oblique rotation.</td>
</tr>
<tr>
<td>Assessment of Model Fit</td>
<td>Strive for the least number of residual items with $&gt; 0.05$ factor loading (benchmark $&lt; 10%$).</td>
<td>6-Factor Principal Axis Solution 8 ($5%$) non-redundant residuals with values $&gt; 0.05$</td>
<td>Best solution: 6-factor using Principal Axis Factoring extraction with Oblique rotation.</td>
</tr>
</tbody>
</table>
### Table 3 (continued).

**UI Beliefs Construct—Summary of Phase II Findings**

<table>
<thead>
<tr>
<th>Factor Loading (Item-to-Factor Correlation)</th>
<th>Retain items with item-to-factor loadings of greater than or equal to ± 0.40 [This means the item is significantly related to this factor. Therefore, it should be retained]</th>
<th>All solutions (1, 2, 3, and 6-factor) using Principal Axis/Direct Oblimin or Principal Component/Varimax methodology had factors with at least one item that loaded at 0.40.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-Loading</td>
<td>Eliminate item if loading to another factor is ≤ 0.20 [The item may load significantly to two factors. If difference is less than 0.20, the item should be eliminated from both as the association is too close to distinguish accurately]</td>
<td>Principal Axis factoring had zero items eliminated based on this criteria regardless of the 1, 2, 3, or 6-factor solution used. Principal Component factoring had 0-3 items eliminated (depending upon the 1, 2, 3, or 6-factor solution used) due to cross-loading at ≤ 0.2.</td>
</tr>
</tbody>
</table>

The 6-factor Principal Axis Factoring was the best solution considering all assessments. Therefore, items 1, 7, 11, 13, and 14 were recommended for elimination by this solution because they did not load to one of the six factors at ≥ 0.40.

The 6-factor Principal Axis Factoring was the best solution considering all assessments. Zero items were eliminated based on this cross-loading criterion.
# Ul Beliefs Construct—Summary of Phase II Findings

<table>
<thead>
<tr>
<th>Reliability Estimation</th>
<th>Cronbach’s Alpha for each factor ≥ 0.70</th>
<th>6-Factor Principal Axis Solution</th>
<th>Cronbach’s Alpha for total scale ≥ 0.70</th>
<th>The solutions/methodologies meeting this criteria included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remaining Items per Factor</td>
<td>Strive for at least 5 items per factor [More items will yield greater reliability]</td>
<td>1-Factor Principal Axis Factoring</td>
<td>1-Factor Principal Components</td>
<td>3-Factor Principal Components</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Factor 1:</td>
<td></td>
<td>The three solutions that met this criterion failed excessively at the higher order criterion of initial total cumulative variance explained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Items 8, 9, 10</td>
<td></td>
<td>This criterion was aimed toward insuring reliability. Other measures of reliability in this study show adequate inter-item and item-to-scale correlations as well as Cronbach’s alpha reliability.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.725</td>
<td></td>
<td>Of note, this preference was not met and may be impossible to meet with a scale with so few initial items (17).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Factor 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Items 15, 16, 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.782</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-Factor Principal Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Item 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>n/a only one item</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Factor 4:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Items 1, 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>n/a only one item</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Factor 5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Item 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>n/a only one item</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Factor 6:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Items 5, 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>n/a only one item</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.776</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(pre-elimination, all 17 items) 0.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(after deleted 1, 7, 11, 13, 14) 0.729</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(after deleted 7, 11, 13)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 3 (continued).

#### UI Beliefs Construct—Summary of Phase II Findings

<table>
<thead>
<tr>
<th>Item-to-Item Correlation Reliability Estimation</th>
<th>6-Factor Principal Axis Solution with Oblique Rotation was the only solution/methodology that met this criterion.</th>
<th>Outside of the items eliminated due to not loading at 0.40 to the 6-factor Principal Axis solution (1, 7, 11, 13, 14) all other items had a correlation of 0.3 to 0.7. No further items needed to be eliminated based on this criterion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson’s r range of 0.30 to 0.70 [Items within a factor should relate to each other at a minimum of 0.3. If correlation is greater than 0.7 the two items are too similar and one should be eliminated]</td>
<td><strong>6-Factor Principal Axis Solution</strong> (6 items, no item deleted)</td>
<td><strong>6-Factor Principal Axis Solution</strong> (6 items, no item deleted)</td>
</tr>
<tr>
<td><strong>Item</strong></td>
<td><strong>Correlation</strong></td>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>1</td>
<td>0.385</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>0.422</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>0.519</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>0.585</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>0.545</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>0.535</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>0.559</td>
<td>19</td>
</tr>
<tr>
<td>8</td>
<td>0.545</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>0.538</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>0.538</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td>0.538</td>
<td>23</td>
</tr>
<tr>
<td>12</td>
<td>0.338</td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>0.438</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>0.338</td>
<td>26</td>
</tr>
<tr>
<td>15</td>
<td>0.338</td>
<td>27</td>
</tr>
<tr>
<td>16</td>
<td>0.338</td>
<td>28</td>
</tr>
<tr>
<td>17</td>
<td>0.338</td>
<td>29</td>
</tr>
<tr>
<td><strong>Option 1 (deleted 1, 7, 13, 14)</strong></td>
<td></td>
<td><strong>Option 1 (deleted 1, 7, 13, 14)</strong></td>
</tr>
<tr>
<td>18</td>
<td>0.465</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>0.465</td>
<td>21</td>
</tr>
<tr>
<td><strong>Option 2 (deleted 7, 13)</strong></td>
<td></td>
<td><strong>Option 2 (deleted 7, 13)</strong></td>
</tr>
<tr>
<td>22</td>
<td>0.465</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>0.465</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>0.465</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>0.465</td>
<td>29</td>
</tr>
<tr>
<td><strong>Option 2 (deleted 7, 13)</strong></td>
<td></td>
<td><strong>Option 2 (deleted 7, 13)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item-to-Total Scale Correlation Reliability Estimation</th>
<th>Pearson’s r &gt; 0.30 [Items need to be congruent with the instrument and therefore, show internal consistency]</th>
<th>The vast majority of items did have an adequate item-to-total scale correlation. Elimination of some items identified through 6-factor solution improved the internal consistency. Option two allowed for deletion of 3 items and revision of two which may improve the overall structure in future studies. Such revisions may also improve the item-to-total scale reliability measurements. This area will need to be monitored as the instrument progresses through larger and more stratified samples.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6-Factor Principal Axis Solution</strong> (4 items, no item deleted)</td>
<td></td>
<td><strong>6-Factor Principal Axis Solution</strong> (4 items, no item deleted)</td>
</tr>
<tr>
<td><strong>Item</strong></td>
<td><strong>Correlation</strong></td>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>1</td>
<td>0.423</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>0.423</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>0.536</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>0.536</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>0.331</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>0.331</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>0.331</td>
<td>19</td>
</tr>
<tr>
<td>8</td>
<td>0.331</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>0.331</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>0.331</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td>0.331</td>
<td>23</td>
</tr>
<tr>
<td>12</td>
<td>0.331</td>
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</tr>
<tr>
<td>13</td>
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</tr>
<tr>
<td>14</td>
<td>0.331</td>
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</tr>
<tr>
<td>15</td>
<td>0.331</td>
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</tr>
<tr>
<td>16</td>
<td>0.331</td>
<td>28</td>
</tr>
<tr>
<td>17</td>
<td>0.331</td>
<td>29</td>
</tr>
<tr>
<td><strong>Option 1 (deleted 1, 7, 13)</strong></td>
<td></td>
<td><strong>Option 1 (deleted 1, 7, 13)</strong></td>
</tr>
<tr>
<td>18</td>
<td>0.331</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>0.331</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>0.331</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>0.331</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>0.331</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>0.331</td>
<td>29</td>
</tr>
<tr>
<td><strong>Option 2 (deleted 7, 13)</strong></td>
<td></td>
<td><strong>Option 2 (deleted 7, 13)</strong></td>
</tr>
<tr>
<td>22</td>
<td>0.331</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>0.331</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>0.331</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>0.331</td>
<td>29</td>
</tr>
<tr>
<td><strong>Option 2 (deleted 7, 13)</strong></td>
<td></td>
<td><strong>Option 2 (deleted 7, 13)</strong></td>
</tr>
</tbody>
</table>

- Option 1: Deleted items 1, 7, 13, 14
- Option 2: Deleted items 7, 13
The UI Practices construct employed a quantitative approach to understanding nurses’ practice of UI care. Descriptive statistics were also used to report the number of women cared for, age range of those women, reporting/recording patterns, and nurses’ perceived preparedness for UI assessment and care. See Table 4 for findings.

Table 4.

UI Practices Construct—Summary of Phase II Findings

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Criteria/Explaination</th>
<th>Findings</th>
<th>Actual Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Statistics</td>
<td>No criteria enforced.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Cronbach’s Alpha</td>
<td>≥ 0.70</td>
<td>0.704</td>
<td>None</td>
</tr>
</tbody>
</table>
| Content Analysis     | Conventional approach. Qualitative rigor criteria. | 5 themes rendered  
2. Glimpses of UI Loss and Suffering  
4. Lost in the Nursing Process  
5. The Push and Pull of UI Care | n/a |

Reliability

The knowledge construct showed an initial Cronbach’s alpha of 0.768. After knowledge item elimination of ten knowledge items based on item analysis, the Cronbach’s alpha was 0.740. The beliefs construct yielded a total scale Cronbach’s alpha of 0.729-0.776 depending on the solution used and the number of items retained. The practices construct showed Cronbach’s alpha of 0.704. These findings were all within parameters of the pre-established criteria (≥ 0.70).
BENEFITS OF THE PROJECT

Despite the alarming prevalence, cost burden, and inadequate nursing UI knowledge, there are no known instruments which specifically assess nurses' UI knowledge, beliefs, and practices among the female population in a psychometrically-validated tool. Measurement, at baseline and longitudinally, of nurses' UI knowledge, beliefs, and practices is a pre-requisite component to national efforts for addressing female UI. Such efforts include the effectiveness of nursing education in the care of women with UI.

Numerous studies have focused on UI-related epidemiological trends, quality-of-life considerations, and bio-behavioral interventions. However, little is known about nurses' knowledge, beliefs, and practices of female-related UI care. This project offered a glimpse into the cognitive and psychomotor aspects of female UI and the role nursing can play in preventing and treating incontinence. Knowledge gained through a pilot and field test extended the utility, validity, and reliability of NUIKBAP. Evidence gathered led to the development and evolution of an instrument to measure nurses' UI knowledge, beliefs, and practices among the female population. Continued testing of the instrument will yield a tool that is geared toward a global delivery.

Revision of NUIKBAP based on content validity indices, pilot implementation, post-pilot tool revisions, and field testing implementation allowed extensive analysis of NUIKBAP's psychometric properties. The pilot included practical nursing students (n=11). The field testing involved 205 practical nursing students. Nursing faculty leader were also involved in providing academic content input into the tool's development.

Ultimately, the psychometrically validated tool will be useful in nursing education (to identify areas of opportunity within the curriculum), nursing practice (to identify areas of continuing education needed for nurses), and nursing research (as an empirical referent capable
of operationalization). Audiences interested in the tool may include nursing education settings for measurement of graduate readiness in provision of female UI care.

Impact of the study on the campus included the promotion of scholarly activity and research within the college. Such a prestigious activity provides positive role modeling for students and faculty alike. Participation in research endeavors raises the status of the nursing program as contributing to the science of nursing and nursing education.

**DISSEMINATION**

The information gained from the work supported by this project has been disseminated in a variety of forums. A poster presentation has been created related to the pilot and is available for display upon request. Pilot findings were presented at the Western Institute of Nursing (Portland, Oregon; April 2007) and at the University of North Dakota Research Brownbag (Grand Forks, ND; May 2007). Furthermore, the content validity indices and pilot will be presented at Eta Upsilon Sigma Theta Tau International in September 2007.

**CONCLUSION**

This overall project will contribute significantly to advancement of nursing knowledge and understanding of nurses’ UI knowledge, beliefs and practices among the female population. The instrument developed and psychometrically assessed through the author’s study will yield empirical data that have the potential for guiding nursing curriculum development and assessment of student learning outcomes related to care of women’s urological needs throughout the lifespan. Students in the nursing program must be able to demonstrate cognitive, affective, and psychomotor knowledge related to female urological care. As previously mentioned, this study has application to nursing education, nursing research, and nurse practice.
Application #1347
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Bracamonte, Margarita
Title/Position: Community College Faculty
Institution: Northland Community and Technical College, East Grand Forks
Address: 2022 Central Ave NE
East Grand Forks, MN 56721
Phone: 218-793-2569
Fax: 218-793-2842
Email: margarita.bracamonte@northlandcollege.edu
Application #1347  
Status - Final Report Submitted

**Proposed Budget Summary**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Grant Funds Requested</th>
<th>Funds From Other Sources</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation for Project Manager(s)</td>
<td>$5000.00</td>
<td>$0.00</td>
<td>$5000</td>
</tr>
<tr>
<td>Estimated employer-paid fringe benefits for manager</td>
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<td>$0.00</td>
<td>$0</td>
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<tr>
<td>Compensation for other faculty members</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0</td>
</tr>
<tr>
<td>Estimated employer-paid fringe benefits for others</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0</td>
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<td>Consultants/Contractors</td>
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<td>Equipment</td>
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**Budget Narrative**

A $5,000 stipend is requested for the author of the present Awards for Excellence Proposal. This stipend n
Application #1347
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:
  - Encourage successful student learning
  - Provide affordable access
  - Enhance quality and continuous improvement of programs

The main objectives or goals of this project:
  - Active learning, experiential learning
  - Technology-supported learning

Outcomes anticipated from this project:
  - Student Learning
  - Course and curriculum design
Disciplines addressed in this project
LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.

Project Narrative
A $5,000 stipend was requested by the author of the present Awards for Excellence proposal. This stipend
Application #1347
Status - Final Report Submitted

Outcomes

The top three principles that guided your project:

Encourage successful student learning
The goal of this proposal was to design a new laboratory manual for Human Biology, BIOL 1120, at NCTC, East Grand Forks Campus. This lab manual includes hands on experiments where students utilize the scientific method, extract DNA and learn and understand basic experiments in how this molecule is used nowadays to solve crimes. This lab manual will be introduced to our students starting in Spring 10. To evaluate that students learn topics discussed in labs, lab exam scores, lab assignments, etc. will be monitored to see if students are learning human biology concepts.

Provide affordable access
This new laboratory manual will be affordable to Human Biology students. The estimated cost of this manual will be approximately $13.00. Students will purchase this laboratory manual from the College's bookstore.

Enhance quality and continuous improvement of programs
This new laboratory manual will be continually monitored to enhance experiments, to include more figures or tables to help students learn concepts taught in labs, and to include pictures from cadavers.

The main objectives or goals of your project:

Active learning, experiential learning
This new laboratory manual guides students to touch several body parts in their bodies to help them remember anatomical parts, anatomical names, extract DNA from their own cells, see their own cells under the microscope, etc. New active learning exercises will be incorporated in this lab manual as they get suggested or observed in each laboratory exercise.

Technology-supported learning
Some laboratory exercises in this lab manual include
videos that students have to view. At the end of the laboratory exercises, students will be guided to view additional information on websites, magazines, etc. to help them write laboratory reports.

**The outcomes you anticipated from this project:**

**Student Learning** Met expectations

The use of more active learning exercises, using the student's own body to learn anatomy, to view cells under the microscope, and to extract DNA from their own cells will help Human Biology students learn concepts taught in the laboratory as well as understand science as lively present within their own body.

**Course and curriculum** Met expectations

**design**

Starting in Spring 10, Human Biology laboratory will use this new lab manual. The experiments in this new lab manual will enhance and help students learn concepts taught in lectures.
### Application #1347

**Status - Final Report Submitted**

**Actual Budget - Received**

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**Application #1347**

**Status - Final Report Submitted**

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**Final Budget Narrative**

A $5,000 stipend was requested by the author of the present Awards for Excellence proposal. This stipend...
Final Narrative

Final Project Narrative
The proposed Awards for Excellence took longer to write than expected. However, it is now finished and 1

This new laboratory manual will be affordable to all students taking Human Biology at NCTC-EGF Campu

Dissemination Activities
  • Your own classroom or lab

Details related to dissemination activities:
This new laboratory manual will be used in Spring 10 by all students taking Human Biology, BIOL 1120, at NCTC-EGF campus.

Future sustainability
  • Project completed, no replication planned

Details related to sustainability outcomes:
This laboratory manual is completed and will only be used in the laboratory for Human Biology courses at NCTC-EGF Campus.
Project Information

Project Title: Development of laboratory manual for general physics course
Project Contact: Clemens, Tom
Institution: Northland Community and Technical College, East Grand Forks
Project Start Date: 2008-09-08
Project End Date: 2009-05-15

Project Abstract:
There is a need for a general physics (1000 level) course laboratory manual at our college. This proposal is to create one in a format that will be easy to access both online through Desire2Learn and in published book form.
Application #1241
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4630
Fax: 218-773-9924
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Huschle, Brian
Title/Position: Liberal Arts Division chair
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-795-2592
Fax: --
Email brian.huschle@northlandcollege.edu
Application #1241
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Clemens, Tom
Title/Position: Community College Faculty
Institution: Northland Community and Technical College, East Grand Forks
Address: 2022 central ave NE
east grand forks, MN 56721
Phone: 218-793-2573
Fax: --
Email: tom.clemens@northlandcollege.edu
Application #1241
Status - Final Report Submitted

Proposed Budget Summary

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Budget Narrative

The budget for this project is $5000 as a stipend for time spent working outside normal teaching duties to include prep time for each activity, instruction and completion of each activity either with the consent and help of student demonstrators or as a visual demonstration (recorded to include portions in the media files), and editing of media files and documents which would include formatting for dissemination. All other necessary materials have already been gathered to complete the project.
Application #1241
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:

- Encourage successful student learning
- Provide affordable access
- Encourage innovation involving use of technology by students and faculty

The main objectives or goals of this project:

- Active learning, experiential learning
- Student research
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Teaching methods
- Course and curriculum design
- Student assessment
- Cross-curriculum skill development
Disciplines addressed in this project
PHYSICAL SCIENCES.

Project Narrative
As the budget was solely for compensation for time spent on this project, it was not a problem to remain within the bounds.
Application #1241

Status - Final Report Submitted

**Outcomes**

**The top three principles that guided your project:**

**Encourage successful student learning**

Exceeded expectations

The goal was to have a document by a single author with activities for students to use in an active learning environment to increase learning. Student success was measured with a rubric developed to assess the course. Scores were above average.

**Provide affordable access**

Met expectations

In these tough budget times I wanted to have free access to the document in an online form. Aside from the expected technology burps this was a success.

**Encourage innovation involving use of technology by students and faculty**

Did not meet expectations

The goal was to have multimedia files and access to the activities in electronic form. Unfortunately IT was unable to provide much help in finding a useful format or editing program for the multimedia files. Using the laptop cart available for checkout, each student had access to the materials through Desire 2 Learn in the lab as well as at home if they had internet access.

**The main objectives or goals of your project:**

**Active learning, experiential learning**

Met expectations

Anytime you can add a laboratory exercise to a science course, to have a hands-on approach to teaching the concepts, it increases student learning. Now that we have a document by a single author rather than many borrowed activities, students have a consistent form which allows them to focus on the science, not the process.

**Student research**

Met expectations

Students were asked to gather, analyze, and synthesize results in a lab environment. Evaluating their work with the assessment rubric showed a high quality of success.

**Technology-supported learning**

Met expectations

For the most part, students were able to access all the necessary information about the activities online. Using the laptop cart in the lab gave each student access to not only the document produced in this project, but all the internet for further research.

**The outcomes you anticipated from this project:**

**Student Learning**

Met expectations

The goal was to have a single document to increase student learning in a lab setting. Evaluating their work by means of the assessment rubric shows an improvement from past semesters.

**Teaching methods**

Did not meet expectations

I hoped the document would include all the necessary information for students to be able to complete the lab on their own. Unfortunately, since I was unable at this time to include many multimedia files, some of the demonstrations and explanations I still had to do in class.

**Course and curriculum design**

Met expectations
With this document I have been able to move from a lecture focused course to an activity focused course. As with any new course, some adjustments still need to be made. Student feedback was pathetically infrequent, however, future semesters will assist in the fine tuning.

**Student assessment**  Met expectations
This project allows a better measure using the assessment rubric. No longer is there an issue with learning the form of the activity. Rather students can focus on the physical principles.

**Cross-curriculum skill development**  Met expectations
As part of the students work they must present each activity as an essay, following all rules of composition, as well as including all calculations. Work was evaluated using the assessment rubric developed for this course.
Application #1241  
Status - Final Report Submitted

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**Final Budget Narrative**

As the budget was solely for compensation for time spent on this project, it was not a problem to remain within the bounds.
Final Narrative

Final Project Narrative

This project, although still in its infancy, has shown an improvement in student learning as measured by the rubric developed to assess the course. I was able to produce the expected number of activities to fill 2 semesters of the course, comparable to the number of activities at a large university in their general physics courses. Unfortunately, only about half of the activities were attempted by the students, as the second semester of the course was suspended due to low enrollment. It will be on future semesters to give feedback on the other activities. As a majority of the work is now complete, I am left with the finer details in the document to work on in the next few semesters, cleaning up the formatting, spelling, linking, etc. I would like to have had more feedback from students, and hopefully next semester that will be provided.

Dissemination Activities

- Your own classroom or lab
- Other

Details related to dissemination activities:

This project was to develop the materials to enhance my own course. Obviously, I will be using it in the future. I have also had a few instructors express interest in looking at it, though the specific material is not applicable to their own work. Their interest is in how the document functions.

Future sustainability

- Project completed, no replication planned

Details related to sustainability outcomes:

The master document will be kept by me, to make editions, and provide to students and other faculty.
Application #1842
Status - Final Report Submitted - May 20, 2009

Project Information

**Project Title:** Web Based Video Nursing Skills Demonstrations

**Project Contact:** Craigmile, Donna

**Institution:** Northland Community and Technical College, East Grand Forks

**Project Start Date:** 2009-02-09

**Project End Date:** 2009-05-28

**Project Abstract:**
The goal of this project is to produce a customized Nursing Skills I Video Series for the practical nursing student. This ambitious proposal combines the skills and knowledge of nursing faculty to plan, record and produce dozens of nursing skills I teaching videos.
Application #1842
Status - Final Report Submitted

**Officers**

**Chief Academic Officer:**
Name: Hanson, Kent  
Title/Position: Provost/Vice President of Academic Affairs  
Institution: Northland Community and Technical College, East Grand Forks  
Phone: 218-793-2461  
Fax: 218-793-2820  
Email: kent.hanson@northlandcollege.edu

**Business Officer/Sponsored Programs Officer:**
Name: Roehrich, Hank  
Title/Position: Dean of Academic Affairs  
Institution: Northland Community and Technical College, East Grand Forks  
Phone: 218-793-2464  
Fax: --  
Email: hand.roehrich@northlandcollege.edu
Application #1842
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Craigmile, Donna
Title/Position: Practical Nurse Faculty
Institution: Northland Community and Technical College, East Grand Forks
Address: 2022 Central Avenue NE
East Grand Forks, MN 56721
Phone: 218-793-2542
Fax: --
Email: donna.craigmile@northlandcollege.edu
Application #1842
Status - Final Report Submitted

### Proposed Budget Summary

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### Budget Narrative

The goal of this proposal is to:

- To create a new and improved method of delivering lab demonstrations to enhance students learning. Instructor lead nursing skills demonstration can be viewed by students anytime their schedules allow.
- Assist other technical staff to develop web based videos for their course work which can improve student learning.
- Web based skills demonstrations will be developed for other existing nursing lab courses.

**Rationale/Evidence:**

As educators our priority is student learning. While distance learning courses have the same content a
The nursing department is working hard to improve the delivery of quality education through repetition. As technology continues to change, we as educators need to think outside the box and work to find better approaches.
Application #1842
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:
- Encourage successful student learning
- Encourage innovation involving use of technology by students and faculty
- Attain technical skills

The main objectives or goals of this project:
- Active learning, experiential learning
- Technology-supported learning
- To supplement online learning with web tools.

Outcomes anticipated from this project:
- Student Learning
- Teaching methods
- Online student satisfaction
Application #1842
Status - Final Report Submitted

**Disciplines addressed in this project**
HEALTH-RELATED KNOWLEDGE AND SKILLS.

**Project Narrative**
The $150.00 projected cost of supplies was individually purchased by the managers, therefore the difference
Application #1842
Status - Final Report Submitted

Outcomes

The top three principles that guided your project:

Encourage successful student learning
Student consuming nursing skills lab courses both on-campus and online have provided resounding feedback that they want and need faculty specific videos of the nursing skills. In attempts to satisfy the student request, video's recording of specific Nursing 1 skills were produced by nursing instructors. Student survey's concluded their satisfaction in having access to these instructor video's were very helpful in preparing for the skills testouts.

Encourage innovation involving use of technology by students and faculty
To create a new and improved method of delivering skill demonstrations with the use of Web 2.0 tools. By doing so, this would provide the student with affordable and current health care practice for the entry level practical nurse student. The web site is able to keep track of views/comments made and these can be noted by the instructors at any given time. It was noted that each skill video was viewed several hundred times depending on the level of the skill.

Attain technical skills Exceeded expectations
The key to psychomotor skill attainment is repetition. By repetitively viewing the video validation, the retention of technical skills was achieved. The new method of delivery will reinforce student learning by allowing continual access to return demonstrations by the instructor. This was evident by the students final scores received in the Nursing Skills 1 course.

The main objectives or goals of your project:

Active learning, experiential learning
The goal was to have students experience independent active, adult learning in the skills lab setting. It was made possible for the student to be an active learner at
times when the nursing lab was unavailable. Evaluation of student views of the video's was available on the "number of views/comments" portion of the web site.

**Technology-supported Met expectations learning**
To make an updated product specifically for the entry level practical nursing student with current technology. By constructing our own video's we were able to let our expectations be known to this entry level of nursing student. By viewing the statistics of pre-skill quizzes, we noted marked improvement from prior semesters.

**To supplement online Met expectations learning with web tools.**
Our goal was to provide students with the use of online learning tools that were affordable, up to date, and based on ever changing current health care trends. With the use of narration during the skill demonstration, the instructor was able to verbalize any conflicting information from texts and current standards of care. There were less emails and discussion posts from frustrated students in regards to conflicting information than in past semesters.

**The outcomes you anticipated from this project:**

**Student Learning Met expectations**
The goal was to have instructor led skill demonstrations available to the student at all times. By having the 24hour/7day a week access to the skill demonstration, they were able to view and practice at their convenience for better performance on individual test outs. A student has 3 attempts to successfully complete a skill. The number of skill attempts were greatly reduced when comparing to previous semester attempts.

**Teaching methods Met expectations**
Because of the wide variety of students in multiple settings, the accessibility of these skills must meet everyone's needs and continue to reinforce learning. This outcome was met by the creation and uploading of Skills 1 video's into the You Tube web site for easy access of students. Students are encouraged to write comments on the You Tube web site in regards to the specific video content. The instructor can review these comments and post them for others to view. Many students responded with comments.
**Online student satisfaction**

One of the goals was to increase the satisfaction of the online student who has minimal access to instructor led guidance. An informal survey was conducted for the online sections of Skills 1. Overall students voiced great satisfaction in having access to instruction led video's on a 24/7 basis. The student stated that by viewing the instructor led demonstration, it gave them a more clear idea of the instructor's expectations for their individual test outs. Since most online students do not have access to the lab setting until the day of test out, this gave them great opportunity to experience a virtual lab test out in their home setting.
Application #1842  
Status - Final Report Submitted

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Application #1842
Status - Final Report Submitted

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**Final Budget Narrative**

The $150.00 projected cost of supplies was individually purchased by the managers, therefore the difference...
Final Narrative

Final Project Narrative
The nursing department is working hard to improve the delivery of quality education through repetition and

Dissemination Activities
- Your own classroom or lab
- National/regional conference presentation
- Other

Details related to dissemination activities:
You Tube links of all Nursing 1 Skill video's produced and updated have been sent to all nursing faculty for their usage. Faculty have verbalized the desire to use these links in their existing PN courses. This information and examples will also be presented at the National D2L conference in July of 2009.

Future sustainability
- Commitment obtained for future funding of project at your institution
- Commitment obtained for project continuation at your institution
- Other

Details related to sustainability outcomes:
The commitment is to continually update and reproduce the existing video's for the Nursing 1 Skills course. Several of the current videos will be updated this summer as changes have occurred. Our desire is to seek future funding to produce video's demonstrations for Nursing 2 Skills, and IV Therapy courses.
Application #1341
Status - Final Report Submitted - February 26, 2009

**Project Information**

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<th><strong>Project Title:</strong></th>
<th>Information Literary Tutorial</th>
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<td><strong>Project Contact:</strong></td>
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**Project Abstract:**
To create and use an online tool such as D2L to help students in my Composition I and II courses to learn the research process and how to efficiently use library resources, through the use of a self guided tutorial on information literacy.
Application #1341
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4630
Fax: 218-773-9924
Email: kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Lindseth, Becky
Title/Position: 
Institution:
Phone: 218-683-8630
Fax: --
Email: 
Application #1341
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Dahlen, Jennifer
Title/Position: Community College Faculty
Institution: Northland Community and Technical College, East Grand Forks
Address: 2202 Central Ave NE
East Grand Forks, MN 56723
Phone: 218-793-2576
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**Application #1341**  
**Status - Final Report Submitted**

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**Budget Narrative**

I am asking for the maximum amount of 5000.00 to fund my time to put together a self guided information. I will not require any additional resources such as copies since this is entirely electronic and can be created.
Application #1341
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:

- Encourage successful student learning
- Provide affordable access
- Encourage innovation involving use of technology by students and faculty

The main objectives or goals of this project:

- Applied-learning, problem-based learning
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Course and curriculum design
- Cross-curriculum skill development
Disciplines addressed in this project
ENGLISH LANGUAGE AND LITERATURE/LETTERS.

Project Narrative
I am asking for the maximum amount of 5000.00 to fund my time to put together a self guided information
I will not require any additional resources such as copies since this is entirely electronic and can be created
Application #1341  
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Outcomes

The top three principles that guided your project:

Encourage successful student learning  
They will be follow and understand the various steps in the research process
Select information sources appropriate for a particular need
Use standard research techniques for searching library catalogs and electronic databases
Understand the differences between searching library catalogs, periodical databases, and the World Wide Web
Critically evaluate resources
Understand what plagiarism is and how to avoid it.

Each of these goals were met by students by applying information they learned in the information sessions and online tutorials and then using the knowledge to seek out and apply the information to real life academic situations, then tested through objective quizzes through each module on D2L.

Provide affordable access  
Students were able to visit online databases to search for information as well as provided the opportunity to understand how both public and academic library offer different patrons different types of access to information.

Encourage innovation involving use of technology by students and faculty
Using the information literacy tutorials offered the students the flexibility of not having seat time, instead they were able to complete their tutorials. This information literacy tutorial replaced group lecture time which allowed the faculty time to meet one on one with students at the beginning of the semester, when the bridging relationships are most important, and therefore the student could ask and get answers to specific student centered questions in the areas they needed help in.
The main objectives or goals of your project:

Applied-learning, Met expectations

Problem-based learning

The modules were very logical. The Students had information they needed to learn in order to fulfill the assignment, thus applying their knowledge. They had worksheets and quizzes they had to complete based on the information they were given. They used their problem solving skills to find the best information in the most reliable way possible and along the way learned a great deal of information can be found yet is unreliable.

Technology-supported learning

I used d2L in this information literacy tutorial. I did a group session with all of the students to ensure they understood all of the ways they could access information and retrieve the handouts, worksheets and quizzes.

The outcomes you anticipated from this project:

Student Learning Met expectations

Based on the pre-test as a group the students scored 296 out of 440 which is 67 percent. Meaning they knew what information was but didn't know how to get it. The post test as a group the students scored 381 which is 86% On average students improved their individual scores by about 20%. I met my expectation that students would learn more, do better having completed the information literacy tutorial.

Course and curriculum design

Having the information literacy tutorial as a chunk of information at the beginning of the semester allowed my students all of the necessary skills to be able to complete future assignments for the course. These are the foundation skills on which all research writing is based, it was most important they learned these as soon as they could so we could move on and not stop often to revisit where to go, or what to look for when researching for academic assignments.

Cross-curriculum skill development

100% of the students agreed the information literacy tutorial was beneficial to their learning not only in a
writing course but in other courses they will take in their academic careers.
Application #1341
Status - Final Report Submitted

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Application #1341  
Status - Final Report Submitted

**Actual Budget - Spent**

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**Final Budget Narrative**

I am asking for the maximum amount of 5000.00 to fund my time to put together a self guided information.

I will not require any additional resources such as copies since this is entirely electronic and can be created.
Final Narrative

Final Project Narrative
When I started this project I didn't have to look beyond the classes I teach to figure out that students aren't

Now the students can identify good and bad types of information along with when certain types of informal

Upon the post survey the student scored an average of 13/20, upon exit they scored a 17/20. They have inci

Dissemination Activities
- Your own classroom or lab

Details related to dissemination activities:
I use this as a recruiting tool in my composition I
course and students are encouraged to register for my
composition II courses. I speak of it often in the
composition II course where we are always talking
about the variety of information, ways to search and
find information and what is good and bad information.

Future sustainability
- Project completed, no replication planned

Details related to sustainability outcomes:
I will continue to use the information literacy tutorial. I
can break it up into smaller chunks of information and
use it as mini lessons in other writing courses. I will
continue to use the base of the tutorial with minor
changes to worksheets as information changes, so
should the information literacy tutorial change.
Application #1625
Status - Final Report Submitted - June 01, 2009

Project Information
Project Title: Patient Simulation Program
Project Contact: Forrest, Barbara
Institution: Northland Community and Technical College, East Grand Forks
Project Start Date: 2009-01-04
Project End Date: 2009-05-15

Project Abstract:
This project's goal is to create a Patient Simulation Program (PSP) for the Nursing department. Simulation is a teaching strategy increasingly being used by nursing programs nation-wide to bridge gaps in the education experience. It provides a rich, engaging learning environment for students to practice beginning level skills without any risk to patient safety. This innovative project will combine the skills and knowledge of nursing faculty to develop the PSP’s infrastructure including: a Faculty & Student Patient Simulation Guide, and six focused patient care scenarios, implemented as direct patient care clinical simulation experiences.
Application #1625
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-793-246
Fax: 218-793-282
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Roehrich, Henry
Title/Position: Academic Dean
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-793-2464
Fax: --
Email hank.roehrich@northlandcollege.edu
Application #1625
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Forrest, Barbara
Title/Position: Technical College Faculty
Institution: Northland Community and Technical College, East Grand Forks
Address: 2022 Central Ave NE, East Grand Forks, MN 56721
Phone: 218-793-2531
Fax: --
Email: barb.forrest@northlandcollege.edu
### Proposed Budget Summary

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### Budget Narrative

The project manager is delegated the responsibilities of full program development from assessment to evaluation, including the Faculty & Student Guides, and development of the six descriptive simulation scenarios.

Two faculty will be enlisted as consultants to review and provide feedback on all aspects of the project including all assessments, student pre-work, simulation design and evaluation.
Application #1625
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:

- Encourage successful student learning
- Encourage innovation involving use of technology by students and faculty
- Meet workforce needs

The main objectives or goals of this project:

- Applied-learning, problem-based learning
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Teaching methods
- Course and curriculum design
- Student assessment
Disciplines addressed in this project

HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES. : HEALTH-RELATED KNOWLEDGE AND SKILLS.

Project Narrative

As expected in the original project narrative, the cost for this project is for faculty time and expertise.

Barb Forrest, the project manager was responsible for full program development from development to evaluation, and now, implementation in fall 2009.

One faculty member, Donna Craigmile, was enlisted as the second faculty partner to review and provide feedback on all aspects of the project.
Outcomes

The top three principles that guided your project:

Encourage successful student learning
Met expectations

The primary goal of the project was to develop a Patient Care Simulation Program for the nursing program. The completion of this project’s infrastructure provides the “How-to” resource manual for nursing faculty to reference while building further simulation learning activities. The completed objectives/products include:

• Publication of a faculty simulation guide
• Publication of a student simulation activity guide
• 6 comprehensive student simulation learning modules
• 6 comprehensive faculty simulation scenario “keys”

Initial evaluation/peer review of the guides and modules has been completed by practical nursing faculty. The second level of faculty evaluation has been deferred to fall 2009, after bouts of inclement winter weather forced cancellation of the “go live” student clinical dates initially set in the project timeline.

Encourage innovation involving use of technology by students and faculty
Met expectations

The Simulation Program has allowed for maximal use of the specialty manikins available to the program. By preparing and programming the manikins to imitate realistic nursing care problems, students can learn to confidently make decisions and actions in a safe environment. To-date, the manikins had been used to teach individual skills, but now they can be fully utilized to their full potential by faculty leading simulation activities.

The faculty’s initial evaluation the resource manual and setups for the 6 scenarios has been positive. The second level of evaluation with faculty will occur during fall 2009 when the simulations have been rescheduled to “go live.”

Meet workforce needs
Met expectations

Much optimism is held that patient care simulation will create a strong bridge between theory/practice and limited student clinical experience. Based on literature review of completed nursing education simulation projects, this project author hypothesizes that the key components of nursing clinical education – communication, confidence and clinical judgment, will be enhanced for program graduates.

The main objectives or goals of your project:

Applied-learning, problem-based learning
Met expectations

The completion of the six case scenarios fulfills a main objective for the project. Each of the case scenarios developed is a rich problem-based learning situation designed for a “low-stakes” simulation environment. The controlled, adult learning environment creates a reasonable facsimile to patient care where students can learn together without paying any consequences. The multidimensional realism that can be created with a computerized manikin allowed for a fun and rich learning experience. There are many values of simulation which the nursing students’ will be able to actualize in the future including: decision making can be learned effectively, feedback can be elicited during the session, self-evaluation is promoted, and experimentation and failure is allowed in a supportive, controlled environment.

The student evaluation of the case scenarios is incomplete at this time, due to repeated
weather-related cancellations of weekend clinical during spring 2009. The student evaluation rubric and survey is prepared and ready for implementation.

The faculty’s initial evaluation of the case scenarios was positive. The second level of faculty evaluation will occur during fall 2009 when the simulations have been scheduled to “go live.”

**Technology-supported learning**

Met expectations

The Patient Care Simulation Program is technology’s new face in the nursing program. For years, the nursing program has woven computer use throughout the curriculum and now simulation will be integrated into the clinical curriculum. Starting fall 2009, teams of clinical students will be assigned to work with clinical simulation facilitators as part of the regularly scheduled patient care clinical experience. Now computerized manikins will be utilized by students and faculty in an open simulation lab.

To-date, faculty have reported finding the manikins easy to use and fairly intuitive to program. The faculty resource manual underwent minor revisions based on initial faculty feedback.

**The outcomes you anticipated from this project:**

**Student Learning**

Met expectations

Due to the cancellations of spring clinical weekends the initial pilot and evaluation with students did not occur. It is now scheduled into the fall clinical schedule during a time that weather should not run the project off-course. Again, the project author holds much optimism for the anticipated outcomes for student learning. It will be exciting to go live with students and gather both the quantitative and qualitative feedback they will have to offer.

**Teaching methods**

Met expectations

While working on this project with several faculty, this author noted that guided scripting of the scenarios would not provide adequate preparation for most clinical faculty who wished to replicate scenarios with their students. So although the project objective to complete the faculty resource guide and scenarios is done, an addendum needs to be added prior to fall implementation. The faculty need additional guidelines on how to coach a student team through a scenario they are not understanding, and also a debriefing guide. One of the tools that I intend to introduce for use with students is The Clinical Judgment Rubric (Lasater, 2007). This rubric provides students with a framework for organizing their thoughts about managing patient situations. The rubric will help students reflect on their practice and develop their contributions for debriefing.

**Course and curriculum design**

Met expectations

The project author is most eager to fully implement the initial project products with students during fall 2009. With further preparation of faculty, there can be further development of student learning through simulation and perhaps wider adoption into courses and curriculum. At this time, simulation will be deliberately integrated into clinical courses. The future evaluation feedback of both students and faculty will drive further implementation into additional nursing courses.

**Student assessment**

Met expectations

Due to the cancellations of spring clinical weekends the initial pilot and evaluation with students did not occur. It is now scheduled into the fall clinical schedule during a time that weather should not run the project off-course. Again, the project author holds much optimism for the anticipated outcomes for student learning. It will be exciting to go live with students
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Application #1625
Status - Final Report Submitted

### Actual Budget - Received

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### Final Budget Narrative

As expected in the original project narrative, the cost for this project is for faculty time and expertise.

Barb Forrest, the project manager was responsible for full program development from development to evaluation, and now, implementation in fall 2009.

One faculty member, Donna Craigmile, was enlisted as the second faculty partner to review and provide feedback on all aspects of the project.
Final Narrative

Final Project Narrative
The conception of the Patient Care Simulation Program comes at an important time in the history of the nursing program. The new building addition of a nursing and simulation lab is completed in time to further develop creative learning environments for a record number of enrolled students. Although enrollment has dramatically increased in past years, more than ever before, many students present with learning challenges, less personal time to invest in learning, access to clinical sites is tightening while programs are pressured to do more with less, including course credits. It seems most obvious that it is a wise intellectual and capital investment to place a value on simulation learning and support its ongoing development for not only nursing but other health programs.

With the implementation of the project during fall 2009, students will experience a reduced number of “observational” clinical experience settings such as renal dialysis, home health care and specialty clinics. Instead, those students will be scheduled to participate on-campus in patient care clinical simulations. The anticipated dividends of implementing simulation into clinical will be positively received by students. The opportunity to teach and learn within a standardized environment is now here.

The final products resulting from this project included the following:

- Student Clinical Simulation Guide includes
  - Professional appearance guidelines
  - Supplies and equipment
  - When and where to access pre-clinical simulation information including preparation guidelines
  - How to communicate with your patient
  - Peer-to-Peer communication guidelines
  - Use of The Clinical Judgment Rubric
  - Student confidentiality agreement
  - Simulation Case Scenario assignment & submission guidelines

- Faculty Clinical Simulation Resource Manual
  - Manikin 101
o How to create various moulages for the manikin scenarios
o Setup and tear down guidelines
o Comprehensive guidelines for Simulation Case Scenarios
o Key for Simulation Case Scenarios
o Student confidentiality agreement
o Debriefing guide
o Evaluation tools
o Feedback form for project author

• 6 Simulation Case Scenarios developed for students and faculty
  o Care of the patient with congestive heart failure.
  o Care of the patient experiencing an acute exacerbation of a chronic obstructive pulmonary disorder.
  o Care of the patient experiencing the symptoms of an acute myocardial infarction.
  o Postoperative care following cholecystectomy.
  o Care of the patient experiencing sepsis secondary to urinary tract infection.
  o Care of the newly diagnosed diabetic experiencing ketoacidosis.

• Each Case Scenario includes:
  o Student learning objectives
  o Student pre-workup assignment, pre-test & post-test
  o Settings for the manikin
  o Required student assessments and nursing actions
  o Faculty interventions & student evaluation criteria
  o Debriefing guidelines
  o Feedback sheet for improvements

One of the time-consuming challenges with project development was composing simulation
materials in a standardized template. Consistently writing following a standardized template was a challenge, but necessary to produce an easy-to-understand and reference set of materials. These materials will be published to a college repository for faculty to access beginning fall semester 2009. The repository will also include copies of resource articles, teaching tips and web resources for nursing educators using simulation in their program.

One of the fun challenges of the project was that faculty overflowed with ideas for additions to the basic case scenarios. Many of those ideas were captured and developed as addendums to the core case scenarios. This would allow faculty to “add on” variables to the basic scenarios if they desired. For example, in the diabetes scenario, the basic case results in the normal range for the patient’s blood sugar. As an addendum, a variation to the scenario was developed whereas the patient’s response to the interventions led to a hypoglycemic state and the need for further interventions and student decisions.

To further challenge students during scenarios, other variables have been scripted that may be added into most any situation. Here are a few examples of scripts that a faculty facilitator may add-in during a basic scenario:

• A family member in the room slumps in their chair. They are pulseless and is not breathing.

• A nurse enters the room and hands over a syringe of medication (several choices offered as options) and tells the team to administer it stat.

• A visitor steps in to the room and begins to ask inappropriate questions in front of the patient.

• A family member enters the room and asks why “XYZ” treatment is being utilized. This is an opportunity to do patient/family education.

• The patient’s spouse arrives, appearing pale and with a noisy productive cough.

• A physician steps in and asks for the urine output and then states, “TKO the IV and call me in 4 hours with another urine output.”

This project will be an ongoing effort. As a result of faculty input, much interest has been generated among faculty with their own ideas for simulation scenarios. The project author has been approached to assist other faculty with focused simulations in obstetrics, pediatrics, and mental health, just to mention a few. The project author will serve as a resource and champion for faculty development in this area.

In addition to completed work, further development and revisions are anticipated this fall 2009 when the simulations will be implemented as part of practical nursing clinical courses. The project author will be running scenarios with clinical students on a weekly basis across the semester, collecting quantitative and qualitative feedback on the student and faculty experience. Naturally, edits to the first generation products are anticipated.
I appreciate the opportunity to work on this project and receive recognition for the results. Thank you.

**Dissemination Activities**

- Your own classroom or lab

**Details related to dissemination activities:**
This project will be shared through a presentation to the Northland nursing faculty during fall 2009 preservice time. All resources created will be shared through a web-based resource center, either D2L or a wiki.

**Future sustainability**

- Commitment obtained for project continuation at your institution

**Details related to sustainability outcomes:**
This initial project is just the beginning of further development of student learning through patient care simulation at Northland. Nursing has initiated this effort but it is anticipated that other health programs will enlist and also begin their own simulation efforts. It is also anticipated that simulation will become a central focus to future interdisciplinary work between the many health programs at Northland. We envision developing simulation scenarios that cohort students from more than one discipline to learn together.
Application #1253
Status - Final Report Submitted - May 27, 2009

Project Information

Project Title: Designing an Early Intervention Interdisciplinary Case Studies and Discussion Board
Project Contact: Grabanski, Julie
Institution: Northland Community and Technical College, East Grand Forks
Project Start Date: 2008-08-25
Project End Date: 2008-12-15

Project Abstract:
This project is meant to create the framework and necessary content for an interdisciplinary collaboration project between early childhood development, occupational therapy assistant, and physical therapist assistant students. This project would take place during the 2008-2009 academic year and would involve discussions and clinical problem solving among the various health care disciplines.

Clinical case studies and a discussion framework would be developed that would include common scenarios, problems, interdisciplinary communication, and specific roles of each discipline that will simulate family dynamics and teamwork.
Application #1253
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4630
Fax: 218-773-9924
Email: kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Grabanski, Julie
Title/Position: OTA Instructor
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-793-2582
Fax: 218-793-2842
Email: julie.grabanski@northlandcollege.edu
Application #1253
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Grabanski, Julie
Title/Position: Technical College Faculty
Institution: Northland Community and Technical College, East Grand Forks
Address: 2022 Central Avenue NE
East Grand Forks, MN 56721
Phone: 218-793-2582
Fax: 218-793-2842
Email Julie.Grabanski@northlandcollege.edu

Additional Contact:
Name: Koerber, Shelley
Title/Position: PTA Instructor
Institution: Northland Community and Technical College, East Grand Forks
Address: 2022 Central Avenue NE
East Grand Forks, MN 56721
Phone: 218-793-2598
Fax: 218-793-2842
Email shelley.koerber@northlandcollege.edu
Application #1253
Status - Final Report Submitted

**Proposed Budget Summary**

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**Budget Narrative**
Total project budget is $4500. A $1500 stipend for each faculty member (Julie Grabanski, Shelley Koerbe)
Application #1253
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:

- Expand understanding of diversity issues and principles
- Encourage innovation involving use of technology by students and faculty
- Achieve collaboration and partnerships

The main objectives or goals of this project:

- Active learning, experiential learning
- Applied-learning, problem-based learning
- Service-learning and community engagement
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Course and curriculum design
- Cross-curriculum skill development
- Impact of culture on Family Systems
Application #1253
Status - Final Report Submitted

**Disciplines addressed in this project**
HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES.

**Project Narrative**
Faculty members met to decide on the diagnoses and setting of the individuals in the cases, discussion ques
Uploaded file: s08 Awards for Excellence Application and proposal.DOC
Application #1253
Status - Final Report Submitted

Outcomes

The top three principles that guided your project:
Expand understanding of Met expectations
diversity issues and principles
Students from each discipline were provided with case studies of children with disabilities in their natural environments. Students discussed family systems theory and cultural values during cases to determine team approach to working with client and their family. Feedback was solicited from faculty and students throughout this process and a final paper was provided by students discussing this outcome.

Encourage innovation Exceeded expectations involving use of technology by students and faculty
The case studies were provided in a variety of formats to simulate what a team of professionals would have to do to encourage communication and collaboration among team members in early childhood education. The case studies were provided in D2L format with discussion questions, but also met face to face, via e-mail, texting, and telephone to utilize all communication systems available using technologies to simulate the real world environment. Faculty modeled team behaviors and guided discussion on the first case study to assist students in locating information, digging deeper and locating additional sources of information on the internet and data bases to answer questions and/or concerns. Students completed the second case study in a hybrid format, and the third case study utilized a variety of technologies to enhance communication efforts of team members.

Achieve collaboration Exceeded expectations and partnerships
Students from each discipline participated fully in the team building process and contributed information in regard to the role of their discipline. The student groups determined the goals and outcome of the cases, shared information on best practices in their individual disciplines and decided on the team approach for working with the individual and their family in the case
study. The modeling and guidance provided by faculty in the beginning served as a foundation for students to progress to deeper levels of commitment to this project and enhanced learning and collaboration. The progression of cases assisted students in taking a larger role in the collaboration process with constant feedback from faculty members throughout the process. The final paper and presentations of the students reflected the high caliber of collaboration that resulted from participation in the cases.

**The main objectives or goals of your project:**

**Active learning**, **Exceeded expectations**

**Experiential learning**

All students were engaged in the cases and assumed the responsibilities of their disciplines in fulfilling their role as a team member during the case studies. Students actively engaged in discussion and searched for more information on best practice in regard to their specific discipline on best practices in their case study. Students shared information with one another and taught each other the value of their roles in the team process and discussed roles of other team members as well in how to best meet the needs of the individuals in the cases. Students provided feedback to faculty and provided a presentation of information during the review phase of this project on the value of the interdisciplinary cases and real world practice.

**Applied-learning, Exceeded expectations**

**Problem-based learning**

Students were able to demonstrate application of several theories and ideas learned previously in their respective disciplines as well as utilizing newly learned information to cases discussed. Students were able to define the problem, roles of each other, and come up with viable solutions to meet the needs of the individuals in the cases.

**Service-learning and community engagement**, **Met expectations**

The roles of each team member in the community of early intervention services was better understood and implemented. Students were able to observe and practice skills needed to function well within a team working in early intervention cases in the community. Students were able to share their individual learning experiences with the team to enhance overall learning.
Technology-supported learning
Case studies were provided through Desire 2 Learn. Students answered discussion questions online, but were also encouraged to meet face to face, text each other, use e-mail and telephone to simulate real world communications and collaborations utilized by early intervention teams working through cases. The permission for students to utilize several technologies enhanced the communication process in every student group. As students progressed through this project, the groups decided what technology supports their group would utilize to collaborate and enhance communication with faculty providing support and feedback as needed.

The outcomes you anticipated from this project:

Student Learning Exceeded expectations
Students were able to learn from each other through working these cases and from modeling and feedback of the instructors of the processes that take place during team meetings in early childhood intervention. Student learning was measured through reflections on learning from first case study through the last case study, culminating in a final project presentation of group members.

Course and curriculum design Exceeded expectations
Students from each discipline were able to apply concepts learned in the classroom and community settings by participation in these interdisciplinary case studies. The project focused on concepts that students had learned throughout the semester. These case studies complemented direct instruction and allowed students guided practice and independent practice to apply concepts learned. The cases also served as an advanced organizer for students to apply concepts learned to the real world environment.

Cross-curriculum skill Met expectations
development
Students were able to learn from each other the areas of expertise and value that each discipline offered for individuals in the cases. Students decided which discipline would carry out the goals established and
how that discipline could collaborate with other disciplines in implementation of the goals. All students involved had a much better idea of the skills that PTA, Early Childhood Education and OTA professionals provide during early childhood intervention.

**Impact of culture on Family Systems**

Met expectations

Throughout the whole process of completing the cases, students were exposed to different family values and systems and were able to decipher the importance and value of family culture during treatment implementation. Students reflection papers, discussion topics, and final paper presentations were measures of this outcome.
## Application #1253
### Status - Final Report Submitted

### Actual Budget - Received

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Application #1253  
Status - Final Report Submitted

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**Final Budget Narrative**

Faculty members met to decide on the diagnoses and setting of the individuals in the cases, discussion ques
Final Narrative

Final Project Narrative
This project offered PTA, OTA, and early childhood education students the opportunity to collaborate with

Dissemination Activities
- Your own classroom or lab
- Program/Industry Advisory Committee presentation

Details related to dissemination activities:
These cases will be used to assist students in learning about different types of teams, family systems theory and application, early childhood development, and early childhood diagnoses that interrupt normal development. These cases serve as a means for students to apply concepts learned in the classroom in other formats through collaboration with other disciplines. Students will be asked to share results of their personal learning processes through reflection papers, and to share the overall concepts learned through collaboration by completing a final paper and presentation with other student teams. The project results may also be shared with OTA, PTA, and early childhood education advisory boards as well.

Future sustainability
- Commitment obtained for project continuation at your institution

Details related to sustainability outcomes:
This project will be utilized every Fall semester in PTA, OTA, and early childhood education. Students will be provided with opportunities to meet face to face through collaborative lab sessions and use of the D2L format.
Project Information

Project Title: UTILIZING NON-TRADITIONAL TEACHING UNITS FOR AMERICAN INDIAN STUDIES, AMERICAN MINORITIES AND CULTURAL GEOGRAPHY CLASSES AT NORTHLAND

Project Contact: Haymond, Jack

Institution: Northland Community and Technical College, Thief River Falls

Project Start Date: 2008-10-01

Project End Date: 2009-03-13

Project Abstract:
Most primary source subject readings and ancillary materials in history are written narratives. A need exists to explore materials designed for selected classes that fall outside the parameters of written primary materials but are not oral histories either.

I would like to make available to students a non-traditional type of historical record utilized by a single tribe of Native Americans. These unique record types are Lakota or Sioux Snowfall or Winter Counts. Presently there is no compendium of Lakota Counts and narrative explanations. Only scattered groups of articles are presently available.
Application #1280
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Vice President of Academics and Student Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-773-4630
Fax: 218-773-9924
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Paesler, Dennis
Title/Position: CFO, Business Office
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-683-8577
Fax: 218-683-8984
Email dennis.paesler@northlandcollege.edu
### Contacts

**Primary Contact:**

<table>
<thead>
<tr>
<th>Name:</th>
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<td>Email</td>
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**Budget Narrative**

The above travel expenses are strictly for POSSIBLE travel and would be used only if time constraints permit. All of the travel expenses would be taken from the already approved History and Geography budgets. No other college funding would be used. The grant itself would cover ONLY the stipend. The information box "other" would be to cover taxis/airport buses and the like IF travel took place.
Objectives

The top three principles that will guide this project:
- Encourage successful student learning
- Enhance global perspective of students
- Expand understanding of diversity issues and principles

The main objectives or goals of this project:
- Active learning, experiential learning
- Applied-learning, problem-based learning
- Student research

Outcomes anticipated from this project:
- Student Learning
- Teaching methods
- Course and curriculum design
Disciplines addressed in this project
HISTORY (NEW)

Project Narrative
The funds listed here and under "ACTUAL BUDGET - RECEIVED" are actually $0.00 as none of the stipend/compensation funds have been dispersed. It is my impression that the stipend authorized, but not received, should be listed here. Travel had to be curtailed due to budget constraints regarding college employee out-of-state travel. This travel was listed originally in the application as "POSSIBLE travel and would be used only if time constraints permit."
Outcomes

The top three principles that guided your project:

1. Worked with primary sources that are little known and underutilized.
2. Acquaint students with the reality that there are two or more viewpoints in examining historical topics.
3. Evaluation methods are made with student short writes of topics within the Lakota Winter Counts.

Enhance global perspective of students
1. Make non-Euro centered sources available about a people that our dominant culture has regarded as inferior or an enemy.
2. To de-objectify the world of American Indians from the times of early contact and through the Indian Wars.
3. Evaluation methods of student work are made with short writes and quizzes.

Expand understanding of diversity issues and principles
1. Use non-western viewpoints to analyze survival strategies of hunter-gatherer peoples with value systems that are unlike our own but was practical and useful because of the real-world realities of the time and place.
2. Students are challenged with situations in which our modern responses would not be relevant to the nomadic Lakota peoples of times past. Figuring out values and solutions to the harsh and often tenuous life of these Plains Indians are designed to broaden cultural viewpoints.
3. Methods of evaluating students are to be made with quizzes and report papers.

The main objectives or goals of your project:

Active learning, experiential learning
1. Students are required to take primary sources/data that emanated from a different (Native American) culture, analyze same and come to defensible conclusions based on the Indian cultural value systems.
2. This requirement is more difficult than might be anticipated. I have found that it is difficult to separate self from the protective confines of the value systems that we were brought up in. Since it is impossible to actually experience past events and in places where the events took place, the primary sources must act in a sort of "virtual memory hole." The events and values cannot be changed from the past. The interpretations from a different affective domain constitute the keys to active experiential learning.
3. Discussions, reports and short writes are the most effective means of evaluating student progress.
Applied-learning, problem-based learning  Met expectations
1. Students should singly or in groups assess specific events, by type, that can be traced over time and correlated with similar event patterns by Lakota Winter Counts for trends or results. Problem-based learning should be based on concepts that are supported with considerable data. For example, the largest data pool from the Lakota Winter Counts concern relations with other clans and tribal neighbors of the Lakota. Over half of the interactions involve warfare and violent raiding. This is a basis in which our own society both disapproves of yet is very interested in. The applied-learning factor requires that the student search and learn of the realities under which such conduct sustained these Native American groups.

2. An abundance of material existence from the Lakota Winter Counts have been consulted and analyzed. A simple comparison and/or contrasting template is inadequate for applied learning. An analysis of the methods of surviving in a hunter-gatherer society allows for little sentiment. The Lakota were located in an area where the chief source of food, shelter, tools and even sacred objects came in the form of herds of large gregarious and rather dangerous animals (American bison). Foraging, hunting and violent encounters were survival skills that translated easily into inter- and intra-tribal warfare.

3. Applied learning into genocidal conflicts that exist today in places such as Bosnia, Darfur, and the Rwanda-Congo mass killing fields illustrate a situation that is, unfortunately, timeless. Competition for scarce resources, cultures complementing ultra-aggressive behaviors (including our own) bring many Lakota Winter Count issues into contemporary focus. Reports done singly or in groups constitute relevant methods of student evaluations.

Student research  Met expectations
1. The amount of data in the primary sources requires that the students conduct their research in well chosen categories and to make comparisons based on carefully considered methods. The chief enemy of credible research for human-centered research is bias. Bias is both personal and cultural.

2. Goals and objectives are to create an understanding of how a culture from which we have received much misinformation and negative information be examined with an open-mind set.

3. Evaluation methods include reports, journals or workbook formats covering carefully delimited subject materials. One form of research in which students find interesting is to examine examples of misinformation and how it developed over time.

The outcomes you anticipated from this project:
1. Objectives include developing a meaningful understanding of Lakota endeavors in their lives and by extension Native Americans. Warfare and human conflicts are a major aspect. Much more invidious are problems of stereotyping and ethnocentrism that act as roadblocks to global understanding.

2. A major goal of the class is to create within the student an awareness and empathy that goes beyond the cognitive domain. Culture shock constitutes a major issue between different groups of peoples. Trade issues are also a major factor between Native Americans and Anglos. The "Columbian Exchange" factor is one under which both cultures have been
3. Reports and group sessions are evaluation methods in American Minorities and American Indian Studies. More objective evaluations such as quizzes and exams work best for the Cultural Geography class.

**Teaching methods**

Met expectations

Student evaluations for appropriate social institutions through the regular and ancillary reading materials are most appropriate for American Indian Studies. This class is naturally the most focused on Native Americans and more time may be devoted on specific goals and objectives. A specific teaching unit works best for American Minorities and Cultural Geography.

2. Students have to develop their own templates on: A) delineating the subject categories to be studied, B) planning and explaining the results obtained, and C) how these conclusions fit into the larger spectrum of human experiences.

3. The nature of the teaching methods utilized for student examination and explanation must be appropriate for the methodologies used and conclusions made. Reports and/or applied student journals are most appropriate for American Indian Studies. Objective examinations and quizzes are the most germane forms for Cultural Geography and American Minorities evaluations.

**Course and curriculum design**

Met expectations

1. The goals and objectives of the Lakota Winter Count teaching units fit quite well into the Plains and Plateau Native Americans section of the American Indians class. This class is organized into a comparative and contrasting curricula based on the geography and topographic approach. The location of peoples and the methods used to survive are strongly correlated to the climate patterns, methods of survival and opportunities for trade.

2. The goals of the above are achieved through student evaluations of a variety of responses to social situations. This is also important to recognize often unintended consequences from events triggered by climates, warfare and other motivating factors regarding tribal groups.

3. Evaluation methods constitute those of subjective reports, papers and class discussion as well as objective methods of regular testing. Such methods vary according by class as delineated previously.
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Application #1280
Status - Final Report Submitted

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### Final Budget Narrative

The funds listed here and under "ACTUAL BUDGET - RECEIVED" are actually $0.00 as none of the stipend/compensation funds have been dispersed. It is my impression that the stipend authorized, but not received, should be listed here. Travel had to be curtailed due to budget constraints regarding college employee out-of-state travel. This travel was listed originally in the application as "POSSIBLE travel and would be used only if time constraints permit."
Final Narrative

Final Project Narrative
Northland Community and Technical College is located in close proximity with two Native American reservations. The purpose of utilizing nontraditional teaching units is to help bridge the gap between the dominant culture and American Indian culture of previous times.

The purpose of these teaching units is to expand on student multicultural awareness and appreciation of Native American historical and cultural primary sources that are underutilized in teaching.

The teaching units are being used for the following classes:

GEOG 2242: Cultural Geography
HIST 2215: American Indian Studies
HIST 2250: American Minorities

Teaching units that have been developed will accentuate primary sources that have been done by 18th and 19th century Native Americans utilizing their calendric system that is foreign to western observers. The topics and materials made available to students may be utilized as:

1. Illustrative of Native American views from their own perspectives from early periods of contact with Anglos.

2. An interactive vehicle used to analyze a variety of eclectic topics.

3. Traditional lecture tool.

Dissemination Activities
- Your own classroom or lab
- On-campus conference/workshop Presentation

Details related to dissemination activities:
The information gathered and researched has been compiled into two teaching units that are part of the Cultural Geography, American Indian Studies and American Minorities classes.

If convenient, a 20- to 30-minute presentation can be made before interested staff, administration and faculty pertaining to the materials themselves, their impact on the class and conclusions of the project.
**Future sustainability**

- Project completed, no replication planned

**Details related to sustainability outcomes:**
This "Awards for Excellence" is a self-contained project for which by its nature future sustainability is not applicable.

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NORTHLAND COMMUNITY AND TECHNICAL COLLEGE
AWARDS FOR EXCELLENCE

UTILIZING NONTRADITIONAL TEACHING UNITS FOR
AMERICAN INDIAN STUDIES, AMERICAN MINORITIES AND
CULTURAL GEOGRAPHY CLASSES AT NORTHLAND
FINAL REPORT
IN FULFILLMENT OF REQUIREMENTS GIVEN
FOR THE 2008-2009 ACADEMIC YEAR

JACK HAYMOND

MARCH 31, 2009

BRIEF OVERVIEW OF THE PROJECT

North American Indians left no written records with the exception of Lakota Snowfall Winter Counts. Lakota chronologies have been known for over 150 years. They are not alphabetic in nature. These Lakota Snowfall Winter Counts were drawn and/or painted in pictographic form onto a large tanned animal skin such as that of a bison.

These pictographs constituted a chronology of major events over time. One pictograph, sometimes simple sometimes more complex, was put down on an animal hide representing a year in time starting with the first snowfall. A drawn image did not impart much information by itself. Rather, each year’s image was to act as a mnemonic (something to assist the memory) device.

It should be noted that written records have been made by some Central and South American Native Americans. These were mostly large and powerful tribes. Some translations have been made. Other written languages remain undecipherable at present.
Northwest Minnesota was populated by the Lakota peoples and later the Ojibwas. Most of our knowledge of both Native American tribes comes from written records compiled by Anglos when they first explored and later colonized the area while driving most Native Americans onto reservations in remote and nonproductive locales.

The early commentaries on Native Americans were made by Europeans who mostly considered American Indians to be uncivilized and savages. Bias was almost universal. It is said that history is written by the winners and conquerors. Histories from the view of Native Americans were almost unknown until recently. What of history prior to the arrival of Europeans?

History by definition is the study of past human events drawn from written records. Those periods of human existence prior to the development of written records are called prehistory. If written records were destroyed or not preserved for one reason or another, they have been termed “Dark Ages.” The period after the fall of the Roman Empire to the Germanic barbarians and prior to the Middle Ages is commonly called the "Dark Ages" as a specific period.

Preliterate or illiterate peoples generally have excellent memories. They have to. With written records it is not as necessary to remember as much because one can always look up what is wanted. Here, oral history became a central factor. The story behind the drawn image would recall, from memory, the event or happening behind the picture. In general, the most important or memorable thing that had happened the previous year would be put down on the hide. This did not mean that something was historically important to outsiders, but rather what was most likely to be remembered
from the view of the keeper who would memorize the oral history of each of the figures from the Snowfall Winter Count. Unusual natural events might also be mentioned such as an eclipse.

Most of the counts that exist today are copies, in part or whole, of the originals. This is because as the original count keeper grew old, an apprentice would be selected. Usually this was a relative (son or nephew) of the old keeper. This younger man (keepers were male) would copy the original count himself and memorize the oral recitation of each of the pictographs from the elder. It would be necessary for the apprentice to copy the count himself. This is because of the Lakota custom of taking the personal effects of the deceased and interring them with the corpse. This must have been the case for many Snowfall Winter Counts. Most surviving examples were drawn on coarse woven cloth, on ledger sheets, or from 19th century photos of the original count.

Some of the earliest Snowfall Winter Counts were obtained originally by frontier army officers from the Native Americans. Often it was acquired during times of tribal hardship and famine. Barter for food was the most common reason. The provenances for many counts are little known.

**RATIONALE/EVIDENCE: THE COUNTS THAT ARE BEING REFERENCED**

**AMERICAN HORSE** was an important Oglala Lakota chief who was born about 1840. He did not embrace the Ghost Dance prior to the Wounded Knee massacre and thus was spared. This chief drew a copy from his original bison hide count. The interpreter is unknown. A 19th century army officer stationed on the frontier obtained the copy.
**BATTISTE GOOD'S** count was the earliest known in terms of years. It went back to about 1700. He was Brule and confined to the Rosebud Reservation where he died. The original is unknown.

**CLOUD SHIELD** is little known except that he was a tribal elder on the Pine Ridge Reservation. He was connected with the famous war chief Red Cloud. His count ran from 1777 to 1878.

**LONE DOG'S** count is known only from 19th century photographs of a hand-painted copy of the original. The count keeper Lone Dog did not make the translation himself. Several other elders of the Yanktoni and a military officer wrote down the oral history of the count.

Little is known of the **LONG SOLDIER** count. The keeper was a Hunkpapa Sioux chief who was a signatory of the Fort Laramie Treaty of 1868. It was collected in the early 20th century and eventually became part of the Museum of the American Indian.

The **ROSEBUD** count has even less documentation. A 19th century trader on the Rosebud Reservation collected this sometime after the last entry in 1888. It stayed with the original family’s effects for over a century before being rediscovered by a family descendent.

**SWAN** was a Mniconjou (Northern Lakota) who ended his days on the Cheyenne River Reservation. His count dates from 1800 to 1870. This count came from a copy on linen transcribed from the original on a bison hide. Swan was also a member of the Mniconjou Sioux. It was copied on behest of an Army assistant surgeon who was stationed at the Cheyenne River Agency from 1868-1870.
The **SWIFT BEAR** count was drawn by a Brule Lakota who had participated in a number of treaty signings including being sent to Washington, D.C., for an audience with U.S. President Grant in 1870. An Indian Service Reservation schoolteacher acquired this sometime during his time on the Rosebud Reservation from 1895-1899. It stayed with the teacher’s descendents until it was donated to the Denver Museum of Nature and Science.

**OUTCOMES BY SELECTED ENTRY TYPES AND EVALUATION PLAN**

Emphases are made and weighted on pictographs and keeper oral explanations based on the frequencies found in the Lakota Snowfall Winter Counts. Only the three highest outcomes by frequencies will be dealt with here.

**FIRST: RELATIONS WITH NEIGHBORING TRIBES**

Warfare and raiding was common among the Lakota peoples, especially the neighboring tribes. This has tended to be true among nomadic peoples throughout history. Fighting, killing and even genocide are often found in the Old Testament of the Bible. Raiding was more common than actual wars. Raids against neighboring tribes were pretty constant except during the winter period. This is especially important as an issue for Cultural Geography students.

Interestingly the Snowfall Winter Counts also signified not only the onset of cold, but also the end of the constant threat of attacks or planning for raids by the tribe or band against an enemy. Often the pictographs are subtle and tend to be understated in their simplicity. Without the Snowfall Winter count keeper’s learned oral history, most of the meaning would be lost.
Only a few Snowfall Winter Counts go back into the 18th century. Figure 1 illustrates the 1783-1784 pictograph which refers to an unsuccessful attack by Mandan and Ree (probably Arikara) on a Dakota (one of three Lakota bands) village. According to the keeper, the enemy charge was repelled and 25 of the attackers were slain and a boy captured. The simple tepee with an arrow sticking out of it indicated an attack on home. The feathery device on the upper right corner denoted Mandan and Ree headdress.

The Cloud Shield count for 1784-1785 illustrates a sad event. A woman of the Omaha tribe that lived with the Oglala Lakota attempted to run away. She was killed. The pictograph shows the upper head and torso of a woman in profile being pierced with an arrow or spear. The notes by the translator indicate that this incident caused a war between the two tribes. This would be appropriate for American Indian Studies students.

The same Snowfall Winter Count records the result of a revenge raid against the Omaha over the previous year’s war engagements. Three lodges (tepee images) in Figure 3 indicate that the Omaha were raided and all killed by the Dakota. The prone figure was originally done with a red dotted shirt which denoted Omaha dress.

Revenge killings also chronicle difficulties with neighboring tribes. The 1796-1797 pictograph (Figure 4) illustrate a warrior figure holding a sort of line with a disc with lines running from it. This commemorates the
killing and scalping of a Cheyenne in retribution for the killing of a Lakota the year before. The scalp was a trophy of that latter killing which was tanned and stretched onto a small flexible wooden hoop. They were often decorated with blood red natural dyes and beadwork.

An Omaha attack on the Lakota during the 1802-1803 years was illustrated in the Cloud Shield Snowfall Winter Count. A tepee lodge (home camp), accoutrements of war, a wounded horse and lots of arrows flying about constitutes a clear conflict meaning. Several other counts for the same year make reference to this assault.

It is interesting that I could not find any Snowfall Winter Counts that record the Lewis and Clark Corps of Discovery expedition. I recall that this famous expedition followed the Missouri and Yellowstone rivers which put them into contact with the Mandan, Hidatsa and Arikara tribes. These three tribes lived in lodge camps along the rivers along the Lewis and Clark route. The Sioux did not do this. Besides both the former tribes were generally enemies of the Sioux.

The recently discovered Rosebud Snowfall Winter Count show six heads in profile. These heads denote enemies killed. The twin circles indicate an earthen lodge where they were killed. The names of the enemy were not recorded.

A pictograph from the Lone Dog Snowfall Winter Count of 1814-1815 shows a minimalist human figure with a battle-axe or tomahawk striking into its skull. The cleft skull was colored blood red to illustrate the victim which was identified as a Kiowa.
Even the act of trying to end a war was complicated by angry emotions and the desire for vendetta. A war between the Dakota Sioux and the Kiowa was supposed to be ended by a peace treaty. One of the Dakota delegates smashed a tomahawk into the head of a Kiowa tribal member. Two other counts also recall this incident in their 1814-1815 pictographs. Strangely, one of the counts (Cloud Shield) gives no indication of the killing. Comparing this with modern warfare will constitute a good discussion point with American Indian Studies students on the degrees acceptable of war’s savagery as we know it now.

Sometimes the meanings of the individual pictographs are vague. Probably this is because the keeper had not been given much oral information about the figure or had forgotten same. Figure 9 shows a warrior with ceremonial headdress signifying heroic deeds (“counting coups”) or killing enemies. Either the figure represented a bloody battle with the Crow or commemorated victory ceremonies held after the battle.

Some images seem to represent events that may have been exaggerated. The Lone Dog 1839-1840 figure shows a drawn tepee with two arrows sticking out of it. The significance concerns a major victory over either the Snake or Shoshoni Native Americans in which an entire village was wiped out. It should be remembered that both these tribes were far to the west of the Lakota. The Lakota, once they acquired the horse, greatly expanded their ranges at the expense of other indigenous tribes.
Sacagawea, for example, was a Shoshoni who had been captured as a girl and made into a slave. Her French fur-trapper husband had first purchased her as a slave. Later she became a sort of wife and then mother of his child. Sacagawea carried this infant with her on the Lewis and Clark expedition.

Theft within one’s tribe was almost unknown. Living in close space and as nomads with few possessions, hiding stolen property was almost impossible to do. Stealing goods, especially horses from outsiders and enemies, was a positive thing to do, very macho and expected conduct from a warrior. Figure 11 consists of horse hoofprints and a warrior. The keeper told the translator that Sitting Bear, American Horse’s father, had stampeded and stolen over 200 horses while heading up a raiding party against the Flathead tribe. American Indian Studies students would be challenged with comparing this within our own society and the rules that differ from each other and the reasoning for these differences.

A Long Soldier pictograph of the year 1851-1852 illustrates an early exploit by the then little-known Sitting Bull. Here he was making peace with the Crows. The Crows were always major enemies of Lakota.

The year 1851 was an important one for the high plains Native American peoples. The Fort Laramie Treaty was signed in 1851 in which the Lakota were pressured to give up much of their land. The “Great Sioux Nation” encompassed most of Dakota Territory under the treaty which, of course, was subsequently broken in later years.
In exchange for the land the Anglos did present them with trade goods to be renewed annually as tiny compensation. Three other Snowfall Winter Counts (American Horse, Cloud Shield and Battiste Good) record the treaty by illustrating blankets and other trade goods to mark the occasion. These examples will add depth to the American Indian Studies class.

The costliest Native American/Anglo conflict in American history took place in August 1862 with the Santee Sioux on the Minnesota River. Failure of the U.S. Indian Affairs Bureau, during the Civil War, to supply the starving Dakota with promised rations and trade goods resulted in several thousand deaths for Native Americans and Anglos alike.

In the end, the remnants of the Santee and their families were rounded up, harshly treated and over 300 condemned to be executed. Only President Lincoln’s personal intercession prevented this. In the end a “token” execution of 38 Natives was made in Mankato. To this day, it marks the greatest mass execution in U.S. history. Yet, for the student, why is there no indication of this in any Snowfall Winter Counts?

The answer probably lies in geography and very slow communications. The Santee were the easternmost of the Sioux and did not have Snowfall Winter Counts. It was the western Sioux branch of the tribe that recorded and maintained the Snowfall Winter Counts.

Wars with other tribes and vengeance killings as drawn by the Battiste Good count were typical. In this case a war chief named Spotted Horse headed a Crow raiding party that stole a large number of horses from the Dakota. Warriors of the Dakota followed the Crow
and the stolen horses for days, caught up with the Crow, killed them and recovered said horses. The human figure pierced with arrows in the image shows Crow tribal markings. The hoofprints point away from the defeated and dead figure. This illustrated the horses were taken back to Dakota lands.

By the latter portion of the 19th century drawings of inter-tribal warfare decreased markedly. A question for students is why? It is because most Native Americans are involved in the last of the Indian Wars against the encroaching whites. These Anglos were systematically using the U.S. Army and civilians to both force Natives onto reservations and slaughtering the great herds of bison that sustained the Lakota and other plains tribes’ free-roving life. A simple drawing in the Swan Count symbolizes one of the last inter-tribal conflict pictographs. The strange circle peppered with nodes within symbolize that a Crow war party raiding in the Black Hills was surprised and then surrounded by Dakotas and thereafter killed.

A year later, Congress passed a bill into law that no more treaties would be made with Indian tribes. This meant that Indian nations were stripped of most of what little legal power was left to them.

The number of war or raiding contacts and killing incidents greatly decreased during the 1870s. Anglo depredations on Sioux lands in the breaking up of the Great Sioux Reservation changed things a great deal. Deaths increased dramatically through combined diseases, bad and inadequate rations, poor diets and bad sanitation.

The last inter-tribal conflicts recorded were during the late 1870s. These were small encounters and involved several killings of Lakota chiefs by Crows.
SECOND: CONTACTS WITH ANGLOS OVER TIME--
BOTH POSITIVE AND NEGATIVE

This is the most complex of the outcome examinations. Initially, the earliest Anglo contacts with the Lakota seem to have been positive. Humans tend to be fascinated with the exotic, especially if they are not numerous. To Native Americans these strange people had one important first impression factor. These Anglos had neat stuff for trading. This is especially true of things made of metal. Except for unusual instances of working native copper, the Plains Indians did not have the technology to forge or work metals, especially iron.

The early Snowfall Winter Counts depicting whites illustrate this. The Long Soldier count of 1799-1800 depicts a man in European dress. The count keeper’s explanation was simply that this was the first time that such people had been seen by the tribe. This seems curious since the French had earlier done quite a bit of exploring in the upper Midwest in the early to mid-eighteenth century.

The purposes of the French in exploring the Great Lakes areas and westward was twofold. First was to find an all-water route to Asia, a long-held European desire from the explorations of Columbus. They often married into Native American families. Second, French made money via the fur trade and trading with the Native Americans themselves. Most of the mixed blood offspring of these unions were raised to do things in the Native American ways. Thus they would not have been considered foreign.

The published materials on Snowfall Winter Counts do not delve into this factor. I suspect that the foreignness of this may be accounted for by being of English descent and thus a mystery. It was important to more than just one band of the Lakota as a
number of Snowfall Winter Counts reflect these events. For example, the Battiste Good count shows a dark silhouetted figure with a long coat and distinctive hat. According to the count keeper the figure’s hands are held in a gesture for “good.” Apparently the man was very fair in his trade dealings and even gave some foodstuffs to starving natives. This, of course, was a real positive issue. These examples will be appropriate for the American Minorities class.

Likewise the American Horse count pictograph pictures an Anglo in half-figure profile, in distinctive hat with a circle of dots surrounding his image. This figure represented people sitting in a circle around him. The gun to the right indicates that he used flint-lock muskets as a trade item.

A darker image that attracted my attention and one that I am not sure how to treat in the classroom is a Cloud Shield image of two figures: a Native American woman and an Anglo man in his distinctive dress possibly with a moustache. The translation of the count keeper’s oral statement was that a woman who had been given to this white man had run away from him. This man thereupon seized and then killed her. I will briefly delve into the issue of domestic violence and the place of women and children under the topic “Subjects of Controversy.”

Trade continued to be a major issue at this time concerning Anglos and trade. The Swan count used a pictograph to illustrate a horseshoe. The meaning was that horseshoe shod mounts were seen by these Lakota for the first time.
Likewise The Long Soldier count of the same year used images of iron horseshoe shod hoof tracks to illustrate this point. One could assume that these were traded with Anglos and not through warfare since there was no indication of conflict.

After a two-decade interlude, interactions with Anglos picked up again. The Battiste Good count recorded that a white trader had frozen his leg going to or coming from the Missouri River. That by itself was of little consequence.

A year later, however, a number of the Snowfall Winter Counts recounted that Anglo soldiers made their first appearance on the lands of the western Lakota. Lone Dog, Flame, and the Swan all recounted the arrival of U.S. soldiers in the area. These three counts depicted uniformed soldiers using firearms “spraying” bullets onto the image of an earth palisade village of the Arikara tribe. The Cloud Shield pictograph went even further in its depiction of this military campaign. The Arikara were tribes people living along the Missouri River and its tributaries. They were enemies of the Lakota peoples. Using the adage that "the enemy of my enemy is my friend," some Lakota war bands joined with the soldiers against their common enemy. A pictographic image illustrated a musket-bearing Anglo soldier with a broad-brimmed hat and a bow-carrying Lakota warrior facing each other in friendship.
The Anglo military campaign left a deep impression on the Lakota even after the hostilities ended. A rather enigmatic pictograph of a bearded and uniformed soldier with a bow indicated a military presence but little explanation of its meaning. The Rosebud count keeper had little oral recollection of the exact meaning of the image.

Anglos, it should be noted, were usually depicted with facial hair. Native Americans do not usually have large amounts of facial or body hair. Such hair was considered to be neither desirable nor attractive on either gender. Bearded men signifying Anglos continued sporadically to be depicted during this period as traders. These early trading posts were distinctively depicted as log frame structures with stone chimneys. This image, it is suspected, was a French trader Louis Charton. This name was later corrupted to Chadron. The town of this name is located in Nebraska, just south of the Pine Ridge Reservation in South Dakota today. Charton was liked as a fair trader and his depiction in several Snowfall Winter Counts was not negative.

Anglos in general were not portrayed negatively up to this time nor very often. Their influence had yet to be really felt outside the issue of trade. This was soon to change.

Issues of Fort Laramie Treaty supplies continued to be important with the first great reduction of Lakota hunting lands. The 1853-1854 Lone Dog pictograph illustrates the importance of such rations. The blankets drawn had stripes of colors and were termed “Spanish blankets.”
No explanations were made of this term though I assume that like the old Hudson Bay Company blankets the colors added considerable value to the Lakota. Commonly the blankets were frequently unraveled thread by thread, and rewoven into clothing. The colored threads allowed the Native Americans to weave or stitch colors into clothing or decorations for children. These issues fit nicely into Cultural Geography in the areas of artifacts, mentifacts and sociofacts.

Increasing pressure by the U.S. Army resulted in further reductions of western Lakota lands despite the 1851 Fort Laramie Treaty. In the 1855-1856 year Lone Dog, The Swan and Long Soldier illustrated the "renegotiated" treaty showing a soldier and a brave shaking hands. The Battiste Good pictograph illustrated a silhouette tepee lodge flanked with flags. This seems innocuous enough. The oral recounting by Battiste Good, the count keeper, had a very negative meaning. Good and another family member had been taken prisoner during hostilities prior to the forced ceding of additional lands. Good called it "the many sacrificial flags winter." General Harney’s campaign was successful in seizing the additional lands but not before killing 130 Dakota and taking many hostages.

The great geographic spaces and slow communication of the western Sioux with their eastern tribal members can be illustrated with the Long Soldier count drawing of 1864-1865. The count keeper stated it was the "first fight with white men" year. The soldier figure was unidentified, but the Native figure was identified as Sitting Bull. An examination of the records found that the famous Sitting Bull was not evidentially
involved. A good question for students would be why the discrepancy? Is this a negative thing for oral history? How does this account square with the killings of Native Americans under the U.S. Army command of General Harney of seven years before?

Many intermittent fights began as the last stages of the Indian Wars would bring death and destruction to the western Sioux. The military campaigns that led to the 1868 Fort Laramie Treaty were usually portrayed in such Snowfall Winter Counts as Lone Dog, The Flame and The Swan with a series of flags. Colored banners and flags were special to the Lakota. Councils were always marked by these. Aware of this, the Anglo "Peace Commissioners" headed by such notorious Indian fighters as Generals Sherman and Terry made sure that many were flying when dealing with the natives.

The best and most subtle of the drawings, to me, was the Long Soldier image of an elaborate and carefully crafted war bonnet headdress of the western Sioux. The count keeper called it the "year 10 feather hats were made and put on 10 chiefs."

The reality was that so few of the elected Indian chiefs could be induced to attend much less mark the treaty papers of this forced council that the government unilaterally appointed whomever they chose to be chiefs. Those chosen by the Anglos to be newly minted chiefs were people of no particular importance other than that they could be persuaded to do whatever the Army and Peace Commissioners wanted. These are excellent illustrations for American Indian Studies and American Minorities students of how dishonest treaty making with the dominant Anglo military was.
Over the next two decades many of the Snowfall Winter Counts depicted one misfortune after another. Death depictions against other tribes were more frequent than with those against Anglos. A typical example is with the American Horse drawing of "Tall Bull killed by white soldiers and Pawnees." This is an illustration of Anglos playing tribes off against each other.

The increased tribal combats are probably due to the shrinking of multi-tribal reservations and the greater difficulties in surviving on Anglo rations that were promised but often, due to corruption and duplicity, not delivered or delivered late.

Increasingly harsh measures were taken to further reduce Indian self-sufficiency and increase their dependence and powerlessness. The 1876 Battle of the Little Big Horn over Custer was not commemorated in any count I found. The "hostiles" quickly fled to Canada. The U.S. military came down hard on all the Plains Native Americans. "Horses taken by U.S. Government" constitutes the caption of The Flame 1876-1877 winter count. This image portrays an Anglo figure facing many horse hoofprints. Most Sioux did not participate in the battle, but all suffered from the results. A similar image was made in the Rosebud count when horses of Red Cloud’s tribe were also taken.

The British in Canada “Land of the Red Coats” were aware of the situation for Native Americans and granted Sitting Bull and his followers a sort of asylum. This is depicted in the Long Soldier count.

A year later the American Horse count portrayed the death of Crazy Horse as an image of a man under the drawing of a horse
head being pierced with a bayonet on a rifle. The Cloud Shield and Battiste Good counts utilized similar images to record this event.

Another military campaign was pictured by Long Soldier in his 1880-1881 count image. It depicts infantry rifles, cavalry horse hoofprints, and artillery guns firing into a village of captured Sioux. The village was represented by two tepee lodges.

Hunger and U.S. diplomatic pressure on the British in Canada forced the Sioux, including Sitting Bull, back onto the U.S. side of the border. The aging chief was eventually allowed to go back onto what was left of the Pine Ridge reservation. It was during this period that most of the Snowfall Winter Counts ended.

The disintegration of Lakota society and the deaths of many all contributed to this. Some count keepers gave them up to military officials, some to agents for wealthy collectors and people from the new studies of Ethnography at some universities. The oral histories from the surviving count keepers were often recorded at this time. In a number of cases there was no record of who started the earliest counts and how these counts came into the possession of Anglos. Fortunately, there are enough years of similar events to date these year counts.

The end of the Indian Wars took place with the massacre at Wounded Knee on December 29, 1890. It is estimated that over 300 mostly women and children were killed. Curiously, scenes of the killings are absent from the few counts that were still being recorded. The only pictorial count still being recorded depicts
a log house surrounded on three sides by hoofprints and what appear to be arrowheads. The latter are actually bullets. The image recalls the murder of Sitting Bull who was killed several weeks before the Wounded Knee massacre. Religious ceremonies called the Ghost Dance had alarmed the Pine Ridge Indian agent who thereupon called in the U.S. Army. Sitting Bull, who had been required to live in an Anglo-style cabin, was to be arrested and imprisoned. He resisted and was immediately shot in the head by Indian police.

**THIRD: MAJOR CHALLENGES TO THE SURVIVAL OF THE LAKOTA PEOPLES OVER TIME AND ISSUES OF CONTROVERSY**

Outcome evaluations of this third area are easier to handle. Two major factors of survival warfare with other tribes and the interactions, conflicts and ultimate conquest of the Sioux by Anglos have already been covered. The issue of famine and starvation is quite common in the Snowfall Winter Counts. Comparing this with contemporary human misery and the public's reactions to these events as somehow happening to "savages" and "inferior peoples" will be appropriate for American Minorities and Cultural Geography students.

The severe winters of the northern plains constitute the third area. How both of these were remembered and recounted are often quite interesting and make for some critical thinking discussion opportunities.

The earliest dates of Snowfall Winter Counts I could access came from the Battiste Good record. A very early pictograph of the 1748-1749 year showed a male figure in a crouched or curled up pose.
position. The caption noted that people froze to death at a winter hunt. The arrow pointing to the buffalo head indicated that this event occurred on a hunt.

A pictograph of particular interest to me is one that might be mythic rather than a specific event. "People were burnt winter" refers to the Sichangu or Burnt Thigh band of the Lakota. The Rosebud Sioux still call themselves by this name. This is in memory of an attempt by an enemy to kill them by setting a prairie fire upwind of the lodges during a dry summer. I have seen how fast such a fire can skip across the tall grass at 20-30 miles an hour. It would be impossible to outrun such a fire and severe burns would result. Instead, the band charged the fire, braved the heat and were able get to the burnt area quickly and without having their lungs burnt from hot gasses. Their badly burnt thighs seem to have scarred, often with soot under the healing skin. This left a sort of unintentional tattoo pattern on their bodies, especially their upper legs, hence the name.

I taught at Sinte Gleska College for seven years with the Sicanju or "Burnt Thigh" Band of Lakota. The date for this event was not known to anyone I talked to. It took place, according to tradition, before the arrival of Anglos.

Another pictograph of a man with his legs pulled up and under snow. The figure seems to have one hand under his armpit and one possibly warming the other hand on his neck.
The winter of 1788-1789 must have been especially severe as The Flame, Cloud Shield and Battiste Good counts all indicated that large numbers of crows froze in the air, fell from the sky dead or dropped dead near the peoples' lodges.

Several Snowfall Winter Counts during the 1790s had illustrations of women dying in childbirth. This seemed to have happened to many women. The causes of this were not determined but died of a bellyache is not very helpful. The curly symbol next to the woman's abdomen was a sign for pain according to Battiste Good's oral statement to the translator.

A number of pictographs show bison (buffalo) heads inside a tepee lodge. This seems to indicate a medicine lodge. This meant that the band was either very short on food or starving. The shaman would attempt to bring back the bison so that they might be hunted for food. Techniques for bringing back the buffalo included painting a bison's head on the tepee covers.

Some events portrayed by different counts had different explanations. An 1850-1851 example shows a person inside a buffalo. The commonly held view was that a cow buffalo was killed and an old woman was found in its belly. The Dakota had long believed in the existence of horrid predators, and this was an example of a monstrous animal that devoured humans. The Swan and Lone Dog count keepers
indicated that it might have been the case of a woman caught in a blizzard and seeking shelter might have crawled inside the body cavity of an already dead animal.

The value of the horse to the Lakota is illustrated in a pictograph of a curled up horse indicating freezing. This is "Great-Snow Winter." The paint flecks probably mean snow. Often horses were drawn carefully and with more detail than human figures, which are usually of minimalist artwork.

The main topic of controversy and most disturbing to me is in the area of women as victims of domestic violence. This, of course, was and is a real blot on world societies. Domestic violence is an area that needs to be addressed, but one that I will avoid handling in the Snowfall Winter Count teaching units.

**DISSEMINATION**

The teaching units that have been developed are being compiled into the following classes: American Indian Studies (HIST 2215), American Minorities (HIST 2250) and Cultural Geography (GEOG 2241). In addition to the above, a 20-30 minute presentation may be made. This could be before interested staff, faculty and administrators illustrating the Snowfall Winter Count oral/pictographic findings.
Project Information

Project Title: Stage 2; Pre-Education AS at Northland College  
Project Contact: Huschle, Kathleen  
Institution: Northland Community and Technical College, Thief River Falls  
Project Start Date: 2009-01-12  
Project End Date: 2009-05-29

Project Abstract:
This project is a continuation of a project completed last year. Last years project determined what needed to be accomplished for Northland College to offer an AS Education Degree, an AAS Paraprofessional and a Paraeducation Certification. It has determined that an articulation with at least one 4 year MNSCU institution offering the degree is necessary. This project will obtain the articulation agreement(s), develop an AAS Paraprofessional and Paraeducation Certificate program to submit to the state for approval.
Application #1360
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-773-4630
Fax: 218-773-9924
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Konschak, Norma
Title/Position: Academic Dean
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-683-8613
Fax: 218-683-8980
Email norma.konschak@northlandcollege.edu
Contacts

Primary Contact:

Name: Huschle, Kathleen
Title/Position: Community College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 1101 Highway 1 East
          Thief River Falls, MN 56701
Phone: 218-683-8689
Fax: 218-683-8978
Email: Kathy.Huschle@northlandcollege.edu
Application #1360
Status - Final Report Submitted

### Proposed Budget Summary

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### Budget Narrative
Project Description and Rationale:

This project proposal is a direct response to the first strategy of NCTC Strategic plan: Expand programs and access opportunities.

The world needs and will always need educators. A lot of NCTC athletes talk about the desire to coach. What is coaching, but teaching. Many times the best way to get a coaching job is to get a teaching job first. Other students are here to get their “generals”, often expressing interest in teaching. This project is being proposed to aid NCTC students in taking the right courses and exams necessary to begin their career towards teaching. The end result is potential careers that involve spending their lives in a job that helps children meet their fullest potential, is personally rewarding and is of service to the world.

Recently a survey of 3 liberal art courses, Intro to Ethics, Intro to Political Science, and Environmental Science, was conducted at 10:00 on a Wednesday. Out of the 45 students surveyed, 9 said that they were going into Education. If I apply that same ratio, 9/45, to our liberal arts population of approximately 300 students we have approximately 60 students interested in Education.

Currently NCTC has most of the courses required for the first 2 years of an Education degree. Research conducted last spring determined that on community college currently offered 10 credits as the education component for their AS in Education. At least on articulation agreement with a 4 year MNSCU school is required for us to develop the degree, so the number of education credits that will need to be added to Northland is dependent on the articulation agreements obtained. With the AS in Education offered at Northland, our students would be able to transfer as juniors. Oftentimes, students miss an introductory course, which proves to be a pre-requisite for more advanced courses, thus setting their college career back a step. If Northland could offer those introductory courses, students would truly be able to transfer as juniors to those colleges which we have developed an articulation agreements.

The project proposal has several layers:

1. Establish an articulation agreement with at least one MNSCU university.
2. Develop a program guide based on the articulation agreements acquired.
3. Submit appropriate paperwork to AASC for approval and if given for application for a new degree.
4. The above steps would also be completed for the Paraprofessional AAS and the
certificate for Paraeducators.

Anticipated difficulties:

One of the major difficulties anticipated will be the concept of “turf protection” from four-year institutions, though I do believe that most 4 year schools would welcome our transfer students.

Timeline of activities:

Articulation agreements and proposal to state by March 09 AASC meeting.

Outcomes:

Student learning increases when the student becomes focused on an area of interest. By investigating the possibility of a pre-Education at Northland, we may be able to offer another program that would generate strong interest.

Evaluation plan:

Assessment of achievement will be determined by the ability of Northland College to move forward in the process of offering the first two years of an education degree with seamless transfer to area four year colleges that have education degrees.

Nationally the trend is heading towards some type of training for aides in the classroom. By creating this degree, a paraprofessional certificate would be very easy offset of the AS degree in Education.

The major impact for the college and the surrounding communities is the expansion of programs at NCTC and making available opportunities for our students to succeed in a chosen career path. Many of the surrounding communities have teaching positions that will need jobs filled in the near future. This is an opportunity to establish NCTC as the school to go to, for students to get their first two years of an Education degree.

Dissemination:

The results of this proposal can be shared with faculty and administration during meetings on campus. This proposal may also, in the future, be a model for other departments/disciplines to use to develop strong connections between 4 year institutions.
Summary:

There always is a need for teacher, not only in NW Minnesota, but throughout the world. Many of our students are already coming to NCTC to get their “generals”, and many of those students are interested in teaching. NCTC has a strong liberal arts component, which, with the addition of possibly one or two courses, will lead to the first 2 years of a degree in Education. The goal of this project is to establish articulation agreements in education and to create an AS in Education, a Paraprofessional AAS, and a certificate of Paraeducation at Northland College.
Application #1360
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:
- Achieve collaboration and partnerships
- Meet community needs
- Facilitate transition from college to university education

The main objectives or goals of this project:
- Active learning, experiential learning
- Applied-learning, problem-based learning
- Service-learning and community engagement

Outcomes anticipated from this project:
- Student Learning
- Course and curriculum design
Disciplines addressed in this project
EDUCATION.

Project Narrative
Phone conversations, emails, and meetings were held with various 4-year education departments. A visit was made to BSU to discuss articulation, as well as a visit with MSUM. Designing course needs and developing an understanding of what an Education Degree entails took time. Visiting many, many college websites to find the best fit for our college was imperative and help with the discussions that took place with the different education departments that I talked with.
Outcomes

The top three principles that guided your project:
Achieve collaboration and partnerships       Met expectations
Currently MSUM is finalizing an articulation agreement with NCTC for an AS degree in Education. Northland's AASC committee has already approved the course and has directed Kent Hanson to apply for a new program with MnSCU as soon as the articulation agreement is finalized.

Meet community needs       Exceeded expectations
Having an AS Education degree will give NCTC-TRF a new program that has been discussed for many years. We have a large number of athletes that enroll at our campus, many that want to go into education. Although an AA degree does transfer to all MnSCU schools, having an AS Education opens up other possibilities, especially with our proximity to North Dakota Universities.

Facilitate transition from college to university education       Exceeded expectations
In addition to the articulation agreement with MSUM, Mayville State is asking to meet with us to develop an education articulation agreement with them. MSUM has also mentioned developing a 2 + 2 program, allowing our education students to stay at Northland and complete their 4 year degree.

The main objectives or goals of your project:
Active learning, experiential learning       Exceeded expectations
One of the most important aspects of this process was to be certain that the students would be exposed to education early in their college career. One of the first recommended Education courses is Intro to Education, which includes 30 hours of field experience. By having a course like this early on, students will be able to experience first hand the educational classroom and determine if this is really the field they want to pursue.

Applied-learning, problem-based learning       Met expectations
I'm not sure how to answer this question. By reviewing the education courses that will be developed for Northland in conjunction with MSUM, it appears that those courses are very involved in applied-learning. And of course, students will be taking transfer courses to complete their degree, many of which are applied-learning and problem-based learning.

Service-learning and community engagement       Exceeded expectations
The program that we will develop with MSUM is very service-learning based. Our students will be in the local classroom with their field experience. As students advance in their courses, more classroom engagement may be involved. I know how young students talk. Anyone with a student in the elementary/middle school will know about the Northland students that are helping in their classroom.

The outcomes you anticipated from this project:
Student Learning       Met expectations
No courses have been offered as of yet on Northland's campus. Once the mandatory MnSCU waiting period is over curriculum will be developed in conjunction with MSUM...
education faculty. The first Education courses will be offered on the TRF campus in spring 2010.

**Course and curriculum design**  
Met expectations

As mentioned above, the education courses will not be developed until MNSCU permission for the program is granted. It is anticipated that approximately 15 credits of education courses will be offered at NCTC, TRF campus. Currently Northland has 6 of those credits in place with 2 Child Development courses. The rest of the AS degree will come from the broad range of courses offered on the TRF campus allowing students to develop education specialities, such as math or english, if desired.
Application #1360
Status - Final Report Submitted

**Actual Budget - Received**

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Application #1360
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### Final Budget Narrative

Phone conversations, emails, and meetings were held with various 4-year education departments. A visit was made to BSU to discuss articulation, as well as a visit with MSUM. Designing course needs and developing an understanding of what an Education Degree entails took time. Visiting many, many college websites to find the best fit for our college was imperative and help with the discussions that took place with the different education departments that I talked with.
Final Narrative

Final Project Narrative
My relationship with the Northland Athletic Department as softball coach brought me into contact with many of the athletes that have come to northwest Minnesota for an education. A large number of those students, as well as others on our campus, often indicate the desire to teach. I have seen students get their AA degree and then transfer into an education program at a 4 year school, only to be a semester or a year behind, because they have not taken any education courses.

The goal of this award was to develop the first 2 years of an education degree allowing our students to transfer in as juniors, graduate, and be ready for a job in the fall, when school starts again.

Faculty and administration both are excited about the possibilities this degree will bring to NCTC-TRF. With the addition of 15 education credits and the strong liberal arts courses available, Northland is confident about the success of this program.

Dissemination Activities

- On-campus conference/workshop Presentation

Details related to dissemination activities:
I will be more than willing to share the success of procuring this degree for Northland with faculty and administration.

Future sustainability

- Commitment obtained for project continuation at your institution

Details related to sustainability outcomes:
Administration has made a commitment to support this degree.
### Project Information

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### Project Abstract:
This project is designed to enhance the "real world" knowledge of students through the use of case studies. The case studies will allow them to apply the science behind the issue and become more aware of the global environment.
Application #1643
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-793-246
Fax: 218-793-282
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Konschak, Norma
Title/Position: Academic Dean
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-683-8613
Fax: --
Email norma.konschak@northlandcollege.edu
Application #1643
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Huschle, Kathleen
Title/Position: Community College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 1101 Hiway 1 East
Thief River Falls, MN 56701
Phone: 218-683-8689
Fax: --
Email Kathy.Huschle@northlandcollege.edu
Proposed Budget Summary

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Budget Narrative

I estimate that it will take approximately 10 hours to develop the minimum of 6 case studies.
Application #1643
Status - Final Report Submitted

**Objectives**

The top three principles that will guide this project:
- Encourage successful student learning
- Enhance global perspective of students
- Address stewardship and provide value

The main objectives or goals of this project:
- Applied-learning, problem-based learning
- Student research

Outcomes anticipated from this project:
- Student Learning
Disciplines addressed in this project

Project Narrative

This project was completed in front of a computer, phone calls to area naturalists, and in some cases personal visits with them for information and expertise advice. Lots of time was spent note taking, writing and re-writing.
Outcomes

The top three principles that guided your project:

Encourage successful student learning
The goal of this project is to bring greater understanding to Environmental Science students in the application of what they learn in the classroom to what is happening in the real world. Case studies were written that are directly related to lecture material. The case studies will further allow the student to explore the concept discussed. The evaluation of the case studies will be shared discussion with small groups, large groups or in some cases online discussions.

Enhance global perspective of students
Most of the case studies involved issues directly related to the United States. I was able to incorporate some global perspective in one of the case studies. If I were to write more cases, I would try to involve more global issues.

Address stewardship and provide value
The stewardship of these case studies is very apparent. The students are exposed to many different aspects of environmental science, most of which they can incorporate into their own lives. The students responses to the case studies will give a lot of insight as to how seriously they consider the different issues addressed.

The main objectives or goals of your project:

Applied-learning, problem-based learning
The case studies were written in an open ended format. I tried my best to be objective when relaying information that they were to use to come up with a solutions.

Student research
The case studies were not written in a simple question/answer format. Enough background information was given when relevant, and enough scenario was provided to enable the students to do the research necessary to come up with a solution. In many cases, there were several issues that needed to be researched to come up with an answer for the case study.

The outcomes you anticipated from this project:

Student Learning
I have always tried to use real life application to all aspects of my teaching. These case studies allow the students to become involved and solve those real life applications for themselves.
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**Final Budget Narrative**

This project was completed in front of a computer, phone calls to area naturalists, and in some cases personal visits with them for information and expertise advice. Lots of time was spent note taking, writing and re-writing.
Final Narrative

Final Project Narrative
Developing the case studies will be a real asset to the teaching of Environmental Science whether it is in the classroom, hybrid, or online. It allows the students to apply what they learn in the classroom to the real world, for that is where the learning needs to be used. Too often we stand in front of our classes presenting information that has little or no meaning to our students. These case studies allow the students to make their own connection rather than one the teacher makes for them.

Dissemination Activities
- Other

Details related to dissemination activities:
These case studies have not been formally used in the classroom yet, but have been field tested by former students that have taken Environmental Science from me.

Future sustainability
- Commitment obtained for project continuation at your institution

Details related to sustainability outcomes:
The intent is to share these case studies with all faculty at Northland that teach Environmental Science or any class that would have use for them. They would also be available as models for any faculty that wish to develop case studies for their own discipline.

Uploaded file: ENVIRONMENTAL SCIENCE CASE STUDIES.doc
Project Information

Project Title: Northland Community and Tech. College Energy and Environmental Design Audit

Project Contact: Lahren, Roderick

Institution: Northland Community and Technical College, Thief River Falls

Project Start Date: 2009-01-19

Project End Date: 2009-05-10

Project Abstract:
Energy and Environmental impact audit of Northland Community and Technical College, carried out by myself and student volunteers. The study will be used to determine carbon footprint and areas we can improve on design and renewable resources.
Application #1620
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-793-246
Fax: 218-793-282
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Konschak, Norma
Title/Position: Northland Community and Technical College, Thief River Falls
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-683-8613
Fax: 218-683-8981
Email norma.konschak@northlandcollege.edu
Application #1620
Status - Final Report Submitted

Contacts

Primary Contact:
Name: Lahren, Roderick
Title/Position: Technical College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 1101 hwy. 1 east
thief river falls, MN 56701
Phone: 218-681-0813
Fax: --
Email Roderick.Lahren@northlandcollege.edu
**Proposed Budget Summary**

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**Budget Narrative**

The $5000 is for my time designing forms and checklists to use in the documentation process, organizing students and doing the physical audit of the buildings spaces. We will also be researching existing and current practices on the campus that lower our carbon footprint. The $20 is for any copies needed for the documents.
Objectives

The top three principles that will guide this project:
- Encourage successful student learning
- Enhance global perspective of students
- Encourage innovative design and problem solving techniques

The main objectives or goals of this project:
- Active learning, experiential learning
- Applied-learning, problem-based learning
- Service-learning and community engagement
- Student research

Outcomes anticipated from this project:
- Student Learning
- Course and curriculum design
- Cross-curriculum skill development
Disciplines addressed in this project
ARCHITECTURE AND RELATED SERVICES.

Project Narrative
Everything went as planned with the exception of the copies needed, as I used more than expected.
Outcomes

The top three principles that guided your project:
Encourage successful student learning  Met expectations
My goals for the students were to have them active in the research process used to develop the final report. The students that participated were assigned separate sections of the workbook that I developed using the LEED (Leadership in Energy and Environmental Design) format. They worked directly with myself and maintenance personnel, but did most of the research themselves. We also as a College, joined the Minnesota Schools Cutting Carbon program and later on the students participated in a carbon footprint walkthrough performed by Dennis Willis P.E. from E.R.M. (Energy Resource Management) In this walkthrough the students were able to use an infrared camera, lumen meter, infrared thermometer, and were introduced to an electrical usage meter. Evaluation of this process was done by group participation through discussions of the information obtained.

Enhance global perspective of students  Met expectations
My goal for the students was to make them aware of the other possibilities to alternative energy and maybe things we have not designed yet. It was a unique wakeup call after doing the walkthrough. The student were talking afterwards about being able to turn off their computer monitors at home and save almost $200. also the awareness of the waste of electricity through overlighting of spaces and lighting of spaces not being used. They started to discuss the use of skylights in place of lighting systems. I personally don't think the students will be able to look at a building or their own homes the same as they once did. Again post discussion for evaluation.

Encourage innovative design and problem solving techniques  Met expectations
My goal for this was to have the students think deeper about the what-if's. They seemed to do this using research. One student even found a website to make your own wind generator, another found the only electric powered riding lawn mower manufactured, plastic products from corn et. These items led to more discussion about the what-if's.

The main objectives or goals of your project:

Active learning, experiential learning  Met expectations
My goals for the students were the same as stated in the section (encourage successful student learning). Again the method was through the research, carbon footprint walkthrough, and evaluation of the information.

Applied-learning, problem-based learning  Met expectations
Part of the learning that was achieved was finding issues during the walkthrough such as lighting and to trying to solve them with ideas such as adding skylights, motion sensor light switches, or just educating the employees to lower the lighting or turn them off when not in use.

Service-learning and community engagement  Met expectations
My goal for the service learning was to leave an ongoing process that utilized the workbook or checklist that we developed, for Northland to update and reevaluate year after year and I
believe that has been accomplished with the help of the students and maintenance personel.

**Student research**
Met expectations
The student research portion was the backbone of the project. These were the ideas that were listed in the suggested modifications shown in the report. I also have plans to update and continue the student research yearly in the Environmental Design class.

**The outcomes you anticipated from this project:**
**Student Learning**
Met expectations
As stated before the student learning was active and with deep problem solving ideas. These were necessary to achieve the report. (see attachment)

**Course and curriculum design**
Met expectations
My goal was to add this content to the Environmental class that I already teach. The importance of LEED in architecture has become more evident every day you see the news. My hope is to add a LEED certification class in the future to allow the students to become LEED certified. This is to be researched as to time and costs needed to make it successful.

**Cross-curriculum skill development**
Did not meet expectations
I was hoping to have other departments at the college to join in but with time and scheduling was unable to make it happen. My hope is to implement this portion of the project next year.
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<td>Estimated employer-paid fringe</td>
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<tr>
<td>benefits for others</td>
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<tr>
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<tr>
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<td>Meals</td>
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<td>Student compensation</td>
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<td>Indirect/Administrative costs (Overhead)</td>
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<td>Other</td>
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<td><strong>Total Received</strong></td>
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### Actual Budget - Spent

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<th>Budget Category</th>
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<td>Compensation for project manager(s)</td>
<td>$5000.00</td>
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<tr>
<td>Estimated employer-paid fringe benefits for managers</td>
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<td>Compensation for other faculty members</td>
<td>$0.00</td>
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<tr>
<td>Estimated employer-paid fringe benefits for others</td>
<td>$0.00</td>
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<tr>
<td>Consultants/Contractors</td>
<td>$0.00</td>
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<tr>
<td>Instruction/Training</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Lodging</td>
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<tr>
<td>Meals</td>
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<tr>
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<tr>
<td>Capital equipment</td>
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<tr>
<td>Materials/Supplies</td>
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<td>Facilities</td>
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<tr>
<td>Indirect/Administrative costs (Overhead)</td>
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<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Other</td>
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<tr>
<td>Total Spent</td>
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<td>$29.00</td>
<td>$5029.00</td>
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<tr>
<td>Total Balance</td>
<td>$0.00</td>
<td>$( 29.00 )</td>
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### Final Budget Narrative

Everything went as planned with the exception of the copies needed, as I used more than expected.
Final Narrative

Final Project Narrative
In the process of preparing this project I was able to witness the interest and energy that the students and staff who were involved displayed. For the students it was the realization of what needs to be fixed and what great ideas and technology we have at our disposal to fix it not only for here at Northland but in all areas of their life. For the maintenance staff and myself, it was a wonderful validation tool for what we have already done at Northland and what we can do in the future to become even more GREEN. I was amazed at the willingness of the maintenance staff to immediately move forward with this and have already ordered many GREEN cleaning supplies for testing. We also have discussed the possibility of Clinton and Myself becoming LEED certified. In summary I am quite pleased with the outcome and was happy to work with Dennis Willis E.R.M. and the Minnesota Schools Cutting Carbon Program, they provided another great learning experience.

Dissemination Activities
- Your own classroom or lab
- On-campus conference/workshop Presentation
- Article or other publication
- Program/Industry Advisory Committee presentation

Details related to dissemination activities:
I am planning to add this LEED project to a portion of my Environmental design class next spring. With future plans for a LEED certification class or course. Clinton Castle and myself may give a presentation at a future inservice here at Northland. The article is an ongoing workbook that implements existing conditions and proposed modifications. The information gathered in the report will be shared with our advisory board committee and E.R.M.

Future sustainability
- Commitment obtained for project continuation at your institution

Details related to sustainability outcomes:
Northland Community and Technical College administration and maintenance department have plans to use this document to evaluate and update the future operations of the college on an ongoing basis. I have plans to use this in the classroom for future Environmental Design projects.

Uploaded file: LEED CHECKLIST 34.docx
NORTHLAND GOING GREEN
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>35 (M&amp;R) SOLID WASTE MANAGEMENT: ONGOING CONSUMABLES</th>
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<tbody>
<tr>
<td>1 BUILDING EXTERIOR</td>
<td>36 (M&amp;R) SOLID WASTE MANAGEMENT: DURABLE GOODS</td>
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<tr>
<td>2 EROSION CONTROL AND LANDSCAPE MANAGEMENT</td>
<td>37 (M&amp;R) SOLID WASTE MANAGEMENT: FFACILITY ALTERATIONS AND ADDITIONS</td>
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<tr>
<td>3 ALTERNATIVE COMMUTING AND TRANSPORTATION</td>
<td>38 (INDOOR ENVIRONMENTAL QUALITY) OUTDOOR AIR INTRODUCTION AND EXHAUST SYSTEMS</td>
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<tr>
<td>4 REDUCED SITE DISTURBANCE</td>
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<td>5 STORMWATER MANAGEMENT</td>
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<tr>
<td>6 HEAT ISLAND REDUCTION NONROOF</td>
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<tr>
<td>7 HEAT ISLAND REDUCTION ROOF</td>
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<tr>
<td>8 LIGHT POLLUTION REDUCTION</td>
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<tr>
<td>9 (WATER EFFICIENCY) MINIMUM PLUMBING FIXTURES</td>
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<td>10 (W-E) WATER PERFORMANCE MEASUREMENT</td>
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<td>11 (W-E) ADDITIONAL PLUMBING FIXTURE EFFICIENCY</td>
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<td>12 (W-E) WATER EFFICIENT LANDSCAPING</td>
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<td>13 (W-E) COOLING TOWER MANAGEMENT</td>
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<td>14 (ENERGY AND ATMOSPHERE) ENERGY EFFICIENT MANAGEMENT PRACTICES</td>
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<td>15 (E&amp;A) MINIMUM ENERGY EFFICIENCY PERFORMANCE</td>
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<td>16 (E&amp;A) REFRIGERANT MANAGEMENT</td>
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<td>17 (E&amp;A) OPTIMIZE ENERGY EFFICIENCY PERFORMANCE</td>
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<td>18 (E&amp;A) BUILDING COMMISSIONING: INVESTIGATION AND ANALYSIS</td>
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<td>22 (E&amp;A) PERFORMANCE MEASUREMENT: SYSTEM-LEVEL METERING</td>
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<td>23 (E&amp;A) ON AND OFF-SITE RENEWABLE ENERGY</td>
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<td>24 (E&amp;A) REFRIGERANT MANAGEMENT</td>
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<td>25 (E&amp;A) EMISSIONS REDUCTION REPORTING</td>
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<td>26 (MATERIALS AND RESOURCES) SUSTAINABLE PURCHASING POLICY</td>
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<td>27 (M&amp;R) SOLID WASTE MANAGEMENT</td>
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<td>31 (M&amp;R) SUSTAINABLE PURCHASING: FACILITY ALTERATIONS AND ADDITIONS</td>
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<td>32 (M&amp;R) SUSTAINABLE PURCHASING: REDUCED MERCURY IN LAMPS</td>
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<td>33 (M&amp;R) SUSTAINABLE PURCHASING: FOOD</td>
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<tr>
<td>34 (M&amp;R) SOLID WASTE MANAGEMENT: WASTE STREAM AUDIT</td>
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ACKNOWLEDGEMENTS

THE FOLLOWING IS A LIST OF STUDENTS AND FACULTY THAT WORKED AT GATHERING INFORMATION FOR THIS REPORT AND THOSE THAT HELPED ME BATTLE THROUGH THE DARK WORLD OF UNFAMILIAR SOFTWARE TO PREPARE THIS DOCUMENT. THANKS GOES OUT TO ALL WHO PARTICIPATED.

ARCHITECTURE DEPARTMENT.

<table>
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<th>Name</th>
<th>Website</th>
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<tbody>
<tr>
<td>RODERICK LAHREN</td>
<td><a href="http://www.getg.com">www.getg.com</a></td>
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<tr>
<td>DAVIS CHARTIER</td>
<td><a href="http://www.cleaninggreen.com">www.cleaninggreen.com</a></td>
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<tr>
<td>SCOTT DREGER</td>
<td><a href="http://www.ecotracion.com">www.ecotracion.com</a></td>
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<tr>
<td>CAITLIN ERICKSON</td>
<td><a href="http://www.ecowise.com">www.ecowise.com</a></td>
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<tr>
<td>LANNY JAQUEMART</td>
<td><a href="http://www.rationalenvironmentalsolutions.com">www.rationalenvironmentalsolutions.com</a></td>
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<tr>
<td>KYLE KAGG</td>
<td><a href="http://www.organicgardengrower.com">www.organicgardengrower.com</a></td>
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<tr>
<td>NICK LAWONN</td>
<td><a href="http://www.schneider-electric.com">www.schneider-electric.com</a></td>
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<tr>
<td>PHILIP LEMER</td>
<td><a href="http://www.acore.org">www.acore.org</a></td>
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<tr>
<td>KEVIN NELSON</td>
<td><a href="http://www.awea.org">www.awea.org</a></td>
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<tr>
<td>TONY OLSON</td>
<td><a href="http://www.aerostarwind.com">www.aerostarwind.com</a></td>
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<tr>
<td>NIC STARK</td>
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REFERENCES

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<td>U.S. GREEN BUILDING COUNCIL</td>
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<td><a href="http://www.eere.gov">www.eere.gov</a></td>
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<td><a href="http://www.japancornstarch.com">www.japancornstarch.com</a></td>
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<td><a href="http://www.seventhgeneration.com">www.seventhgeneration.com</a></td>
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MAINTENANCE DEPARTMENT

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<td>CLINTON CASTLE</td>
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<td>GERALD HANSON</td>
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<tr>
<td>CORY FELLER</td>
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<td>ROBBI BRANTENG</td>
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ITS DEPARTMENT

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<td>HOLLY DESCHENE</td>
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<td>JENNIFER SUNDBER</td>
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<th>EXISTING CONDITIONS</th>
<th>SUGGESTED MODIFICATIONS</th>
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<tr>
<td>Snow Removal</td>
<td>Review chemicals used for overall snow removal maintenance. (salt etc.)</td>
<td></td>
<td><a href="http://www.ecotraction.com">www.ecotraction.com</a></td>
</tr>
<tr>
<td>Exterior building cleaning</td>
<td>Review chemicals used for cleaning building exterior or any other hard surfaces on site.</td>
<td></td>
<td><a href="http://www.cleaninggreen.com">www.cleaninggreen.com</a></td>
</tr>
<tr>
<td>Exterior sealants</td>
<td>Review any paint sealant or chemical used to maintain building, sidewalks, parking lot or other hard surfaces on site.</td>
<td></td>
<td><a href="http://www.ecowise.com">www.ecowise.com</a> go to green building tab</td>
</tr>
<tr>
<td>ITEM</td>
<td>TECHNICAL REQUIREMENTS</td>
<td>EXISTING CONDITIONS</td>
<td>SUGGESTED MODIFICATIONS</td>
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<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Outdoor Pest management</td>
<td>Use of least-toxic chemical pesticide to control (plants, fungi, insects, and/or animals Ongoing inspection and monitoring.</td>
<td></td>
<td><a href="http://www.rationalenvironmentalsolutions.com">www.rationalenvironmentalsolutions.com</a></td>
</tr>
<tr>
<td>Indoor pest management</td>
<td>Preferred use of nonchemical methods. A universal notification 72 hours before application</td>
<td></td>
<td><a href="http://www.rationalenvironmentalsolutions.com">www.rationalenvironmentalsolutions.com</a></td>
</tr>
<tr>
<td>Erosion and sedimentation Control.</td>
<td>The plan must include both site soil and construction materials. The plan must include measures that Prevent erosion and sedimentation. Prevent air pollution from dust or particulate matter. The plan must also include restoration of eroded areas. Diversion of landscape waste by the use of mulching or composting. Use of plants to reduce heating and cooling needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical fertilizer use.</td>
<td>The use of less polluting alternatives to artificial chemicals and the use of locally adapted plant that need no fertilizer.</td>
<td></td>
<td>Liquid fish fertilizer-odorless 1 cap/gallon of water $7.95/quart <a href="http://www.organicgardengrower.com">www.organicgardengrower.com</a></td>
</tr>
<tr>
<td>ITEM</td>
<td>TECHNICAL REQUIREMENTS</td>
<td>EXISTING CONDITIONS</td>
<td>SUGGESTED MODIFICATIONS</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Telecommunications</td>
<td>Have in place and alternative to traveling to meeting by the use of telecommunication.</td>
<td>Interactive communications are already being done between Thief River and East Grand Forks campuses. Also at some meetings in Minneapolis and others.</td>
<td>More interactive telecommunications needs to be implemented</td>
</tr>
<tr>
<td>Motorized transportation</td>
<td>Evaluate the use of existing transportation methods and their fuel efficiency. Evaluate carpooling, mass transit, compressed workweeks.</td>
<td>Some carpooling is done when traveling to East Grand Forks and Minneapolis.</td>
<td>Much more carpooling needs to be done. Implementation of mass transit, and compressed workweeks needs to be evaluated. Green oil. <a href="http://www.getg.com">www.getg.com</a></td>
</tr>
<tr>
<td>Human-powered conveyances</td>
<td>Provide bicycle racks, changing facilities and preferred parking areas.</td>
<td>Bicycle racks are not being provided. Changing facilities are already in place.</td>
<td>Provide bicycle racks, and preferred parking areas</td>
</tr>
<tr>
<td>Incentives</td>
<td>Provide discounted or free public transportation passes, bicycling equipment to individuals committed to using them, compressed workweeks or cash rewards for using alternative transportation</td>
<td>Not being done</td>
<td>Provide discounted or free public transportation passes, bicycling equipment to individuals committed to using them, compressed workweeks or cash rewards for using alternative transportation</td>
</tr>
<tr>
<td>ITEM</td>
<td>TECHNICAL REQUIREMENTS</td>
<td>EXISTING CONDITIONS</td>
<td>SUGGESTED MODIFICATIONS</td>
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<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Vegetation</td>
<td>Have in place native or adapted vegetation covering at least 25% of the site area excluding the building footprint. Improve or maintain offsite areas with native or adapted vegetation. Native plants are plants indigenous to the region. Adapted plants are cultivars of native plants that are adapted to the local climate and are not considered invasive.</td>
<td>Already in place</td>
<td></td>
</tr>
<tr>
<td>Other ecological features</td>
<td>Other ecologically appropriate features are natural site elements beyond vegetation that maintain or restore the ecological integrity of the site, including water bodies, exposed rock, unvegetated ground, or other features that are part of the historical natural landscape of the region and provide habitat value.</td>
<td>Already in place</td>
<td></td>
</tr>
<tr>
<td>ITEM</td>
<td>TECHNICAL REQUIREMENTS</td>
<td>EXISTING CONDITIONS</td>
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<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Building and grounds</td>
<td>Implement a stormwater management plan that infiltrates, collects and reuses runoff or evapotranspirates runoff from at least 15% of the precipitation falling on the whole project site. Collect and reuse stormwater for non-potable uses such as landscape irrigation, toilet and urinal flushing and custodial uses. Use of alternative surfaces (e.g., vegetated roofs, pervious pavement or grid pavers areas) and nonstructural techniques (e.g., rain gardens, vegetated swales, disconnection of imperviousness, rainwater recycling) to improve perviousness, restoring natural stormwater flows.</td>
<td>Using city water for all irrigation and other water needs.</td>
<td>Divert water runoff from roof and parking lot areas to be stored in holding pond locations to be used for irrigation of ball field and other irrigation areas. Water can be pumped from holding ponds to tanks and transported to irrigation areas not near the ponds.</td>
</tr>
<tr>
<td>ITEM</td>
<td>TECHNICAL REQUIREMENTS</td>
<td>EXISTING CONDITIONS</td>
<td>SUGGESTED MODIFICATIONS</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Shade from vegetation</td>
<td>Provide shade from tree canopy or within 5 years of landscape installation over 50% of the hardscape (including roads, sidewalks, courtyards and parking lots)</td>
<td></td>
<td>Provide medians throughout the parking lot areas with broad blooming deciduous trees, such as ash etc.</td>
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<tr>
<td>Shade from structures</td>
<td>Provide shade from structures covered by photovoltaic cells.</td>
<td>Not being done</td>
<td>Photovoltaic cells may or may not be affective. Need to do more research on total degree days in this area.</td>
</tr>
<tr>
<td>Shade from structures</td>
<td>Provide shade from structures that have a solar reflectance index (SRI) of at least 29.</td>
<td>Already implemented at the airport campus with white roof of 18,000 s.f. And the Swenson Hanger is 34,000 S&gt;F&gt; white.</td>
<td>Any new remodeling at the main campus will be reviewed for SRI material of at least 29</td>
</tr>
<tr>
<td>Pavement surfaces</td>
<td>Have paving materials with an (SRI) of at least 29 and have an open grid pavement system at least 50% pervious.</td>
<td>MEC parking lot is gravel and pervious. And asphalt parking lots are not compliant.</td>
<td>Possible median locations throughout the parking lot will provide shade and permeability.</td>
</tr>
<tr>
<td>ITEM</td>
<td>TECHNICAL REQUIREMENTS</td>
<td>EXISTING CONDITIONS</td>
<td>SUGGESTED MODIFICATIONS</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
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<tr>
<td>Roofing materials</td>
<td>Use roofing materials with an (SRI) of 78 for at least 75% of the total roof area. Re</td>
<td>We have a total of 320,000 S&gt;F with approximately 52,000 S&gt;F&gt; white.</td>
<td>Modify or replace existing gravel roof with white.</td>
</tr>
<tr>
<td>Vegetated roof</td>
<td>Install and maintain a vegetated roof covering at least 50% of the roof area.</td>
<td>No</td>
<td>Not practical at this time.</td>
</tr>
<tr>
<td>ITEM</td>
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<tr>
<td>Interior lighting</td>
<td>All Nonemergency lighting with a direct line of sight to any openings in the envelope (translucent or transparent, wall or ceiling) must be automatically controlled to turn off during all after-hours periods. The total duration of all programmed after-hour periods must equal or exceed 2,190 hours per year (50% of annual nighttime hours) Manual override may be provided. The purpose of this application is to eliminate light trespass from the building and site to improve night sky and to reduce development impact on nocturnal environments.</td>
<td>All new projects this is being implemented.</td>
<td>We are adding 100% occupancy sensors which are already proposed. They will cost 9-$10,000 With a 3 year payback.</td>
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<td>$8,300 investment with $5,000 rebate from Red Lake Electric.</td>
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<td>Total $3300 investment with $720 pay back per year equals 2-3 year payback.</td>
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<td></td>
<td>Change 900 fixtures, bulbs and 225 ballasts.</td>
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<tr>
<td>Exterior site lighting</td>
<td>Partially or fully shield all fixtures 50 watts and over to not directly emit light to the night sky. Take 8 measurements 100 feet apart around the building at night with lights on and with lights off. The measured illumination levels with the lights on must not be more than 20% higher than with the lights off.</td>
<td>Downward reflecting shields are being used on the exterior at the main campus and 98% at the airport campus. The MEC lighting is set up for outdoor games</td>
<td>MEC needs to be looked at for any possible revisions.</td>
</tr>
<tr>
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<td>Potable water usage</td>
<td>Reduce potable water usage of all indoor plumbing fixtures and fittings to a level equal to or below the LEED for Existing Buildings: Q&amp;M baseline, which is calculated assuming that 100% of the building’s indoor plumbing fixtures and fittings meet the Uniform Plumbing Codes 2006 or International Plumbing Codes. Fixtures and fittings included are water closets, urinals, shower heads, faucets, faucet replacement aerators, and metering faucets. Use automatic water control systems and install where possible, water-conserving indoor plumbing fixtures and fittings.</td>
<td>Already at 70% with toilets and urinals. Not being done at sinks and showers.</td>
<td>Use automatic water control systems and install where possible, water-conserving indoor plumbing fixtures and fittings.</td>
</tr>
<tr>
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<tr>
<td>Irrigation</td>
<td>Meter water systems serving at least 80% of the irrigated landscape on the grounds.</td>
<td>Football field is being metered. Swenson house not metered. Practice football field not metered. Soccer fields not metered.</td>
<td>Meter Swenson, practice football field and soccer fields.</td>
</tr>
<tr>
<td>Indoor plumbing fixtures and</td>
<td>Meter water systems serving at least 80% of the indoor plumbing fixtures and fittings.</td>
<td>Yes this is being metered separate from the irrigations watering 100%</td>
<td></td>
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<tr>
<td>fittings.</td>
<td></td>
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<tr>
<td>Cooling towers</td>
<td>Meter replacement water use of all cooling towers serving the facility.</td>
<td>Air cooling tower at the aviation campus in not being metered.</td>
<td>Metering of the cooling tower has been discussed. The system is 21 years old and may be replaced with possibly geothermal. This is being discussed.</td>
</tr>
<tr>
<td>Domestic hot water</td>
<td>Meter at least 80% of the domestic hot water use both tank and on-demand heaters.</td>
<td>Not being done.</td>
<td>Meter all three hot water heaters on main campus.</td>
</tr>
<tr>
<td>Other process water</td>
<td>Meter at least 80% of expected daily use for process type end uses, such as humidification dishwashers, pools, and other systems using process water.</td>
<td>Not being Done</td>
<td>Implement separate water meters for laundry and dish washing.</td>
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<tr>
<td>INDOOR PLUMBING</td>
<td>Reduce indoor plumbing fixture and fitting water usage through automatic controls and other actions. Specify water-conserving indoor plumbing fixtures that exceed the International Building Code 2006 fixture and fittings requirements, in combination with ultrahigh-efficiency or dry fixture and fitting control technologies.</td>
<td>Currently at 60%. Showers are not. Coaches quarters are not. Theater bathrooms are not. Aviation was done in 1989. West campus is OK.</td>
<td>Update Showers, Coaches quarters, and Theater toilet rooms.</td>
</tr>
<tr>
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<tr>
<td>LANDSCAPE IRRIGATION</td>
<td>Reduce potable water or other natural surface or subsurface resource consumption for irrigation compared with conventional means of irrigation by 50%-31 point, 75%-2points, 100%-3points. Use a water metering system for irrigation systems or a calculation method for landscaped areas. Specify water-efficient climate-tolerant native or adapted plantings. Implement or maintain high-efficiency irrigation technologies, such as microirrigation, moisture sensors, or weather data-based controllers. Feed irrigation systems with captured rainwater, graywater (onsite municipal), municipally reclaimed water, or on-site treated wastewater. Consider not operating an irrigation system.</td>
<td>Management is trained for lawn care maintenance for low irrigation maintenance of lawns &amp; plantings such as fertilizers and aeration techniques.</td>
<td>Cut higher Implement lawn care management training.</td>
</tr>
<tr>
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<tr>
<td>CHEMICAL MANAGEMENT</td>
<td>Develop and implement a water management plan for the cooling tower that addresses chemical treatment, bleed-off, biological control and staff training as it relates to cooling tower maintenance. Improve water efficiency by installing and/or maintaining a conductivity meter and automatic controls to adjust the bleed rate and maintain proper concentration at all times.</td>
<td>See page 10</td>
<td></td>
</tr>
<tr>
<td>NONPOTABLE WATER SOURCE USE.</td>
<td>Use makeup water that consists of at least 50% nonpotable water, such as harvested rainwater, harvested stormwater, air conditioner condensate, swimming pool filter backwash water, cooling tower blowdown, pass-through cooling water, recycled treated wastewater for the toilet and urinal flushing, foundation drain water, municipally reclaimed water or any other appropriate on-site water source that is not naturally occurring groundwater or surface water. Have a measurement metering program in place that verifies makeup water quantities used from nonpotable sources.</td>
<td>See page 10</td>
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<tr>
<td>MANAGEMENT PLAN</td>
<td>Document the current sequence of operations for the building. Develop a building operating plan that provides details on how the building is to be operated and maintained. The operating plan must include, at a minimum, an occupancy schedule, equipment run-time schedule, design setpoints for all HVAC equipment, and design lighting levels throughout the building. Identify any changes in schedules or for different seasons, days of the week, and times of day. Validate that the operating plan has been met. Develop a systems narrative that briefly describes the mechanical and electrical systems and equipment in the building. The systems narrative must include all of the systems used to meet the operating conditions stated in the operating plan, including but not limited to, heating, cooling, ventilation, lighting, and building controls systems. Create a narrative of the preventative maintenance plan for equipment described in the narrative and document the maintenance schedule.</td>
<td>Being implemented, see Clinton Castle.</td>
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<tr>
<td>OPERATING EFFICIENCY</td>
<td>Identify areas of building operations that are not operating efficiently. Implement energy-saving operational and management practices and/or energy-efficiency retrofits to reduce energy use.</td>
<td>Weather stripping on entry doors windows and overhead doors, and the auto shops over head doors need replacing.</td>
<td>Weather strip previous stated locations. HVAC plan at the MEC being proposed and evaluated. We are partnering with Climate Control in Fargo North Dakota.</td>
</tr>
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<td>OZONE PROTECTION</td>
<td>Specify only non-CFC based refrigerants in all new building HVAC&amp;R systems. Identify all existing CFC-based refrigerant uses and upgrade the equipment if economically feasible and/or develop a phase-out plan that identifies a schedule for future replacement.</td>
<td></td>
<td>Being looked at and evaluated.</td>
</tr>
</tbody>
</table>
OPERATING EFFICIENCY
OPTION A
For buildings eligible to receive an EPA rating using ENERGY STAR’S Portfolio Manager tool, achieve an energy performance rating of at least 69. If the building is eligible for a rating using Portfolio Manager, Option A must be used.

We added electrical input monitors on east and west main electrical supplies. This will allow us to shed peak loads. Will be functioning mid April.

OPERATING EFFICIENCY
OPTION B
For buildings not eligible to receive an EPA rating using Portfolio Manager, demonstrate efficiency in at least the 19th percentile for typical buildings by benchmarking against national median source energy data provided in the Portfolio Manager or the USGBC supplementary calculator.

Existing building commissioning and energy audits will help identify areas of building operations that are not efficient. Implement energy efficient retrofits and energy-saving techniques to reduce the buildings energy use.

Chose energy efficient office equipment, maintenance equipment, and appliances to help reduce energy waste. Use meters on major mechanical systems to monitor energy consumption.

In addition to efficiency improvements, consider renewable energy options as a way to minimize the building’s environmental impact.

OPERATING EFFICIENCY
OPTION C
For buildings not eligible for Option A or B use the alternative method described in the LEED for Existing Buildings: O&M Reference Guide
-Achieve energy efficiency performance better than the minima listed above.
-Have an energy meter that measures all energy use throughout the building. And Calibrate within the manuf. recommendations

### TABLES FOR OPTIONS A-B-C

<table>
<thead>
<tr>
<th>OPTION A</th>
<th>OPTION B&amp;C</th>
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</thead>
<tbody>
<tr>
<td>Epa Energy star rating</td>
<td>LEED for Existing Buildings: O&amp;M points</td>
</tr>
<tr>
<td>65</td>
<td>NA</td>
</tr>
<tr>
<td>67</td>
<td>1</td>
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<tr>
<td>69</td>
<td>2</td>
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<td>71</td>
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<td>87</td>
<td>11</td>
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<tr>
<td>89</td>
<td>12</td>
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</tbody>
</table>

Existing building commissioning and energy audits will help identify areas of building operations that are not efficient. Implement energy efficient retrofits and energy-saving techniques to reduce the buildings energy use.

Chose energy efficient office equipment, maintenance equipment, and appliances to help reduce energy waste. Use meters on major mechanical systems to monitor energy consumption.

In addition to efficiency improvements, consider renewable energy options as a way to minimize the building’s environmental impact.
<table>
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</table>
| OPTION A COMMISIONING | -Develop a retrocommissioning, recommissioning or ongoing commissioning plan for the building’s major energy-using systems  
-Conduct the investigation and analysis phase.  
-Document the breakdown of energy use in the building.  
-List the operating problems that affect occupants’ comfort and energy use, and develop potential operational changes that will solve them.  
-List the identified capital improvements that will provide cost-effective energy savings and document the cost benefit analysis associated with each. | Climate Control has already done some of this. | |
| OPTION B LEVEL II ENERGY AUDIT | -Conduct and energy audit that meets the requirements of ASHRAE Level II, energy survey and analysis.  
-Document the breakdown of energy use in the building.  
-Perform a savings and cost analysis of all practical measures that meet the owner’s constraints and economic criteria, along with a discussion of any effect on operations and maintenance procedures.  
-List the identified capital improvements that will provide cost-effective energy savings and document the cost-benefit analysis associated with each. | Climate Control has already done some of this | |
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</table>
| IMPLEMENTATION | To implement minor improvements and identify planned capital projects to ensure that the building’s major energy-using systems are repaired, operated, and maintained effectively to optimize energy performance.  
- Implement no or low-cost operational improvements and create a capital plan for major retrofits or upgrades.  
- Provide training for management staff that builds awareness and skills in a broad range of sustainable building operations topics; this could include energy efficiency and building, equipment and systems operations, and maintenance.  
- Demonstrate the observed and/or anticipated financial costs and benefits of measures that have been implemented.  
- Update the building operating plan as necessary to reflect any changes in the occupancy schedule, equipment run-time schedule, design setpoints, and lighting levels. | See master facility 5 year plan. Both Bob and Clinton have taken APA courses to learn to train our staff and to manage facilities. |
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</table>
| COMMISSIONING | To use commissioning to address changes in facility occupancy, usage, maintenance, and repair. Make periodic adjustments and reviews of building operating systems and procedures essential for optimal efficiency and service provision.  
-Implement an ongoing commissioning program that includes elements of planning, system testing, performance verification, corrective action response, ongoing measurement, and documentation to proactively address operating problems.  
-Create a written plan that summarizes the overall commissioning cycle for the building by equipment or building system group. The ongoing commissioning cycle must not exceed 24 months. This plan must include a building equipment list, performance measurement frequency for each equipment item, and steps to respond to deviation from expected performance parameters.  
Complete at least half of the scope of work in the first commissioning cycle (as indicated by the percentage of the plan's total budget) prior to the date of application for LEED for Existing Buildings: O&M certification. Only work completed within two years prior to application may be included to show progress in the ongoing commissioning cycle.  
-Update the building operating plan and/or systems narrative as necessary to reflect any changes in the occupancy schedule, equipment run-time schedule, design setpoints, or system specifications. |                      |                          |
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<tbody>
<tr>
<td>BUILDING AUTOMATION SYSTEM</td>
<td>To provide information to support the ongoing accountability and optimization of building energy performance and identify opportunities for additional energy-saving investments. Have in place a computer-based building automation system (BAS) that monitors and controls key building systems, including, but not limited to, heating, cooling, ventilation, and lighting. Have a preventive maintenance program in place that ensures BAS components are tested and repaired or replaced according to the manufacturer’s recommended interval. Demonstrate that the BAS is being used to inform decisions regarding changes in building operations and energy-saving investments. Ensure that relevant staff are adequately trained to use the system, analyze output, make necessary adjustments, and identify investment opportunities to improve energy performance.</td>
<td></td>
<td>- <a href="http://www.schneider-electric.com">www.schneider-electric.com</a> Implement a computer software monitoring system with sensor tracking and control. Calculate your carbon footprint. <a href="http://www.acore.org">www.acore.org</a></td>
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<tr>
<td>METERING</td>
<td>To provide accurate energy use information to support energy management and identify opportunities for additional energy-saving improvements. Develop a breakdown of energy use in the building, either through EA Credits 2.1 and 2.2 or by using energy bills, spot metering or other metering to determine the energy consumption of major mechanical systems and other end-use applications. This analysis of major energy categories must have been conducted within two years prior to the date of application for LEED for Existing Buildings: O&amp;M certification. Demonstrate that system-level metering is in place covering at least 40% of the total expected annual energy consumption of the building. Further at least two largest energy use categories from the breakdown report must be covered to the extent of 80 or more (i.e., if energy use in the two largest categories is 100 BTU’s/year, at least 80 BTU’s/year in one of them must be metered. Demonstrate that system-level metering is in place covering at least 80% of the total expected annual energy consumption of the building. Further at least two largest energy use categories from the breakdown report must be covered to the extent of 80 or more. Meters must be calibrated within the manufacturer’s recommended intervals.</td>
<td><a href="http://www.schneider-electric.com">www.schneider-electric.com</a> Implement a computer software monitoring system with sensor tracking and control. Set meters in major use areas of the building and equipment to determine replacement or repair. Calculate by hand output amps.</td>
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<tr>
<td>RENEWABLE ENERGY</td>
<td>To encourage and recognize increasing levels of on-site and off-site renewable energy to reduce environmental impacts associated with fossil fuel energy use.Meet some or all of the building’s total energy use with on-site or off-site renewable energy systems. Points are earned according to the following table, which shows the percentages of building energy use met by renewable energy. Off-site renewable energy sources are defined by the Center for Resource Solutions (CRS) Green-e products certification requirements, of the equivalent. Green power may be procured from Green-e-certified tradable renewable energy certificates (RECs) or the equivalent. Design and specify the use of on-site nonpolluting renewable technologies to contribute to the total energy requirements of the building. Consider and employ solar, geothermal, wind, biomass (other than unsustainably harvested wood), and biogas technologies. Purchase renewable energy or tradable renewable energy certificates. Review building’s electrical consumption trends and research power providers in the area that guarantees that a portion of its delivered electric power is derived from net nonpolluting renewable technologies.</td>
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<tr>
<th>TABLE</th>
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<td></td>
<td>1</td>
<td>3%</td>
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<td>12%</td>
<td>100%</td>
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<tr>
<td>REDUCE OZONE DEPLETION</td>
<td>To reduce ozone depletion and support early compliance with the Montreal Protocol.</td>
<td>This is already being implemented.</td>
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<td></td>
<td>Choose one of the following</td>
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</tr>
<tr>
<td></td>
<td>OPTION A</td>
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<tr>
<td></td>
<td>Do not use refrigerants in base building HVAC&amp;R systems</td>
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<td>OPTION B</td>
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<td></td>
<td>Select refrigerants and HVAC&amp;R Equipment that minimize or eliminate the emission of compounds that contribute to ozone depletion.</td>
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<td></td>
<td>Operate the facility without mechanical cooling and refrigeration equipment. Where mechanical cooling is needed, use for the refrigeration cycle base building HVAC and refrigeration systems that minimize direct impact on ozone depletion. Select HVAC&amp;R replacement equipment with reduced refrigerant charge and increased equipment life. Maintain equipment to prevent leakage of refrigerant to the atmosphere. Use fire suppression systems that do not contain HCFCs or halons.</td>
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<tr>
<td>DOCUMENTATION</td>
<td>To document the emissions reduction benefits of building efficiency measures.</td>
<td>In the past 2.5 of or mechanical systems ran 24/7 and are now manually shut down based on occupied and unoccupied schedules. For a list of current savings see Clinton Castle.</td>
<td>Ongoing and are 70% compliant except for pneumatic systems.</td>
</tr>
<tr>
<td></td>
<td>Identify building performance parameters that reduce conventional energy use and emissions, quantify those reductions, and report them to a formal tracking program.</td>
<td>We are currently using some occupancy sensors.</td>
<td>Need to add more sensors.</td>
</tr>
<tr>
<td></td>
<td>Track and record emissions reductions delivered by energy efficiency measures, operational improvements, renewable energy, and other building emissions reduction measures, including reductions from the purchase of renewable energy credits. Report emissions reductions using a third-party voluntary reporting or certification program (e.g., EPA Climate Leaders, ENERGY STAR or WRI/WBCSD protocols.</td>
<td>See Climate control proposal located in Clintons office.</td>
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<tr>
<td>DURABLE GOODS</td>
<td>Evaluate the items that are purchased for the building and identify more environmentally friendly alternatives. Work with suppliers to identify sustainable products that meet the needs of the building.</td>
<td>Not being done as of yet.</td>
<td>Currently looking at a refurbishing plan to reuse existing items. Also looking at new products made from renewable materials.</td>
</tr>
<tr>
<td>FACILITY ALTERATIONS AND ADDITIONS</td>
<td>Evaluate the items that are purchased for the building and identify more environmentally friendly alternatives. Work with suppliers to identify sustainable products that meet the needs of the building.</td>
<td>Not being done as of yet.</td>
<td>Will review this area for future additions using LEED certified architects and implement the use of renewable, salvaged, and refurbished materials.</td>
</tr>
<tr>
<td>TOXIC MATERIAL SOURCE REDUCTION</td>
<td>Evaluate the items that are purchased for the building and identify more environmentally friendly alternatives. Work with suppliers to identify sustainable products that meet the needs of the building.</td>
<td>Currently using liquids that are not green seal.</td>
<td>We are currently in the process of ordering cleaning supplies and other materials that are green seal. We are also looking at other alternatives for toxic chemical replacement.</td>
</tr>
<tr>
<td>ITEM</td>
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<tr>
<td>DURABLE GOODS</td>
<td>Evaluate the building’s waste stream and establish policies to divert materials from disposal in landfills or incineration facilities by encouraging the reuse and recycling of items, where possible</td>
<td>We recycle everything such as all metals through Evans Steel, and other durable goods through a yearly local community sale. Other items are reused and may be refurbished. We are at approx. 90%</td>
<td></td>
</tr>
<tr>
<td>FACILITY ALTERATIONS AND ADDITIONS</td>
<td>Evaluate the building’s waste stream and establish policies to divert materials from disposal in landfills or incineration facilities by encouraging the reuse and recycling of items, where possible</td>
<td>Any remodeling waste is run through Les’s Sanitation where they separate all recyclable products.</td>
<td></td>
</tr>
<tr>
<td>ONGOING CONSUMABLES</td>
<td>Evaluate the building’s waste stream and establish policies to divert materials from disposal in landfills or incineration facilities by encouraging the reuse and recycling of items, where possible</td>
<td>We are currently recycling items such as paper, aluminum, Plastics, computers, cell phones, ballasts, Batteries, light bulbs, oil, glass, cardboard, and ink cartridges.</td>
<td>Add to our policy the use of biodegradable plastics (EVERCORN) from corn for use in various areas of consumables such as forks, plates, cups Etc. and also durable goods such as containers etc. <a href="http://www.japan-cornstarch.com">www.japan-cornstarch.com</a></td>
</tr>
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<tr>
<td>POST CONSUMER OR POST INDUSTRIAL MATERIAL</td>
<td>Purchases contain at least 10% post consumer or 20% post industrial material</td>
<td>Currently we are at 20% with some paper products such as hand towels and toilet paper.</td>
<td>We looked into recyclable paper for the copiers and found them to jam the machines. We will look at implementing when technology catches up. <a href="http://www.seventhgeneration.com">www.seventhgeneration.com</a></td>
</tr>
<tr>
<td>RAPIDLY RENEWABLE MATERIAL</td>
<td>Purchases contain at least 50%</td>
<td>Not as of yet</td>
<td>Researching for future implementation. <a href="http://www.japan-cornstarch.com">EVERCORN</a></td>
</tr>
<tr>
<td>MATERIALS HARVESTED OR PROCESSED WITHIN 500 MILES OF THE BUILDING</td>
<td>Purchases contain at least 50%</td>
<td>Not as of yet</td>
<td>Researching for future implementation.</td>
</tr>
<tr>
<td>FOREST STEWARDSHIP COUNCIL CERTIFIED PAPER PRODUCTS</td>
<td>Purchases contain at least 50%</td>
<td>Not as of yet</td>
<td>Researching for future implementation.</td>
</tr>
<tr>
<td>RECHARGEABLE BATTERIES</td>
<td>All batteries are rechargeable</td>
<td>We are currently using the following rechargeable items. Power scrubbers, power extractors, and many power tools such as drills etc.</td>
<td>We plan to add more items to this list.</td>
</tr>
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</tr>
<tr>
<td>POST CONSUMER OR POST INDUSTRIAL MATERIAL</td>
<td>Purchases contain at least 10% post consumer or 20% post industrial material</td>
<td>Not as of yet, everything is new.</td>
<td>We are currently looking at refurbishing items such as furniture, computers, etc.</td>
</tr>
<tr>
<td>RAPIDLY RENEWABLE MATERIAL</td>
<td>Purchases contain at least 50%</td>
<td>Not as of yet, everything is new.</td>
<td>Will research further.</td>
</tr>
<tr>
<td>MATERIALS HARVESTED OR PROCESSED WITHIN 500 MILES OF THE BUILDING</td>
<td>Purchases contain at least 50%</td>
<td>Not sure where products are harvested from.</td>
<td>Will research further.</td>
</tr>
<tr>
<td>FOREST STEWARDSHIP COUNCIL CERTIFIED PAPER PRODUCTS</td>
<td>Purchases contain at least 50%</td>
<td>Not as of yet, everything is new.</td>
<td>Will research further.</td>
</tr>
<tr>
<td>OFF SITE</td>
<td>Purchases contain at least 70% Material salvaged from off site.</td>
<td>Not as of yet, everything is new.</td>
<td>Will research further.</td>
</tr>
<tr>
<td>ON SITE</td>
<td>Purchases contain at least 70% material salvaged from on site through an internal organization materials and equipment reuse program.</td>
<td>We are currently at about 5%</td>
<td>We are currently looking at refurbishing items such as furniture, computers, etc.</td>
</tr>
<tr>
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</tr>
<tr>
<td>POST CONSUMER OR POST INDUSTRIAL MATERIAL</td>
<td>Purchases contain at least 10% post consumer or 20% post industrial material</td>
<td>Not as of yet, everything is new.</td>
<td>Will review this area for future additions using LEED certified architects and implement the use of renewable, salvaged, and refurbished materials.</td>
</tr>
<tr>
<td>RAPIDLY RENEWABLE MATERIAL</td>
<td>Purchases contain at least 50%</td>
<td>Not as of yet.</td>
<td>Under review.</td>
</tr>
<tr>
<td>MATERIALS HARVESTED OR PROCESSED WITHIN 500 MILES OF THE BUILDING</td>
<td>Purchases contain at least 50%</td>
<td>Some items have been local such as concrete and brick etc.</td>
<td>Under review.</td>
</tr>
<tr>
<td>FOREST STEWARDSHIP COUNCIL CERTIFIED PAPER PRODUCTS</td>
<td>Purchases contain at least 50%</td>
<td></td>
<td>Under review.</td>
</tr>
<tr>
<td>OFF SITE</td>
<td>Purchases contain at least 70% Material salvaged from off site.</td>
<td>Not as of yet, everything is new.</td>
<td>Under review. MNSCU standards may limit some of the salvageable materials. Will review.</td>
</tr>
<tr>
<td>ON SITE</td>
<td>Purchases contain at least 70% material salvaged from on site through an internal organization materials and equipment reuse program.</td>
<td>Not as of yet, everything is new.</td>
<td>Under review. MNSCU standards may limit some of the salvageable materials. Will review.</td>
</tr>
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<tr>
<td>ADHESIVES AND SEALANTS</td>
<td>Adhesives and sealants have a VOC content less than the current VOC content limits of South Coast Air Quality Management District (Rule #1168) or sealants used as fillers meet or exceed the requirements of the Bay Area Air Quality Management District Regulation 8, Rule 51.</td>
<td></td>
<td>We use Benjamin Moore paints and they have one that will pass GS-11. Plan to update.</td>
</tr>
<tr>
<td>PAINTS AND COATINGS</td>
<td>Paints and Coatings have VOC emissions not exceeding the VOC chemical component limits of Green Seal’s Standard GS-11 requirements.</td>
<td>Currently the paints we use are not.</td>
<td></td>
</tr>
<tr>
<td>NON CARPET FINISH</td>
<td>Noncarpet finished flooring is FloorScore-certified and constitutes a minimum of 25% of the finished floor area.</td>
<td></td>
<td></td>
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<tr>
<td>CARPET FINISH</td>
<td>Carpet meets the requirements of the CRI Green Label Plus Carpet Testing Program.</td>
<td>Our newer carpets all have green label.</td>
<td></td>
</tr>
<tr>
<td>CARPET CUSHION</td>
<td>Carpet cushion meets the requirements of the CRI Green Label Testing Program.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>COMPOSITE PANELS</td>
<td>Composite panels and agrifiber products contain no added urea-formaldehyde resins.</td>
<td>NA</td>
<td></td>
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<tr>
<td>REDUCED MERCURY IN LAMPS</td>
<td>Develop a lighting plan that specifies maximum levels of mercury permitted in mercury-containing lamps purchased for the building and associated grounds. The purchasing plan must specify a target for the overall average of mercury content in lamps of 90% pictograms per lumen-hour or less. The plan must include lamps for both indoor and outdoor fixtures, as well as both hard-wired and portable fixtures. The plan must require that at least 90% of purchased lamps comply.</td>
<td>We currently have eliminated almost all mercury lighting. Some field lighting and outdoor lighting still remain. We comply with the 90% directive.</td>
<td>Further reductions.</td>
</tr>
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<tr>
<td>FOOD PRODUCTION AND DISTRIBUTION.</td>
<td>Achieve sustainable purchases of at least 25% of total combined food and beverage purchases (by cost). Sustainable purchases are those that meet one or both of the following criteria. -Purchases are labeled USDA Certified Organic, Food Alliance Certified, Rainforest Alliance Certified, Protected Harvest Certified, Fair Trade, or Maine Stewardship Council’s Blue Eco-Label. -Purchases are produced within 100-mile radius of the site.</td>
<td>Not as of yet.</td>
<td>Will review for future implementation.</td>
</tr>
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<td></td>
<td></td>
<td>Yes, we are compliant with this directive.</td>
<td></td>
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## WASTE STREAM MANAGEMENT

Conduct a waste stream audit of the building’s entire ongoing consumables waste stream (not durable goods or construction waste for facilities alterations and additions). Use the audit’s results to establish a baseline that identifies the types of waste making up the waste stream and the amounts of each type by weight or volume. Identify opportunities for increased recycling and waste diversion.

The intent is to facilitate the reduction of ongoing waste and toxins generated by building occupants and building operations that are hauled to and disposed of in landfills or incineration facilities.

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<td>WASTE STREAM MANAGEMENT</td>
<td>Conduct a waste stream audit of the building’s entire ongoing consumables waste stream (not durable goods or construction waste for facilities alterations and additions). Use the audit’s results to establish a baseline that identifies the types of waste making up the waste stream and the amounts of each type by weight or volume. Identify opportunities for increased recycling and waste diversion.</td>
<td>We currently have a plan in place and are a member of the Minnesota Waste Wise. They have audited us and made recommendations. We are currently recycling items such as paper, aluminum, Plastics, computers, cell phones, ballasts, Batteries, light bulbs, lamps, oil, glass, cardboard, and ink cartridges.</td>
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<tr>
<td>ONGOING CONSUMABLES</td>
<td>Maintain a waste reduction and recycling program that addresses materials with a low cost per unit that are regularly used and replaced through the course of business. These materials include, but are not limited to, paper, toner cartridges, glass, plastics, cardboard and old corrugated cardboard, food waste and metals. - Reuse, recycle or compost 50% to 70% of the ongoing consumables waste stream (by weight or volume). - The intent is to facilitate the reduction of ongoing waste and toxins generated by building occupant and building operations that are hauled to and disposed of in landfills or incineration facilities.</td>
<td>We currently have a plan in place and area member of the Minnesota Waste Wise. They have audited us and made recommendations. We are currently recycling items such as paper, aluminum, Plastics, computers, cell phones, ballasts, Batteries, light bulbs, lamps, oil, glass, cardboard, and ink cartridges.</td>
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| DURABLE GOODS | Maintain a waste reduction and recycling program that addresses durable goods that are replaced infrequently and/or may require capital program outlays to purchase. Examples include but are not limited to, office equipment (computers, monitors, copiers, printers, scanners, fax machines), appliances (refrigerators, dishwashers, water coolers), external power adapters, televisions and other audiovisual equipment.  
  
  Reuse or recycle 75% of the durable goods waste stream (by weight, volume or replacement value).  
  
  Durable goods waste stream is defined as durable goods leaving the project building, site and organization that have fully depreciated and reached the end of their useful lives for normal business operations.  
  
  The intent is to facilitate the reduction of ongoing waste and toxins generated by building occupant and building operations that are hauled to and disposed of in landfills or incineration facilities.                                                                                                                                                                                                                     | We currently recycle everything through a community rummage sale. All metal items are recycled through Evans Steel at approximately 90%                                                                                                                                                                                                                                                                                                                                                      |
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<tr>
<td>CONSTRUCTION AND DEMOLITION WASTE</td>
<td>Divert at least 70% of waste (by volume) generated by facility alterations and additions from disposal landfills and incineration facilities. Examples include but are not limited to, building components and structures (wall studs, insulation, doors, windows), panels attached finishes (drywall, trim, ceiling panels), carpet and other flooring materials, adhesives sealants, paints, and coatings. Maintain waste management policies applicable to any facility alterations and additions on the site. Identify licensed haulers and processors of recyclable materials. Identify markets for salvaged materials. Employ deconstruction, salvage, and recycling strategies and processes. Document the cost for recycling, salvaging, and reusing materials. Investigate salvaging or recycling lighting fixture pans when retrofitting.</td>
<td>Currently our waste products are being brought to Less's Sanitation, which has a recycling program that separates all construction materials. We are at 90% or better.</td>
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<tr>
<td>OUTDOOR AIR INTRODUCTION</td>
<td>Modify or maintain each outside air intake, supply air fan, and/or ventilation distribution system to supply at least the outdoor air ventilation rate by ASHRE 62.1-2007 Ventilation rate procedure. Or if that is not possible, introduce at least 10 cubic feet per minute of outdoor air per person under all normal operating conditions. Implement and maintain an HVAC system maintenance program to ensure the proper operations and maintenance of HVAC components as they relate to outdoor air introduction and exhaust. Test and maintain the operation of all building exhaust systems, including bathroom, shower, kitchen, and parking exhaust systems. Conduct a visual inspection of outside air and dampers and remove any outside air vent or louver obstructions that restrict full outside air capacity from entering the distribution system. Conduct air flow monitoring to document outside air cfm.</td>
<td>We are currently using a computer monitoring and control system partnered with Climate control and are at approx 60% with plans to achieve 100%.</td>
<td>This is currently being done by the staff.</td>
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</table>

We are currently using a computer monitoring and control system partnered with Climate control and are at approx 60% with plans to achieve 100%.
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<tr>
<td>PROHIBIT SMOKING IN BUILDING</td>
<td>Prohibit smoking in the building and designate smoking areas at least 25 feet from building entries, outdoor air intakes and operable windows.</td>
<td>We currently have a standard operating procedure to only allow smoking within 50 feet of entrances, and are continuously working to enforce this policy.</td>
<td></td>
</tr>
<tr>
<td>DESIGNATE SMOKING AREAS IN THE BUILDING</td>
<td>Prohibit smoking in the building except in designated smoking rooms and establish negative air pressure in those rooms.</td>
<td><strong>Currently there is no smoking facility available.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locate any exterior designated smoking areas at least 25 feet from building entries, outdoor air intakes and operable windows</td>
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<tr>
<td></td>
<td>Design smoking rooms to effectively contain, capture, and remove ETS from the building. At a minimum, the smoking room must be directly exhausted to the outdoors asay from air intakes, entries or operable windows.</td>
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<tr>
<td>FLOOR CLEANING PRODUCTS</td>
<td>Purchase of sustainable cleaning and hard floor and carpet care products meeting the sustainability criteria outlined in EQ purchase of sustainable cleaning products and materials</td>
<td>Currently we have no standard policy. However we are in the process of purchasing and researching green supplies to be used immediately and in the future.</td>
<td></td>
</tr>
<tr>
<td>CLEANING EQUIPMENT</td>
<td>Purchase of cleaning equipment meeting the criteria outlined in EQ sustainable cleaning equipment</td>
<td>See IEQ Equipment on page 53</td>
<td></td>
</tr>
<tr>
<td>STANDARD OPERATING PROCEDURES FOR CLEANING</td>
<td>Address how an effective cleaning and hard floor and carpet maintenance system will be utilized and managed to protect vulnerable building occupants.</td>
<td>Floors are refinished during school breaks, floors are cleaned when spaces are unoccupied.</td>
<td></td>
</tr>
<tr>
<td>HYGINEN</td>
<td>Develop strategies for promoting and improving hand hygiene, including hand washing and the use of alcohol based waterless hand sanitizers.</td>
<td>Hand sanitizing stations are provided in labs, library, chemistry, computer areas, nursing, and others.</td>
<td></td>
</tr>
<tr>
<td>CHEMICAL STORAGE</td>
<td>Develop guideline for the storage and handling of cleaning chemical used in the building, including a plan for managing hazardous spills.</td>
<td>Currently chemicals are being stored in secured areas throughout the facility and we have a master plan for managing spills.</td>
<td></td>
</tr>
<tr>
<td>TRAINING</td>
<td>Develop requirements for training of all personnel appropriate to the needs of the building operation.</td>
<td>We currently have annual right to know training for all required faculty and staff, and special training for those who handle hazardous chemicals.</td>
<td></td>
</tr>
<tr>
<td>FEEDBACK</td>
<td>Develop a system where occupant feedback is obtained to evaluate new methods, technologies and processes for continuous improvement.</td>
<td>We currently use a survey distributed annually to all faculty, staff and students.</td>
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<td>INDOOR AIR QUALITY MANAGEMENT</td>
<td>Operate a program to enhance INDOOR AIR QUALITY by optimizing practices to prevent the development of indoor air quality problems in buildings and maintain the well-being of the occupants. Indoor Air Quality Building Education and Assessment Model (I-BEAM) Reference Number 402-C-01-001 December 2002 available at <a href="http://www.epa.gov/iaq/largeblgs/i-beam/index.html">www.epa.gov/iaq/largeblgs/i-beam/index.html</a></td>
<td>We currently utilize trained staff that monitor and maintain all HVAC systems along with a partnership with Climate Control.</td>
<td></td>
</tr>
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<tr>
<td>ALL MECHANICAL VENTILATION SYSTEMS.</td>
<td>Provide and outdoor airflow measurement device capable of measuring and if necessary controlling the minimum outdoor airflow rate at all expected system operating conditions within 15% of the design minimum. Monitoring must be performed for at least 80% of the buildings total outdoor air intake flow.</td>
<td>We currently utilize trained staff that monitor and maintain all HVAC systems along with a partnership with Climate Control.</td>
<td></td>
</tr>
<tr>
<td>DENSELY OCCUPIED SPACES MECHANICAL VENTILATION SYSTEMS,</td>
<td>Have a CO2 sensor or sampling location for each densely occupied space and compare it with outdoor ambient CO2 concentrations. Each sampling must be taken between 3 feet and 6 feet above the floor.</td>
<td>We do not currently have a system in place for this.</td>
<td>Under review.</td>
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<tr>
<td>ALL MECHANICAL VENTILATION SYSTEMS.</td>
<td>Increase indoor air ventilation rates for all air-handling units serving occupied spaces by at least 30% above the minimum required by ASHRAE 62.1-2007</td>
<td>We currently comply with the 30% directive.</td>
<td>Under review.</td>
</tr>
<tr>
<td>NATURALLY VENTILATED SPACES</td>
<td>Design natural ventilation systems for occupied spaces to meet the recommendations set forth in “Good Practice Guide 237: Natural Ventilation in Don-Domestic Buildings” (1998)</td>
<td>We do not currently have a system in place for this project.</td>
<td>Under review.</td>
</tr>
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<td>AIR PARTICULATE FILTRATION SYSTEM.</td>
<td>Have in place filtration media with a minimum efficiency reporting value (MERV) greater than or equal to 13 for all outside air intakes and inside air recirculation returns. Establish and follow a regular schedule for maintenance and replacement of these filters.</td>
<td>We currently have a schedule to replace all filters that partially comply with (MERV).</td>
<td>We are currently researching a plan to expand to (MERV)/</td>
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<tr>
<td>CONSTRUCTION OR RENOVATION PROJECTS</td>
<td>Develop and implement an indoor air quality (IAQ) management plan for the construction and occupancy phases. During construction, meet or exceed the recommended design approaches of the Sheet Metal and Air Conditioning National Contractors Association (SMACNA) “IAQ Guidelines for Occupied Buildings under Construction.” If the building undergoes a remodeling improvement, develop and implement an IAQ management plan for the preoccupancy spaces. Perform a flush-out procedure as follows: After construction ends and all interior finishes have been installed, install new filtration media and flush out the affected space. Protect stored on-site or installed absorptive materials from moisture damage. If air handlers must be used during the construction period, filtration media with MERV 8 must be used at each return air grille, as determined by ASHRAE 52.2-1999</td>
<td>We are a state facility and follow MNSCU Minnesota State Colleges and Universities guidelines that comply with this directive.</td>
<td></td>
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<tr>
<td>OCCUPANT COMFORT SURVEY</td>
<td>Implement an occupant comfort survey and complaint system to collect responses about thermal comfort, acoustics, indoor air quality, lighting levels, building cleanliness, and other occupant comfort issues. The survey must be collected from a representative sample of building occupants making up at least 30% of the total occupants, and must include an assessment of overall satisfaction with building performance and identification of any comfort-related problems. Develop a plan for corrective action to address and identified problems or concerns, when 20% or more of surveyed occupants express discomfort.</td>
<td>We do not currently have a system in place for this</td>
<td>Under review.</td>
</tr>
<tr>
<td>ITEM</td>
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<tr>
<td>CONTROLLED LIGHTING</td>
<td>Provide a high level of lighting control by individual occupants or specific groups in multioccupant spaces (e.g. classrooms or conference areas) to promote the productivity, comfort, and well-being of building occupants. Use lighting controls that enable adjustments to suit the task needs and preferences of individuals for at least 50% of individual workstations, and for groups sharing a multioccupant space or working area for at least 50% of multioccupant space in the building.</td>
<td>We currently comply with this 100%.</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>MONITORING</td>
<td>Continuous monitoring of, at a minimum, air temperature and humidity in occupied spaces.</td>
<td>We currently comply with this directive using our staff.</td>
<td></td>
</tr>
<tr>
<td>TESTING</td>
<td>Periodic testing of air speed and radiant temperature in occupied spaces. Handheld meters is permitted.</td>
<td>We currently comply with this directive using Climate Controll.</td>
<td></td>
</tr>
<tr>
<td>ALARMS</td>
<td>Alarms for conditions that require system adjustment or repair. Submit a list of the sensors, zone setpoints, and limit values that would trigger an alarm.</td>
<td>We currently comply with this directive using Climate Control and an HVAC monitoring system.</td>
<td></td>
</tr>
<tr>
<td>PROCEDURES</td>
<td>Set in place procedures that deliver a prompt response to adjustments or repairs for problems that are identified.</td>
<td>We currently comply with this directive using Climate Control and an HVAC monitoring system</td>
<td></td>
</tr>
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</tr>
<tr>
<td>DAYLIGHT AND VIEWS 50%</td>
<td>Achieve a 2% daylight factor in 50% of all spaces occupied for critical visual tasks.</td>
<td>We are partially compliant.</td>
<td>We are currently under a study to evaluate where we are.</td>
</tr>
<tr>
<td></td>
<td>Or Achieve direct line of sight to vision glazing for building occupants in 45% of regularly occupied spaces.</td>
<td></td>
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<tr>
<td>DAYLIGHT AND VIEWS 75%</td>
<td>Achieve a 2% daylight factor in 75% of all spaces occupied for critical visual tasks.</td>
<td>We are partially compliant.</td>
<td>We are currently under a study to evaluate where we are.</td>
</tr>
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<td></td>
<td>Or Achieve direct line of sight to vision glazing for building occupants in 90% of regularly occupied spaces.</td>
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</tr>
<tr>
<td>STAFFING</td>
<td>Have in place a high-performance cleaning program supported by policy and staffing plans.</td>
<td>Not at this time</td>
<td>With the move to green products, we will review a new policy and program to ensure the proper application and use.</td>
</tr>
<tr>
<td>TRAINING</td>
<td>Implementation of training of maintenance personnel in the hazards, use, maintenance, disposal, and recycling of cleaning chemicals, dispensing equipment, and packaging.</td>
<td>We currently have ongoing periodic training for required personnel.</td>
<td>The training may adjust to new changes.</td>
</tr>
<tr>
<td>CHEMICAL CONCENTRATES</td>
<td>Use of chemical concentrates with appropriate dilution systems to minimize chemical use wherever possible.</td>
<td>Not at this time</td>
<td>We are currently working on moving towards dilution systems to adapt to green products.</td>
</tr>
<tr>
<td>SUSTAINABLE MATERIALS</td>
<td>Use of sustainable cleaning materials, products, equipment, janitorial paper products, and trash bags including microfiber tools and wipes.</td>
<td>Currently we use microfiber cloths.</td>
<td>We plan to expand on this directive.</td>
</tr>
<tr>
<td>SUSTAINABLE CLEANING PRODUCTS</td>
<td>Use of sustainable cleaning and hard floor and carpet care products meeting the sustainability criteria outlined in EQ Purchases of Sustainable Cleaning Products and Materials</td>
<td>Not at this time</td>
<td>We will research this with vendors.</td>
</tr>
<tr>
<td>SUSTAINABLE EQUIPMENT</td>
<td>Use of cleaning equipment meeting the sustainability criteria outlined in EQ Sustainable Cleaning Equipment.</td>
<td></td>
<td></td>
</tr>
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<tr>
<td>AUDIT</td>
<td>Conduct an audit in accordance with APPA Leadership in Educational Facilities (APPA) “Custodial Staffing Guidelines” to determine the appearance level of the facility. The facility must score a 3 or less points</td>
<td>Currently there is no study being done However Clinton and Bob are training in APPA and are scheduled to graduate in 2010.</td>
<td></td>
</tr>
<tr>
<td>TEAM</td>
<td>Designate an individual or team to conduct a walk-through inspection of a sample of rooms in the building to evaluate the effectiveness of the cleaning program. Identify areas that fall below the expected standard and make improvements to the cleaning program accordingly</td>
<td>We currently do annual surveys.</td>
<td>We will be reevaluating the present process and researching better ways to manage this in the future.</td>
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| CLEANING PRODUCTS STANDARDS | - Green Seal GS-37 for general purpose, bathroom, glass and carpet cleaners used for industrial purposes.  
- Environmental choice CCD-110 for cleaning and degreasing compounds  
- Env. Choice CCD-146, for hard surface cleaners  
- Env. Choice CCD-148 for carpet and upholstery. | We do not currently use green seal products. | We are in the process of developing a plan to use green seal cleaners. |
| DISINFECTANTS, METAL POLISH FLOOR FINISHES, STRIPPERS OR OTHER PRODUCTS NOT LISTED ABOVE. | - Green Seal GS-40 for industrial and institutional floor care products.  
- Env. Choice CCD-112 for digestion additives for cleaning and odor control.  
Env. Choice CCD-113, for drain or grease traps additives.  
- Env. Choice CCD-115, for odor control additives.  
Env. Choice CCD-147, for hard floor care. California Code of Regulations maximum allowable VOC levels for products. | We do not currently use green seal products. | We are in the process of developing a plan to use green seal cleaners. |
- Green Seal GS-09, for paper towels and napkins.  
- Green Seal GS-01, for tissue paper.  
Env. Choice CCD-082, for toilet tissue.  
Env. Choice CCD-086, for hand towels. Paper products derived from renewable resources or tree free fibers. | We currently use about 25% recycled products. | Will review other products to determine which are green seal and which need to be. |
| HAND SOAPS | - No antimicrobial agents (other than as a preservative) except where required by health codes and other regulations.  
- Green Seal GS-41, for industrial and institutional hand cleaners.  
- Env. Choice CCD-104 for hand cleaners and soaps. | Currently the hand soap is GS-41 |  |
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<td>VACCUUM CLEANERS</td>
<td>Certified by the Carpet and Rug Institute “Green Label” Testing Program with a sound level of less than 70dBA</td>
<td>Currently we use Advance vacuums that carry a (72 dba), also have tornado vacuums with (66 dba)</td>
<td>Will convert to Tornado vacs with (66 dba)</td>
</tr>
<tr>
<td>CARPET EXTRACTION EQUIPMENT</td>
<td>Used for restorative deep cleaning is certified by the Carpet and Rug Institute’s “Seal of Approval” Testing Program for deep cleaning extractors.</td>
<td>We currently use Aquaclean 16xp which meets this directive.</td>
<td>We will continue to use Advance products.</td>
</tr>
<tr>
<td>POWERED FLOOR MAINTENANCE EQUIPMENT</td>
<td>Electric and battery-powered floor buffers and burnishers, are equipped with vacuums, guards and/or devices for capturing fine particulates and operates with a sound level of less that 70dBA.</td>
<td>Currently our buffer is more than 15 years old and uses autoscrubber buffing pads.</td>
<td>Will look further into this but not a great need at this time.</td>
</tr>
<tr>
<td>PROPANE-POWERED FLOOR EQUIPMENT</td>
<td>Has high-efficiency, low emissions engines with catalytic converters and mufflers that meet the California Air Resources Board (CARB) or EPA standards for engine size and sound of 90dBA..</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>AUTOMATED SCRUBBING MACHINES</td>
<td>Are equipped with variable-speed feed pumps and on-board chemical metering To optimize the use of cleaning fluids.</td>
<td>Currently we have convertmax equipment on 2 of the newer scrubbers</td>
<td>Plan to update the other 2 scrubber to newer models.</td>
</tr>
<tr>
<td>BATTERY POWERED EQUIPMENT</td>
<td>Battery powered equipment is equipped with environmentally preferable gel batteries.</td>
<td>We currently use deep cycle batteries on the majority of the equipment.</td>
<td>Will look into this further.</td>
</tr>
<tr>
<td>ERGONOMICALLY DESIGNED POWERED EQUIPMENT</td>
<td>Power equipment is designed to minimize vibration, noise, and user fatigue..</td>
<td>Some of the equipment we use meets this directive, (vacuums, scrubbers)</td>
<td>Will look into expanding this.</td>
</tr>
<tr>
<td>SAFEGUARDS</td>
<td>Equipment is designed with safeguards, such as rollers or rubber bumpers, to reduce potential damage to building surfaces.</td>
<td>This currently exists on all of the equipment.</td>
<td></td>
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<td>ENTRYWAY SYSTEMS</td>
<td>Utilize entryway systems (grilles, grates, mats) to reduce the amount of dirt, dust, pollen and other particles entering the building at all public entryways, and develop the associated cleaning strategies to maintain those entryway systems as well as exterior walkways. At least 10 feet of mats must be in place immediately inside all public entryways. Public entryways that are not in use or serve only as emergency exits are excluded from the requirements, as are private offices. Design exterior stone, brick, or concrete surfaces to drain away from public building entrances. At public entrances, install low-maintenance vegetation within the landscape design and avoid plants, including trees and shrubs, that produce fruit, flowers, or leaves that are likely to be tracked into the building. Provide water spigot and electrical outlet at each building entrance for maintenance and cleaning.</td>
<td>This is currently being done.</td>
<td>This is currently being done</td>
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This is currently being done

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| INDOOR INTEGRATED PEST MANAGEMENT | Develop, implement, and maintain an indoor pest management (IPM) plan, defined as managing indoor pests in a way that protects human health and the surrounding environment and that improves economic returns through the most effective, least-risk option. IPM calls for using least-toxic chemical pesticides, minimum use of chemicals, use only in targeted locations, and use only for targeted species. IPM requires routine inspection and monitoring. The plan must include the following elements, integrated with any outdoor IPM plan used for the site as appropriate.  
- Integrated methods, site or pest inspections, pest population monitoring, evaluation of the need for pest control and one or more pest control methods, including sanitation, structural repairs, mechanical, and living biological controls, other nonchemical methods, and if nontoxic options are unreasonable and have been exhausted, a least-toxic pesticide  
- Specification of the circumstances under which an emergency application of pesticides in a building or on surrounding grounds can be conducted without complying with earlier provisions.  
- A communications strategy directed to building occupants which requires not less that a 72 hour notice before a pesticide is applied and 24 hours after application for other than a least-toxic pesticide being applied in a building or on the surrounding grounds that the building management maintains. | We are currently in partnership with ECOLAB and have a yearly contract to have them on site quarterly. |
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</table>
| INNOVATIONS IN OPERATIONS | -Achieve exemplary performance in a LEED for Existing Buildings:O&M prerequisite or credit that allows exemplary performance.  
-Achieve significant, measurable environmental performance using an operations, maintenance, or system upgrade strategy not addressed in the LEED for Existing Buildings: Operations & Maintenance Rating System.  
-Implement and maintain actions that provide added environmental benefits. These can either be actions that substantially exceed a current LEED for Existing Buildings: O&M credit requirement or actions not addressed in LEED for Existing Buildings: O&M that provide substantial added environmental benefits. | We are currently doing most of this and have a plan to LEED certify 2 employees, Clinton Castle and Roderick Lahren AIA. |                         |
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<tr>
<td>LEED PROFESSIONAL</td>
<td>At least one principal participant of the project team must be a LEED Accredited Professional</td>
<td>We have a plan to LEED certify 2 employees, Clinton Castle and Roderick Lahren AIA in the near future.</td>
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<td></td>
<td>Engage A LEED accredited Professional within the organization.</td>
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<td></td>
<td>Have someone in your organization study for and successfully complete the LEED professional accreditation exam.</td>
<td></td>
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<tr>
<td></td>
<td>Hire a LEED accredited Professional to support the project.</td>
<td></td>
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<tr>
<td>SUSTAINABLE COST IMPACTS</td>
<td>Track building costs to identify any positive impacts related to the sustainable performance improvements to the building and its operations. Use a comparison to the past 5 years of operation.</td>
<td>We are currently comparing costs of new compliance standards from older equipment and standards.</td>
<td>This is an ongoing process and we are developing newer and better strategies.</td>
</tr>
</tbody>
</table>
Project Title: Academic Technologies & E-Learning Resources – Wiki Site Development

Project Contact: McMahon, Elizabeth

Institution: Northland Community and Technical College, East Grand Forks

Project Start Date: 2009-01-12

Project End Date: 2009-06-01

Project Abstract:
This project involves the creation of an NCTC wiki site specifically for
• capturing best practices for e-learning
• sharing links to e-learning resources and training opportunities
• sharing tools, applications, and other resources
• creating a community of faculty across the college who can share their experiences and tips while supporting each other.

This will be a reference site that will be editable by members of the college community. It will provide an electronic link for faculty from both campuses, both new and senior faculty members, to share expertise and learn from each other.
Application #1617
Status - Interim Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-793-2460
Fax: 218-793-282
Email: kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Roehrich, Hank
Title/Position: Academic Dean
Institution: Northland Community and Technical College, East Grand Forks
Phone: 218-793-2800
Fax: 218-793-
Email: hank.roehrich@northlandcollege.edu
Application #1617
Status - Interim Report Submitted

Contacts

Primary Contact:
Name: McMahon, Elizabeth
Title/Position: Technical College Faculty
Institution: Northland Community and Technical College, East Grand Forks
Address: 2022 Central Ave NE
East Grand Forks, MN 56721
Phone: 218-793-2608
Fax: --
Email: elizabeth.mcmahon@northlandcollege.edu
### Proposed Budget Summary

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Grant Funds Requested</th>
<th>Funds From Other Sources</th>
<th>Total Budget</th>
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<tr>
<td>Compensation for Project Manager(s)</td>
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<tr>
<td>Estimated employer-paid fringe benefits for manager</td>
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<td>Facilities and Administration (Overhead)</td>
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<tr>
<td>Other</td>
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<td>Total</td>
<td>$5000.00</td>
<td>$0.00</td>
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</table>

### Budget Narrative

The $5000 stipend represents approximately a three-credit release. This project will involve an extensive time commitment to research available resources both within and external to the college, solicit information from faculty, create new resources where needed, and to pull that information together into a comprehensive design that is an easy to use reference source.
Application #1617
Status - Interim Report Submitted

Objectives

The top three principles that will guide this project:

- Encourage successful student learning
- Encourage innovation involving use of technology by students and faculty
- Achieve collaboration and partnerships

The main objectives or goals of this project:

- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Teaching methods
Disciplines addressed in this project


Project Narrative

This Award for Excellence had a budget request of $5000. The $5000 stipend represents approximately a three-credit release. This project involved an extensive time commitment to research available resources both within and external to the college, to solicit information from faculty, to create new resources where needed, and to pull that information together into a comprehensive design that is an easy-to-use reference source.

Application #1617
Status - Interim Report Submitted

Outcomes

The top three principles that guided your project:
Encourage successful student learning Met expectations
Goal: Promote excellence in student learning by providing a resource for faculty members to use to expand their knowledge and skills as related to the use of academic technologies and applying e-learning best practices.

Outcome: A wiki site titled “E-Teacher’s Lounge” was created. Several sections deal specifically with academic technologies; one section deals specifically with e-teaching. Faculty members have reported finding useful information on the site.

Encourage innovation involving use of technology by students and faculty Met expectations
Goal: Create a Wiki site for dissemination of information related to academic technologies and best practices for e-teaching.

Outcome: A wiki site titled “E-Teacher’s Lounge” was created. It originally included information related to the following topical areas: Author & Create; Communicate & Collaborate; E-Teaching; Images, Videos & Sounds; Resources & Other Tools; Video Explanations; and, Z-Sandbox. Wiki members have added at least one additional section and information in several of the listed categories.

Achieve collaboration and partnerships Met expectations
Goal: The wiki site will be an active site with members contributing and sharing information about e-teaching and various academic technologies.

Outcome: The wiki site currently has 13 members; 6 members have been contributors to the site.

The main objectives or goals of your project:
Technology-supported learning Met expectations
Goal: Create a Wiki site for dissemination of information related to academic technologies and best practices for e-teaching.

Outcome: The wiki site was created. Information about many different academic technologies can be found on the site as well as resources about e-teaching strategies and best practices. Select Northland College Faculty have been invited to participate as initial members/contributors to the wiki site. An invitation will be sent to all Northland Faculty to join the wiki in Fall Semester 2009. The wiki site currently has 13 members; 6 of the members have been contributors to the site.

The outcomes you anticipated from this project:
Student Learning Met expectations
Goal: Create an active Wiki site for dissemination of information related to academic technologies and best practices for e-teaching.

Outcome: Through participation in the site, members are being provided with information...
about some of the academic technologies that impact student learning. Participation in the
wiki site itself provides an example of how this collaborative tool might be used to promote
student learning.

**Teaching methods**

Met expectations

Goal: Create an active Wiki site for dissemination of information related to academic
technologies and best practices for e-teaching.

Outcome: Through participation in the site, members are being provided with information
related to best practices for learning and teaching online.
## Actual Budget - Received

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### Application #1617
Status - Interim Report Submitted

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### Final Budget Narrative

This Award for Excellence had a budget request of $5000. The $5000 stipend represents approximately a three-credit release. This project involved an extensive time commitment to research available resources both within and external to the college, to solicit information from faculty, to create new resources where needed, and to pull that information together into a comprehensive design that is an easy-to-use reference source.
Final Narrative

Final Project Narrative
This project involved the creation of a wiki site titled “E-Teacher’s Lounge” for use by Northland Community and Technical College faculty members. The goals of the project were to create an NCTC wiki site specifically for

- capturing best practices for e-learning
- sharing links to e-learning resources and training opportunities
- sharing tools, applications, and other resources
- creating a community of faculty across the college who can share their experiences and tips while supporting each other

The E-Teacher’s Lounge wiki is a reference site that is editable by members of the wiki. All NCTC Faculty are welcome to become members of the wiki. This wiki provides a site for faculty members from both campuses, both new and senior faculty members, to share expertise and learn from each other.

As part of completion of the project, the following activities were completed:

The project will involve seeking input from faculty members from across the college to identify the current gaps in the college knowledge base regarding academic technologies and e-learning practices and resources; researching various wiki development sites to find the best tool to meet the needs of this project; creating the framework for content growth and sharing; and, providing training on best practices for wiki creation and maintenance in order that the project can be sustained over the long term.

1. Solicited input from college faculty members to identify what type of information related to academic technologies, e-learning practices, and e-teaching resources is needed.

2. Researched various wiki development sites, site layouts, and wiki best practice information.

3. Created the framework/design for the wiki site. Specific pages were created within the site under the following main headings: Author & Create; Communicate & Collaborate; E-Teaching; Images, Videos & Sounds; Resources & Other Tools; Video Explanations; and, Z-Sandbox.

4. Populated the site with various types of resources, tools, articles, etc. For those unfamiliar with working within a wiki, a page called “Z-Sandbox” was created to provide a place for wiki members to practice editing the wiki site.
5. Faculty members who are currently D2L users from both campuses were invited to become contributing wiki members.

6. Created a web-page layout and framework that would best present the necessary content.

7. Launched the wiki in May 2009.

**Dissemination Activities**
- On-line dissemination of project findings/materials

**Details related to dissemination activities:**
The process of the site creation and initial results are recorded in a written report that is available electronically on the wiki site.

**Future sustainability**
- Project completed, no replication planned

**Details related to sustainability outcomes:**
The project will be sustained through continued participation in an active wiki site by faculty members within the college community.
Application #1578
Status - Final Report Submitted - May 18, 2009

**Project Information**

**Project Title:** The Research Into and Future Implementation of the Associate of Fine Arts Degree in Music at Northland College

**Project Contact:** Samuelson, Linda

**Institution:** Northland Community and Technical College, Thief River Falls

**Project Start Date:** 2009-01-12

**Project End Date:** 2009-04-30

**Project Abstract:**
Northland College, Thief River Falls campus was the beneficiary of new music facilities in 1990 which have served our local community well for 17 years. With the changing demographics and anticipated declining student enrollments our music department has to rise to the standard that is set by the surrounding four year colleges for what is required of the first two years of any music student’s course of study. It is the intent of the Northland Music Department to pursue the Associate of Fine Arts degree and research/implement articulation agreements with Bemidji State University and the University of North Dakota.
Application #1578
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-793-246
Fax: 218-793-282
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Paesler, Dennis
Title/Position: Business MAnager
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-683-8800
Fax: 218-683-8800
Email dennis.paesler@northlandcollege.edu
Application #1578
Status - Final Report Submitted

Contacts

**Primary Contact:**

Name: Samuelson, Linda  
Title/Position: Community College Faculty  
Institution: Northland Community and Technical College, Thief River Falls  
Address: 1101 Hwy 1 E  
Thief River Falls, MN 56701  
Phone: 218-683-8717  
Fax: 218-683-8991  
Email: linda.samuelson@northlandcollege.edu
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### Budget Narrative

For this project several hours of research and document writing will be necessary, as will driving to articulation agreement sites. This request is for $3300. A minimum of two on-site visits for each of the two colleges that will be approached for an approximate total mileage of approximately 600 miles at $.515 for travel reimbursement for approximately $300 (2 trips to Bemidji - 182 miles for $93.73 x 2 = 187.46 and two trips to Grand Forks – 110 miles for $56.65 x 2 = $113.30). I am estimating 5 hours per week for 12 weeks for a total of 60 hours which more than accounts for the requested compensation of $3000. No other resources will be used as current music department budgets do not have enough room to help beyond what it normally spends to promote (advertisements, articles and CDs) and recruit (Honor Music Festival).
Application #1578
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:
- Achieve collaboration and partnerships
- Meet community needs
- Facilitate transition from college to university education

The main objectives or goals of this project:
- Active learning, experiential learning
- Applied-learning, problem-based learning

Outcomes anticipated from this project:
- Student Learning
- Course and curriculum design
Disciplines addressed in this project
VISUAL AND PERFORMING ARTS.

Project Narrative
Several hours (est. 5 hours x 12 weeks) have been put into the creation of courses needed to secure an articulation agreement with Bemidji. However, no travel to Bemidji or UND has taken place and so the final amount of $3000 is being requested.
Uploaded file: Excellence - AFA Proposal.doc
Outcomes

The top three principles that guided your project:
Achieve collaboration and partnerships  Did not meet expectations
Students are a special commodity and I have found a reluctance on the part of Bemidji State University to enter into discussions. I hope yet that over the summer discussions will happen and that Northland will move towards offering an articulation agreement with Bemidji and offering an AFA.

Meet community needs  Met expectations
I have found staunch support from the students and partners the Northland Music Department. I still believe that this will be a welcome addition to our community and region.

Facilitate transition from college to university education  Did not meet expectations
I have not yet arrived at an articulation agreement with Bemidji. I hope with time this will occur. Students are currently making the transition to Bemidji (and UND) but they have to make it one year earlier due to the necessity of certain music courses typically offered in the first two years. I hope that by fall 2010 the articulation agreement will be in place and the transition from Northland will be made easier.

The main objectives or goals of your project:
Active learning, experiential learning  Did not meet expectations
The courses needed for an articulation agreement are now in place. When the articulation is finalized the new courses will be offered online in the hopes of reaching more of our NW MN community.

Applied-learning, problem-based learning  Did not meet expectations
The courses needed for an articulation agreement are now in place. When the articulation is finalized the new courses will be offered online in the hopes of reaching more of our NW MN community.

The outcomes you anticipated from this project:
Student Learning  Met expectations
Northland has committed to attempt the offering of an AFA degree. This will indeed benefit the students as we move forward.

Course and curriculum design  Met expectations
The courses created have been based on those found at Bemidji State University in order to clear the way for an articulation agreement. They are now approved by the AASC. Once the articulation agreement is received then work will begin on the online course delivery method.
Application #1578
Status - Final Report Submitted

**Actual Budget - Received**

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## Final Budget Narrative

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Final Narrative

Final Project Narrative
I find myself surprised at the difficulty with which this process has moved forward. The time spent modifying, adding, and deleting music department courses has been very time consuming. It did pay off as all of my proposed changes went through AASC and were approved.

Although I stated in my proposal that I anticipated some hesitation on the part of Bemidji and UND I did not think I would be into the summer months without having secured an articulation agreement. The work at securing an agreement will continue, but without the assistance of the Awards for Excellence funding. This is an important step for Northland and the NW MN music community. I believe now that only through diligence and persistence will I secure an AFA in Music at Northland Community and Technical College which hinges on having an articulation agreement in place with a 4-year Minnesota music program.

Dissemination Activities
  ○ Other

Details related to dissemination activities:
There is nothing yet to disseminate. The approved courses have been announced through the distribution of AASC minutes.

By Fall 2009 I hope to have something worth presenting, an Associate of Fine Arts degree in Music through Northland Community and Technical College.

Future sustainability
  ○ Other

Details related to sustainability outcomes:
Northland College has made a commitment to this program through approval of the new courses. If the articulation agreement is secured and the courses are offered the sustainability will depend on the enrollment of students in the courses. I believe strongly that there is a need for these courses, particularly in an online format to reach the greatest number of students.
Project Information

Project Title: Northland College Creates Educational Partnership with Four Rural Hospitals

Project Contact: Sorum, Anthony

Institution: Northland Community and Technical College, East Grand Forks

Project Start Date: 2009-03-16

Project End Date: 2009-08-14

Project Abstract:
Northland Community and Technical College (NCTC – Northland College) has provided academic and medical training within our region and throughout the entire state of Minnesota for more than twenty years.

Two Regional workshops will provide state of the art Medical, technological and educational resources (in the form of a literature review, written protocols and a Multimedia CD) to four Northwest Minnesota Rural hospital’s, in addition this grant will allow collaboration to improve coordination and participation in the existing Regional Trauma and Emergency Care network.

The Multimedia CD will improve educational outcomes for students enrolled in RESP2252, Advanced Critical Care.
Application #1821  
Status - Final Report Submitted

## Officers

### Chief Academic Officer:

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<tr>
<th>Name</th>
<th>Hanson, Kent</th>
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<tr>
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<tr>
<td>Phone</td>
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### Business Officer/Sponsored Programs Officer:

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Application #1821
Status - Final Report Submitted

**Contacts**

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<td>Title/Position: Technical College Faculty</td>
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<td>Address: 2022 Central Ave NE EGF, MN 56721</td>
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**Budget Narrative**

Itemized expenses  

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<td>Contribution</td>
<td>MJSP $</td>
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NCTC (Tony Sorum):

Participation in Workshop I, 8 hours  

Participation in Workshop II, 8 hours

Conduct Literature Review, 40 hours
Develop written Protocols, 40 hours. 40
Create Multimedia CD 80
Rate $40/hr 176 $7,040.00

Printing and supplies $100.00
Copy righted Multimedia $1,000.00
Rooms for two day workshops. $400.00
Total projected Expenses NCTC $8,540.00
NCTC Award for Excellence Grant $5,000.00
MJSP Amount Requested NCTC $3,540.00

Riverview HC Assoc.
Participation in Workshop I, 6 hours 6 1
Participation in Workshop II, 6 hours 6 1
Mileage to attend Workshops I&II (50 Mi x 2)x $0.45/mi $45.00
Provide Feedback on Needs and Implement Protocols. 8 8
Rate $100/hr 20 $2,000.00 $1,000.00
Rate $40/hr 20 $800.00 $400.00
Rate $40/hr 20 $800.00 $400.00
Total projected Expenses Riverview $3,600.00 $1,800.00
MJSP Amount Requested Riverview HCA $1,800

Merit Care Northwest, Thief River
Participation in Workshop I, 6.5 hours 6.5 1.5
Participation in Workshop II, 6.5 hours 6.5 1.5
Mileage to attend Workshops I&II (110 Mi x 2)x $0.45/mi $100.00
Provide Feedback on Needs and Implement Protocols. 8 8
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<th>Hours</th>
<th>Projected</th>
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Rate $100/hr  27   $2,700.00   $1,500.00
Rate $40/hr   27   $1,080.00   $600.00
Rate $40/hr   27   $1,080.00   $600.00

Total projected Expenses Riverview       $5,155.00   $2,700.00

MJSP Amount Requested Roseau H&H Inc.    $2,455

Linkage participant (Dr Wayne Breitwieser, MD)

Workshop I        5
Workshop II       5
Literature Review and Prot.     4

Rate $150/hr   14   $2,100.00

MJSP Amount Requested for Linkage participation    $2,100.00

Total Projected Expenses       $28,895.00

Total Matched Contributions    $14,720.00

MJSP Amount Requested           $14,175.00
Application #1821
Status - Final Report Submitted

Objectives

The top three principles that will guide this project:
- Encourage successful student learning
- Meet community needs
- Meet workforce needs

The main objectives or goals of this project:
- Active learning, experiential learning
- Technology-supported learning

Outcomes anticipated from this project:
- Student Learning
- Teaching methods
- Course and curriculum design
Disciplines addressed in this project
CITIZENSHIP ACTIVITIES. : EDUCATION. : HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES. : PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS. : SCIENCE TECHNOLOGIES/TECHNICIANS.

Project Narrative
Conduct Literature Review, 40 hours. 40
Develop written Protocols, 40 hours. 40
Create Multimedia CD 80
Rate $40/hr 160 $6,400.00

Uploaded file: MJSP_RCP_Tony_Sorum.doc
Outcomes

The top three principles that guided your project:

Encourage successful student learning  Exceeded expectations
1) obtained a current literature review of current mechanical ventilation research and guidelines (content covered in Advanced Critical Care course RESP252). 2) create a multimedia CD that presents Lit Review, reviews essential mechanical ventilation concepts and provides virtual cases and post test. 3) The Award for excellence grant will be used as seed money to obtain $8,000 in lab simulation equipment that can be used in the labs for on campus students.

Meet community needs  Exceeded expectations
Need Statement Due to declining staff and sparse financial resources of rural hospitals in northwest Minnesota, this grant funding will: improve patient safety; align protocols between hospitals when transferring patients; and generate an ongoing continuing education module for hospitals in the region by implementing mechanical ventilation protocol and training. Nature of the problem: (a) much emergency care is provided by non-emergency physicians and mid-level providers, (b) skill level is difficult to maintain and on-going training is difficult, (c) off-site training pulls personnel from their job with few resources to pay for training, most training follows an urban model, and off site Continuing Medical Education (CME) is difficult for rural providers. By the end of the grant, Northland will create a multimedia (CD) with a simulated lab portion that can be marketed to hospitals across Minnesota for continuing education units for healthcare professionals. It is difficult for healthcare professionals to access professional development opportunities in a cost effective and timely manner and it is difficult for staff to travel to training. Creation of a CD with the opportunity to receive continuing education credits will alleviate the pressure on small, rural hospitals.

Meet workforce needs  Exceeded expectations
Two Regional training workshops will provide state of the art Medical, technological and educational resources (in the form of a literature review, written protocols and a Multimedia CD) followed by hands on practice and training to four Northwest Minnesota Rural hospitals, in addition this grant will allow collaboration to improve coordination and participation in the existing Regional Trauma and Emergency Care network (see Attachment C, training information). Unique aspects of this initiative are: Long term, regional partnership and collaboration within the Regional Mechanical Ventilation Consortium and Resource will be fostered by meeting of the consortium members every two years. o Training updates and workshops will be conducted within the consortium to maintain skills every four years. o Updates and discussions on specific issues will be managed through a mail group as managed by NCTC. Participating members in the Regional Mechanical Ventilation Consortium and Resource will benefit by receiving: o 10 CEU’s for professional licensure of Respiratory Therapist, Physicians and Nurses participating. o Multimedia tool (CD) for annual competency training and certification of employees. In the final phases of the grant phase, rural hospitals throughout Minnesota will gain access to low cost CEU’s, training and an annual validation tool through purchase of the CD from NCTCs COI.

The main objectives or goals of your project:

Active learning, experiential learning  Met expectations
The literature review and simulation lab should improve student preparedness and
accomplishment of learning outcomes in lab portion of RESP 252 and the subsequent clinicals in which mechanical ventilation is practiced.

**Technology-supported learning**
Met expectations
And secondly, the CD and accompanying multimedia resources, literature review and computerized simulation lab will benefit the students enrolled in our program and it will serve as a tool to help these students stay competent in these skills after graduation. The fact that these resources are valuable in other aspects (continuing education) does not diminish the value that these resources would impart to our degree seeking students.

**The outcomes you anticipated from this project:**

**Student Learning**
Exceeded expectations
Model team/community building traits to student. By strengthening ties to students, Employment sites and COI.

**Teaching methods**
Exceeded expectations
Also obtain state of the art simulation equipment and multimedia materials.

Assessment will consist of written exams, skill validation and comprehensive lab test out.

**Course and curriculum design**
Met expectations
Supporting materials are designed to increase level of learning and accomplishment of Mechanical ventilation objectives (primary outcome of the 2nd yr respiratory therapy students).
**Actual Budget - Received**

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**Actual Budget - Spent**

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**Final Budget Narrative**

Conduct Literature Review, 40 hours. 40

Develop written Protocols, 40 hours. 40

Create Multimedia CD 80

Rate $40/hr 160 $6,400.00
Final Narrative

Final Project Narrative
Minnesota Job Skills Partnership 0

Northland Community & Technical College Regional Mechanical Ventilation Consortium and Resource Partners: RiverView Health, Crookston St. Joseph’s Hospital, Park Rapids North Country Health, Bemidji LifeCare Medical Center, Roseau Application Date: May 26, 2009

Minnesota Job Skills Partnership

1

SHORT FORM APPLICATION FORMS

Minnesota Job Skills Partnership

Short Form Application A. Applicant Agency (Educational Institution) Name:

Northland Community & Technical College Contact:

Kirsten Michalke Address:

1101 Hwy One East Title:

Director of Workforce Development Phone:

218-683-8647 City:

 Thief River Falls Fax:

218-683-8989 State:

MN Zip:

56701 E-Mail

Kirsten.michalke@northlandcollege.edu

B. Contributing Businesses Name:

Riverview Health Care Association Contact:

Mary Ann Boushee Address:
323 South Minnesota Title:
Respiratory Therapy Mgr
Phone:
218-281-4682 City:
Crookston Fax:
218-281-9222 State:
MN Zip:
56716 E-Mail
MBoushee@riverviewhealth.org SIC Code(s): (4 digits) Total No. of Employees: No. of Employees in MN: Annual Revenues: 8062 350 350 25,000,000 If the employees are represented by a labor union, provide the name(s) of the union(s). Description of business/product lines: Hospital
Name:
St. Joseph’s Hospital Contact:
Phillip Miller Address:
600 Pleasant Ave. S. Title:
Respiratory Therapy Mgr.
Phone:
218-732-3311 City:
Park Rapids Fax:
218-732-1368 State:
MN Zip:
56470 E-Mail
PhilMiller@catholichealth.net SIC Code(s): (4 digits) Total No. of Employees: No. of Employees in MN: Annual Revenues: 8062 400 400 $33,000,000 If the employees are represented by a labor union, provide the name(s) of the union(s). Description of business/product lines: Hospital
Minnesota Job Skills Partnership
2
B. Contributing Businesses Continued

Name: LifeCare Medical Center
Contact: Chris Berger
Address: 715 Delmore Dr.
Title: Respiratory Therapy Mgr.
Phone: 218-463-4708
City: Roseau
Fax: 218-463-1266
State: MN
Zip: 56751
E-Mail: cberger@lifecaremc.com
SIC Code(s): 4 4 4 4 4
Total No. of Employees: 450
No. of Employees in MN: 450
Annual Revenues: $30,000,000
If the employees are represented by a labor union, provide the name(s) of the union(s).
Description of business/product lines: Hospital, Clinic, and Nursing Home

Name: North Country Hospital
Contact: Gary Johnson
Address: 1100 West 38th Street
Title: Respiratory Therapy Mgr
Phone: 218-751-5430
City: Bemidji
Fax: 
State: MN
Zip: 56601
E-Mail: gjohnson@nchs.com
SIC Code(s): 4 4 4 4 4
Total No. of Employees: 450
No. of Employees in MN: 450
Annual Revenues: $30,000,000
If the employees are represented by a labor union, provide the name(s) of the union(s).
Description of business/product lines: Hospital, Clinic, and Nursing Home
MN: Annual Revenues: 8062 500 500 45,000,000 If the employees are represented by a
labor union, provide the name(s) of the union(s). Description of business/product lines:
Hospital

C. Program Information

Project Start Date: 7/01/09
Project End Date: 6/30/10

X Partnership
Pathways
Number of Trainees: 19

Computation of Funds Requested:

Number of Placements: 19
Total Costs: $50,830
Placement Rate (%): 100
Less Non-Match Revenue: $11,236
Total Cost per Trainee: $2,675
Less Match Revenue: $20,769
MJSP Cost per Trainee: $991
MJSP Amount Requested: $18,825

Minnesota Job Skills Partnership

D. Need Statement

Provide a brief explanation of the business’ needs and describe how
training will address those needs. Need Statement
Due to declining staff and sparse financial
resources of rural hospitals in northwest Minnesota, this grant funding will: improve patient
safety; align protocols between hospitals when transferring patients; and generate an ongoing
continuing education module for hospitals in the region by implementing mechanical
ventilation protocol and training. Nature of the problem: (a) much emergency care is
provided by non-emergency physicians and mid-level providers, (b) skill level is difficult to
maintain and on-going training is difficult, (c) off-site training pulls personnel from their job
with few resources to pay for training, most training follows an urban model, and, off site
Continuing Medical Education (CME) is difficult for rural providers. By the end of the grant,
Northland will create a multimedia (CD) with a simulated lab portion that can be marketed to
hospitals across Minnesota for continuing education units for healthcare professionals. It is
difficult for healthcare professionals to access professional development opportunities in a
cost effective and timely manner and it is difficult for staff to travel to training. Creation of a
CD with the opportunity to receive continuing education credits will alleviate the pressure on
small, rural hospitals. The first step in exploring the need for this grant entailed an informal
survey of the four hospitals which revealed that while they all provide Mechanical
Ventilation (ranges from 1-20 patients a year), none of them had the time, expertise, or the
resources necessary to independently develop what they considered comprehensive
protocols for their hospital. Secondly, regional collaboration is key to sustain these
improvements and obtain economy of scale. The Pulmonary Medical Director from the
Regional Critical Care and Trauma Center will participate so that protocols will be
compatible when patients are transferred between facilities.
Technical College NCTC instructor, Tony Sorum, is the Program Director of NCTC’s Respiratory Therapy program which is Nationally Accredited to provide Respiratory Therapy education and credentials. While at NCTC, Mr. Sorum has gained extensive experience in writing mechanical ventilation protocols as well as experience training Physicians, Nurses, and other Allied Health professionals in providing mechanical ventilation in critical care and emergency settings. The Respiratory Therapy program has averaged 10 – 16 graduates per year (over the last 15 years) with an average employment rate of 99-100% for graduate from the Respiratory Therapy program. The project involves the active participation of private employers: This grant application is seeking a partnership between NCTC and four local rural hospitals. Employer contribution will also include the time required to provide the grantees with current copies of their institutions’ relevant mechanical ventilation policies and procedures, as well as allow time for these same individuals to review and provide feedback and implement new protocols within their various institutions (serving on a grant implementation team). Another component of this grant, as emphasized by the literature reviewed, is local and regional collaboration as a key element necessary to sustaining these improvements and in obtaining economy of scale (preventing unnecessary duplication of efforts). In this light, the workshops are being organized with local and regional collaboration in mind. This resource is necessary so that the protocols developed will be compatible when and if patients require transfer to the trauma center. In addition, the participation of a Board Certified Critical Care Physician will be required so that the multimedia materials will have the credentials necessary to be eligible for CME credit for the physicians participating in this collaboration.

Minnesota Job Skills Partnership

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The purpose of the business partners’ participation is to receive assistance in developing protocols and multimedia based educational resources that will be applicable and beneficial to enhancing care of patients receiving mechanical ventilation. Employees participating in the grant will receive 10 CME’s towards maintaining their professional license, and in the later phases of the grant, hospitals purchasing the CD will be eligible to apply for 5 CME’s for each staff member completing the “Simulated Lab” portion of the CD and Post test. In addition, these participating hospitals can utilize the CD as an annual competency tool for Physicians, Respiratory Therapists and Nurses who participate in the care of mechanical ventilation patients. Northland’s participation has the dual goal of strengthening their educational ties with the business and to develop educational products which will later be marketed by NCTC’s customized training department, Center for Outreach and Innovation (COI), to rural hospitals throughout Minnesota. In addition, a regional collaboration design is being utilized to strengthen communication and collaboration with local rural hospitals and with the Regional Trauma center itself. This is an essential component of sustaining the benefits of implementing mechanical ventilation protocol and training and will pave the way to future collaborations.

E. Curriculum/Work Statement Indicate the course titles or topics you are planning to provide. For each course or topic indicate the number of trainees; the occupation(s) of the trainees; whether the curriculum will be new, existing or customized; any certification the trainees will receive (i.e. number of credits or CEU’s); the number of hours per week the trainees will spend in training, and the provider of the training. Course Title or Training Topic Number of Trainees Occupation(s) of Trainees New, Existing or Customized Certification Training Provider Mechanical Ventilation (MV) Theory and Protocols 13 Resp. Therapist,
Physicians and Nurses. New Continuing Medical Education (CMEs) NCTC Mechanical Ventilation (MV) Protocols 13 New NCTC Case studies in MV 19 New NCTC Mechanical Ventilation Training; Validation exam and Cases 19 New NCTC In the space provided below, indicate any innovative, creative or new educational materials, methodologies or delivery systems being used and describe the benefits of the project to the educational institution.

Continuing Medical Education (CME): Most state educational agencies require “licensed” healthcare workers to maintain and submit records of the yearly educational activities to maintain their state license. CME’s are normally counted by hours of participation, and a specific workshop or activity normally may only be counted once.

Minnesota Job Skills Partnership

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Two Regional training workshops will provide state of the art Medical, technological and educational resources (in the form of a literature review, written protocols and a Multimedia CD) followed by hands on practice and training to four Northwest Minnesota Rural hospitals, in addition this grant will allow collaboration to improve coordination and participation in the existing Regional Trauma and Emergency Care network (see Attachment C, training information). Unique aspects of this initiative are: Long term, regional partnership and collaboration within the Regional Mechanical Ventilation Consortium and Resource will be fostered by meeting of the consortium members every two years. o Training updates and workshops will be conducted within the consortium to maintain skills every four years. o Updates and discussions on specific issues will be managed through a mail group as managed by NCTC. Participating members in the Regional Mechanical Ventilation Consortium and Resource will benefit by receiving: o 10 CEU’s for professional licensure of Respiratory Therapist, Physicians and Nurses participating. o Multimedia tool (CD) for annual competency training and certification of employees. In the final phases of the grant phase, rural hospitals throughout Minnesota will gain access to low cost CEU’s, training and an annual validation tool through purchase of the CD from NCTCs COI.

F. Target Population Characteristics Female Male Total 1. Indicate the number of trainees that you expect are currently employed at the contributing business(es). 6 13 19 2. Indicate the number of trainees that you expect are currently employed by employers other than the contributing business(es). 0 0 3. Indicate the number that you expect are currently unemployed due to the following: a. Plant closings/cutbacks 0 0 b. Automation 0 0 c. Government cutbacks 0 0 d. Displaced homemaker 0 0 e. Other 0 0 4. TOTAL (#1 through #3e) 5. Indicate the number that are receiving PUBLIC ASSISTANCE. 0 0 6. Indicate the approximate number that are MINORITIES. 0 2 7. Indicate the approximate number that are HANDICAPPED. 0 0 8. Indicate the approximate number that are ECONOMICALLY DISADVANTAGED. 0 0

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G. Placement Indicate in the following format: business name; expected number of trainees to be recruited; occupations to be trained for; number of trainees expected to be placed for each occupation; hourly wage of trainees not including benefits; and whether the level of
training is entry-level (E), re-training (R) or advanced (A). Business Name Expected Recruitment Number Occupations Expected Placement Number Hourly Wage without Benefits Level of Training (E, R, A) Riverview Health (Crookston) 6 (RRCP) Registered Respiratory Care Practitioner CRCP Registered Nurse/ICU Internal Medicine Physician 2 1 1 $25 $23 $33 $90 A St. Joseph’s Area Health (Park Rapids) 2 Respiratory Therapist 2 $26 A LifeCare Medical Center (Roseau) 2 Respiratory Therapist 2 $27 A North Country (Bemidji) 9 Respiratory Therapists 9 $22 A Total 19 19

H. Contributing Business(es) Participation In the space provided below, briefly describe how the contributing business(es) will be involved in activities such as recruitment and selection of trainees, development of the training curriculum and educational pathways, implementation of the training program, contribution of resources, defining of career paths, etc. Each hospital has identified the key employees to be involved with curriculum development and training. These employees will be responsible for updating and implementing the policies based on the grant training. 13/19 trainees will attend all 4 training modules. Nine staff from North Country (Bemidji) will participate in the final module to receive the CEUs and experience the final training product (six of the staff will be new to the grant and experience the final module). The development of the final module for 4 CEUs is considered “advanced” training.

I. Educational & Career Path This section is required for the Pathways program only. Indicate in the following format the possible career progression and the training or educational path that is required to progress to each occupation. Training Related Occupation Educational Requirements (Required Training) Credential Earned/ Required Starting Pay Range n/a n/a n/a n/a

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J. Terms and Conditions It is understood and agreed by the undersigned that: 1) Funds granted as a result of this request are to be expended for the purposes set forth herein and in accordance with all applicable laws, regulations, policies and procedures of this state. 2) Any proposed changes in this proposal as approved will be submitted in writing by the applicant and upon notification of approval by the state shall be deemed incorporated into and become part of this agreement. 3) Funds awarded may be terminated at any time for violations of any terms and requirements of this agreement. 4) The applicant agrees to comply with all state and federal civil rights laws the Federal Civil Rights Act of 1964. Name and title of individual authorized to commit applicant (educational institution) to this agreement: Name: Signature: Title: Date:

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References


Minnesota Job Skills Partnership

End Note1 Represent Regional Level I & II trauma centers published by in JAMA1 and represent Rural hospitals participating in the Mechanical Ventilation protocol and CME grant. Altru Hospital is the Northernmost Trauma center on the border between MN and ND.

End Note2 CME, stands for Continuing Medical Education. Most state educational agencies require “Licensed” health care workers to maintain and submit records of the yearly educational activities to maintain their state license. CME’s are normally counted by hours of participation, and a specific workshop or activity normally may only be counted once.
Attachment C The initiative will be implemented in three major phases: Phase I Workshop:
In preparation for the Phase I workshop, Tony Sorum, BA, RRCP will conduct and draft a comprehensive literature review (with input provided by Dr. Breitwieser – 2 hours) of current Mechanical Ventilation Theory and Protocols: The first five hour workshop will be conducted to: Distribute the Literature Review, Review the participating Hospitals current protocols, equipment, resources available and to incorporate this information in a discussion of the specific educational needs of the four rural hospitals. Workshop I&II Participants will include: Tony Sorum, BA, RRCP (Grant Coordinator) Dr. Wayne Breitwieser FACCp (Medical Director for Altru Hospital, the Regional Level I Trauma and Critical Care center serving Northwestern Minnesota) Each of the four participating Hospitals will send the following employees:

- Respiratory Therapy Manager.
- Physician coordinating Critical and Pulmonary patients.
- Nurse Supervisor

Phase II Protocol and CME development: The Grantee will provide all four hospitals with drafts of Mechanical Ventilation protocols based upon feedback provided at the workshop, the literature reviewed, current national “Standards of Practice” and regional practices (an additional 2 hours for Dr. Breitwieser to provide input). A secondary goal will be to encourage uniform and consistent policies and protocols whenever possible to facilitate transfer of patient’s within the Region and to maximize quality of patient care. Once this is completed, the Grantee will blend the literature review and protocols into a compatible Multimedia (CD format) presentation, followed by Case study application scenarios and finally a Case study Test out format. The CD can serve as an annual Validation tool of current mechanical ventilation skills (within existing approved protocols) and the source of a
one time 4 hours of Continuing Medical Education (4 hours of CME’s). Anticipated time for a participant to complete the computerized validation would be four hours. The activity would be sent to the appropriate professional boards to seek 4 hours of CME credits (Physicians, Respiratory Therapists and Nursing State Boards). Each participating hospital would retain the CD as an annual skill validation tool and as a one time source of 4 CME’s to all employees within the three participating disciplines. Phase III Workshop Activity: At the second workshop, participants will receive the edited draft of their Hospitals protocols, and the CME/validation multimedia materials. In the workshop, participants will have an opportunity to review the customized protocols and they will be given “hands on” opportunities to practice “selected” cases presented in the CME CD using simulation mannequins and actual mechanical ventilators. This is anticipated to take four hours.

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Phase III Workshop Conclusion and Long range planning and follow up (1 hour): Have the participants discuss: How do we determine and document success?

- Number of Participants obtaining CME’s initially and validating skills annually each year.
- What resources will be needed to achieve and maintain success?
- Does this group need to meet again, or would an annual meeting of selected representatives be sufficient?

**Dissemination Activities**

- Your own classroom or lab
- On-campus conference/workshop Presentation
- Other

**Details related to dissemination activities:**

Please see previous documentation regarding student dissemination.

COI will market CD for CME's to physician, respiratory therapist and nurses across the state.

**Future sustainability**

- Commitment obtained for future funding of project at your institution
- Project planned for replication at other institutions

**Details related to sustainability outcomes:**

COI marketing.

And future MJSP grants.

**Funding Source**

**Contributing Grantee/ Category**

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Project Information

Project Title: INTERACTIVE CASE STUDIES FOR ANATOMY AND PHYSIOLOGY  
Project Contact: Wiseth, Terry  
Institution: Northland Community and Technical College, Thief River Falls  
Project Start Date: 2008-12-22  
Project End Date: 2009-05-15  

Project Abstract:  
I would like to produce online interactive case studies for Anatomy & Physiology students. These interactive case studies would be authored using FrontPage and PowerPoint as the authoring software. The interactive and animation capabilities of PowerPoint will be utilized to produce the case studies. The case studies will include interactive, simulated, situational and critical thinking exercises. The case studies will be made available online for use by both online and traditional students for all Anatomy and Physiology instructors at Northland College.
Application #1599
Status - Final Report Submitted

Officers

Chief Academic Officer:
Name: Hanson, Kent
Title/Position: Provost/Vice President of Academic Affairs
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-793-246
Fax: 218-793-282
Email kent.hanson@northlandcollege.edu

Business Officer/Sponsored Programs Officer:
Name: Konschak, Norma
Title/Position: Academic Dean
Institution: Northland Community and Technical College, Thief River Falls
Phone: 218-683-8613
Fax: --
Email Norma.Konschak@northlandcollege.edu
Contacts

Primary Contact:

Name: Wiseth, Terry
Title/Position: Community College Faculty
Institution: Northland Community and Technical College, Thief River Falls
Address: 1101 Hwy One East
Thief River Falls, MN 56701
Phone: 218-681-0729
Fax: --
Email: terry.wiseth@northlandcollege.edu
Application #1599
Status - Final Report Submitted

Proposed Budget Summary

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Budget Narrative
The project will only require network space to store and disseminate the case studies. Current software that is required is already available for use. There are no resources, equipment or other funding that is required for the project that is not already available for use.
Objectives

The top three principles that will guide this project:

- Encourage successful student learning
- Encourage innovation involving use of technology by students and faculty
- Enhance quality and continuous improvement of programs

The main objectives or goals of this project:

- Active learning, experiential learning
- Applied-learning, problem-based learning
- Student research
- Technology-supported learning

Outcomes anticipated from this project:

- Student Learning
- Teaching methods
- Critical Thinking
Disciplines addressed in this project
BIOLOGICAL AND BIOMEDICAL SCIENCES.

Project Narrative
The project only required a small amount of network space to store and disseminate the case studies as downloadable POWERPOINT files. Current software required for the project was already available for use. There were no other resources, equipment or other funding that was required for the project.
Uploaded file: Case Studies proposal.doc
Outcomes

The top three principles that guided your project:
Encourage successful student learning  Exceeded expectations
This project allowed students to perform case studies using real life techniques in reporting and analyzing data. The interactivity created by the software allows students to gather data and provide analysis of the issue at hand.

Encourage innovation involving use of technology by students and faculty  Exceeded expectations
The use of the interactivity and animations in POWERPOINT allows students to experience an interactive case solving problem. Distribution of the interactive case studies by CD and by Internet allow a broad distribution and wide access to the case studies.

Enhance quality and continuous improvement of programs  Exceeded expectations
The interactive case studies have greatly enhanced the online experience in Anatomy and Physiology courses. The closer to "real life" experiences in the case studies allow a new experience in online education.

The main objectives or goals of your project:
Active learning, experiential learning  Met expectations
Case Studies normally are a read and write exercise. In this project, real interactivity was added to the process. infusion of active learning to case studies allows online students which often are missing active types of content.

Applied-learning, problem-based learning  Exceeded expectations
Case studies are inherently "problem based" learning. The interactivity of these case studies supplied a more interesting approach to applied learning techniques supplied by case studies.

Student research  Met expectations
Each of the case studies expected a certain amount of student reasearch outside of the information given in the case study. Student reasearch is a key component to finding the diagnosis of the case and analyzing information provided.

Technology-supported learning  Exceeded expectations
The case studies have been authored in POWERPOINT and subsequently have been distributed as links on the internet for download and on CDs which are supplied upon request to students performing the case studies.

The outcomes you anticipated from this project:
Student Learning  Met expectations
Students supplied detailed Patient profiles for each of the case studies. These profiles were a great improvement in processing the data supplied rather than notes kept on the side of paper. Questions were answered but were answered with the support of the detailed Patient Profile which was produced for each case.

Teaching methods  Met expectations
The availability of case studies in the course is an added feature and delivery method of information that students genuinely enjoyed. Student evaluations overwhelmingly expressed a very positive reaction to the interactive case studies versus the read and write case studies.

**Critical Thinking**

Met expectations

Case studies are made for critical thinking exercises. Adding the interactivity to the case studies allowed critical thinking to occur in a more realistic mode.
### Actual Budget - Received

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<th>Budget Category</th>
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Application #1599
Status - Final Report Submitted

**Actual Budget - Spent**

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**Final Budget Narrative**

The project only required a small amount of network space to store and disseminate the case studies as downloadable POWERPOINT files. Current software required for the project was already available for use. There were no other resources, equipment or other funding that was required for the project.
Final Narrative

Final Project Narrative
Eight case studies were created using the interactivity and animation functions of POWERPOINT. Each case study presents a unique set of data that students would gather from patient interviews, nurse assessments, doctor assessments and laboratory data collected. All of this information was then processed by students using a Patient Profile. This gathered information and data was then used by the students to answer directed questions to allow for a diagnosis or solution to the case study. Spring 2009 semester A&P students utilized some of the case studies in their class work. These were offered as extra credit exercises. Upon completion students were asked to provide answers to a short survey regarding the value these case studies provided in their understanding of the concepts currently being studied. Overwhelmingly students indicated very positive reactions to the case studies.

Dissemination Activities
- Your own classroom or lab
- On-campus conference/workshop Presentation

Details related to dissemination activities:
I have used these case studies in online courses during the spring of 2009 in anatomy and physiology. I would be very interested in presenting the project on campus to our peers.

Future sustainability
- Commitment obtained for project continuation at your institution

Details related to sustainability outcomes:
The case studies are housed on NCTC servers and CDs. There will be no required commitment of funding to allow the project to be made available for use by any instructor of A&P at NCTC upon request. Changes to the case studies may occur in the future to refine them in accordance to reviews by students.
The case studies are located at the following website: