# Northland Community & Technical College

**Faculty In-service Agenda**

**East Grand Forks Campus**

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<tr>
<th>Time</th>
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<tr>
<td>8:30 am to 9:00 am</td>
<td>Continental Breakfast</td>
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| 9:00 am to 9:45 am | Welcome—Dr. Anne Temte  
                          Comments—Dr. Kent Hanson                                          | Multi-purpose Room 252 |
| 9:45 am to 10:40 am| Administrative Services Update                                       | Multi-purpose Room 252 |
| 10:40 am to 10:55 am| **Break**                                                           | Outside of Room 252    |
| 10:55 am to 11:20 | Marketing Update                                                     | Multi-purpose Room 252 |
| 11:20 am to 12:15 pm| Student Services Update                                              | Multi-purpose Room 252 |
| 12:15 pm to 1:00 pm| **Lunch**                                                           | Commons                |
| 1:00 pm to 1:55 pm | Institutional Learner Outcomes—Dr. Kent Hanson/Norma Konschak        | Multi-purpose Room 252 |
| 1:55 pm to 2:25 pm | Library Services Update—Cynthia Jorstad                              | Multi-purpose Room 252 |
| 2:25 pm to 3:10 pm | Student Success Day                                                  | Multi-purpose Room 252 |
| 3:10 pm to 3:40 pm | Concurrent Sessions:  
                          A. Student Life/Clubs Process Update  
                          B. Library Training: Database                                         | Room 326  
                          Room 252           |
| 3:40 pm to 4:10 pm| Concurrent Session:  
                          C. Library Training: Link Resolver/ILL  
                          D. Employee Safety and Security Training                              | Room 252  
                          Room 214 or any individual computer                                  |

**OTHER EVENTS:**
9:00 am - 4:30 pm – Employee photos for online directory - Room 129
3:10 pm – 4:10 pm – Patient SIM LAB open for tours—west of 700 building in south parking lot
Session Descriptions:

Administrative Services Update
Staff from Human Resources, Information Technology, Facilities, Finance, Safety, and Institutional Research will provide information on their respective areas.

Marketing Update
Information will be shared on the marketing and communications website, Northland NOW and the new employee directory.

Student Services Update
Information will be shared regarding registration, financial aid, and important policy changes. Specific information regarding reasonable accommodations will be shared to inform the college community about our obligation to students with documented needs.

Institutional Learner Outcomes
This session will focus on NCTC’s plan to measure institutional outcomes for all academic programs. We will be reviewing two established rubrics (of five) that will be utilized by all program areas to report on institutional outcome attainment.

Library Services Update
NCTC Librarian, Cynthia Jorstad, will be sharing information on changes in library services and providing guidance on how to access the electronic resources available to faculty and students.

Student Success Day
Wednesday, August 31, 2011 is designated in the academic calendar as “Student Success Day.” During this session faculty leaders will share the plan for Student Success Day.

Library Training
Cynthia Jorstad will be providing training on the use of the following library resources: 1) Using the library databases for research, 2) New library tool- Link Resolver/ILL

Student Life/Clubs Process Update
Club advisors, coaches, and anyone who will be working with student groups should attend this session to be fully informed of the processes and procedures associated with student life activities.

Photos
A photographer will be available to take photos for the employee directory.

Patient Simulation Lab Open House
The Patient Simulation Lab is designed to work with our health care students and health care providers in N.W. Minnesota to enhance confidence and skill levels in providing `patient care. It can cover basic, low acuity patients and basic skills, to very involved and complicated patients requiring numerous interventions. Almost any scenario you can think of can be created, from simple to complex trauma or medical patients.
Northland Community & Technical College

SAFETY & SECURITY AWARENESS TRAINING (D2L)

*** All courses accessed through D2L.

Link: https://www.northlandcollege.edu/desire2learn/index.php
User Name: First Six letters of last name and first two letters of first name
Password: Employee Tech ID (Note: this is not the Employee ID)

CODE OF ETHICS
Required for all employees. These courses only need to be taken once. See the "Grades" section within the course to check your status.

1. Part One: Code of Conduct: Employee Ethics

EMPLOYEE RIGHT TO KNOW

All employees are required to take Employee Right to Know annually.

PUBLIC JOBS – PRIVATE DATA

All employees are required to take three core courses which are under the heading of Public Jobs – Private Data. These courses only need to be taken once. See the "Grades" section within the course to check your status.

1. Data Security in Your Job
2. Securing Your Computer Workstation
3. Using Data in the Workplace

At the end of the third core course there is a series of questions. The way these questions are answered determines the need for any or all additional "topical" courses. These courses only need to be taken once. See the "Grades" section within the course to check your status.

1. Data Security Information for Faculty, Managers, and Supervisors
2. Managing Financial Data Securely
3. Managing Personnel Data Securely
4. Managing Student Data Securely

SAFETY TRAINING

Employees will access the Convenience Learning web site to complete required safety training.
Login Information: Employee Tech ID without any preceding zeros.

Contacts:
On-Line Training Questions: Julie Fenning, Training & Development Coordinator
218-683-8633
D2L Questions: Karleen Delorme, D2L & Web Support
218-793-2429
New marketing website can be found under the Faculty/Staff page on the website or by visiting www.northlandcollege.edu/marcom

You can Request Projects, access our Brand Guide, Download Logos and Templates, and access NorthlandNOW and your Directory Profile.

**Requesting a Project**
Identify the project you would like to request and select the icon. Read the project requirements and descriptions then select the form/request. Complete the form and submit your request. Request will be completed based on priority, timeline, and current workload. A marketing representative will contact you to discuss your project. *Please do not submit a marketing request via Grouplink.*

**NorthlandNOW**
NorthlandNOW is the official calendar and communication portal for the College. Every employee can access NorthlandNOW and post Events or Announcements. You can login by visiting our Employee Resources page on the Marketing & Communications website and selecting NorthlandNOW. Your login and password is your network login credentials.

After you login into NorthlandNow choose either an Event or Announcement. Complete the form and include a picture or document. Your Event or Announcement will post instantly to the internet and Northland’s homepage. You can also log back in to edit or delete any changes to your Event or Announcement.

*News and media outlets will be visiting NorthlandNOW directly to view our campus activities. Make sure to include contact information for follow-up and pictures if possible.*

**Directory Profile**
Every employee can now update their online Directory Profile without HR. You can login by visiting our Employee Resources page on the Marketing & Communications website and select Update Your Directory Profile. Your login and password is your network login credentials.

Select yourself and edit your profile. Complete the form and your Directory Profile will be updated instantly. You can post contact information, job title, professional bio, education, and links to social media. Marketing will post your photo. Marketing will be taking photos each year for new employees, or if you would like to update your directory photo.
Date: August 17, 2011

To: Northland Community & Technical College Faculty

From: Anne Temte, President  
Kent Hanson, Vice President of Academic and Student Services

Subject: Survey of Entering Student Engagement (SENSE)

This fall, Northland will be participating in an exciting national survey research project, the Survey of Entering Student Engagement (SENSE). Administered during the fourth and fifth class weeks of the fall academic term (September 12-26, 2011), this survey focuses on institutional practices and student behaviors in the earliest weeks of college. As research shows, understanding students' earliest experiences can help us enhance student learning, retention, and success.

Survey data will be collected, analyzed, and reported back to the college, further supporting our institution's efforts to understand the critical early student experience and to improve practices in ways that will increase student success in the first college year. The project is part of the Center for Community College Student Engagement and the Community College Leadership Program at The University of Texas at Austin.

The survey will be administered in classes randomly selected by the Center to ensure a representative sample and to preserve the integrity of the survey results. Instructors whose classes are selected for survey administration will receive specific information from the appropriate administrator.

Northland is intent on being a leader in higher education, and this survey can assist us in improving course completion rates, as well as the rate of student persistence to the completion of their educational goals. To learn more about SENSE visit www.enteringstudent.org, or contact the Center for Community College Student Engagement at 512-471-6807 or info@cccse.org.
To: Northland Community and Technical College Faculty

From: Brian Huschle and Norma Konschak, Deans of Academic Affairs

Date: August 17, 2011

Subject: Administration of SENSE Survey

As you are aware, Northland Community & Technical College is participating in the Survey of Entering Student Engagement (SENSE), a research initiative of the Center for Community College Student Engagement, which examines institutional practices and student behaviors in the earliest weeks of the fall academic term. The courses listed on the attached table have been chosen by the Center to be surveyed as part of a random selection of Northland class sections. It is possible that more than one of your classes has been selected for surveying due to the random sampling methodology used by the Center.

In-class survey administration is scheduled for September 12-26, 2011. We realize that class time is valuable, but believe that the survey data will be exceptionally useful in our efforts to learn how we can support and strengthen student learning and retention. Your cooperation with the survey administration is appreciated.

Please note that students will be asked to reflect on their earliest college experiences, not about their experiences in your specific class. Results from the survey will be aggregated and analyzed for institution-wide purposes. Students will have the option of providing their student identification number on the survey so that we might relate this survey data to other institutional research and assessments the college is conducting.

Jason Pangiarella and Maureen O'Connell will contact you soon to arrange a day during the fourth or fifth class week of the fall term that is most convenient for you. If you have students with special needs, please contact Jason or Maureen at 883-6548 or 793-2390 or via e-mail so appropriate accommodations can be made the day of the in-class administration. Jason or Maureen will arrive a few minutes prior to the beginning of your class. The survey is designed to be completed within one 50-minute class period; however, it will likely take less than the entire class period to administer SENSE.

We appreciate your cooperation and participation in this exciting initiative. The results are sure to be useful in our continued work to ensure the highest quality educational programs and services for our students. Please watch for communication from Jason or Maureen, who will work with you to ensure the survey administration process runs smoothly.
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2011 SENES Class List for Northland Community and Technical College
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<td>2:00:00</td>
<td>3 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH0080</td>
<td>Math Fundamentals</td>
<td>46 303</td>
<td>355 357</td>
<td>357 359</td>
<td>MWF</td>
<td>1:00:00</td>
<td>2:00:00</td>
<td>3 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>READ0000</td>
<td>Critical Reading Skills</td>
<td>46 303</td>
<td>359 361</td>
<td>361 363</td>
<td>MWF</td>
<td>1:00:00</td>
<td>2:00:00</td>
<td>3 25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2011 SESE Class List for Northland Community and Technical College
NORTHLAND COMMUNITY & TECHNICAL COLLEGE
Student Support Accommodations Plan

TO: ___________________________ DATE: ___________________________
FROM: ___________________________
RE: Classroom Accommodations

It has been verified that ___________________________, who is a student in your course, has a documented disability and is in need of the following accommodations which will be provided by the LEARNING CENTER, unless otherwise stated.

**Starting Date ___________________________**  **Ending Date ___________________________**

**General Accommodations:**
- Use of a calculator/adding machine, dictionary, speller
- Tape recorded lectures
- Note taker
- Scanned text/test to CD (as determined by student)
- Scribe for written work
- Physical accommodations (describe)

**Testing and Room Accommodations:**
- Exams* (includes tests, quizzes, and graded in-class exercises) (1.5x) Time (2.0x) Time
- Performance exams (physical or presentation) (1.5x) Time (2.0x) Time
- Distraction-free space
- Special lighting
- Test reader
- Test writer
- Test print enlarged
- Test on colored paper
- Specific test modification

*It is the understanding of the student that it is his/her responsibility (this is for every exam) to remind the instructor that they plan on testing in the Learning Center. Student’s Initial ______

We acknowledge and will honor the accommodations stated in the Student Support Plan:

**Student’s Signature ___________________________**  **Date ______________**

**Instructor’s Signature ___________________________**  **Date ______________**

**Learning Center Director ___________________________**  **Date ______________**

We appreciate your cooperation in ensuring equal educational and physical access for all our students according to ADA (Americans with Disabilities Act). If you have any questions, please contact: Dean Dalen, Learning Center Director (218) 683-8560.

This material can be provided in different forms – large print, Braille, audio tape, or computer format. Contact the Learning Center for more information.
<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Note-Taking</th>
<th>Ext. Test Time</th>
<th>Exterior Env.</th>
<th>Audio Tape Class</th>
<th>Assignment Time</th>
<th>Test/Extra Time</th>
<th>Seating Location</th>
<th>Taped Tests</th>
<th>Prior Registration</th>
<th>Registration Alternative</th>
<th>Test Site</th>
<th>Read/Tape</th>
<th>Lab Assistant</th>
<th>Speech Spec.</th>
<th>Advising Services</th>
<th>Other Asst.</th>
<th>Tech</th>
<th>Print Mag.</th>
<th>Braille</th>
<th>Adaptive Furniture</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreter</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Outcomes
Institutional Learner
Community & Technical College
NORTHLAND
ILO Program Requirements

- **Certificate programs of less than 21 credits** are exempt from assessing college Institutional Learner Outcomes.

- **Certificate programs of 21-30 credits** must meet three Institutional Learner Outcomes: *Communication, Critical Thinking, and Applied and Information Technology*.

- **Diploma programs of 31-45 credits** must meet four Institutional Learner Outcomes: *Communication, Critical Thinking, Applied and Information Technology*, and one additional area of choice according to subject matter (to be determined by program faculty).

- **Diploma programs of 46+ credits and all Degree programs** must meet all five of the college Institutional Learner Outcomes.
<table>
<thead>
<tr>
<th>Total Score</th>
<th>Language and clear, sophisticated, accurate communication, and other means of expression, or illustrations, graphics, or diagrams.</th>
<th>Language and discipline-appropriate for the discipline, not show mastery of assignment, but does not meet all aspects of the assignment.</th>
<th>Language is adequate, but discipline standards of the assignment and fall short of expectations.</th>
<th>Language discipline-appropriate, but discipline standards are met.</th>
<th>Recognize the conventions of the discipline and apply language discipline-appropriate to meet basic assignment requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Focused and precise, and intended audience, the assignment is clearly targeted to an audience smoothly and interestingly, but the structure is unclear, and the main idea is not developed.</td>
<td>Focused audience, but the instruction is not appropriate for a specific audience. This assignment is not an attempt to reach clearly targeted to a specific audience.</td>
<td>Focused and precise, but the instruction is not appropriate for a specific audience. This assignment is not an attempt to reach clearly targeted to a specific audience.</td>
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</tr>
<tr>
<td>Rating</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Scoring Criteria</td>
<td>Highly Competent</td>
<td>Competent</td>
<td>Mismatchly Competent</td>
<td>Deficient</td>
<td>Deficient</td>
</tr>
</tbody>
</table>

**Communication Rubric**
## Communication Rubric
**Massage Therapy Diploma**

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Deficient 1</th>
<th>Minimally Competent 2</th>
<th>Competent 3</th>
<th>Highly Competent 4</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea is appropriate, clear, and well-formulated</td>
<td>Lacks a main idea and fails to meet expectations of the assignment</td>
<td>Main idea is simplistic and/or does not fulfill all aspects of the assignment/activity</td>
<td>Main idea is focused but could be developed further</td>
<td>Main idea is clear, focused, and interesting</td>
<td>3.5</td>
</tr>
<tr>
<td>Organization is clear, logical, and suitable for the assignment</td>
<td>There is no discernible structure to the assignment or activity</td>
<td>Organizational attempt is present, but appears haphazard, not serving the main idea</td>
<td>Organization is clear, and generally enhances the assignment, but does not always flow smoothly</td>
<td>The structure flows logically from point to point, enhancing the central idea</td>
<td>3.8</td>
</tr>
<tr>
<td>Recognize the situational aspects of communicating</td>
<td>No discernible attempt to design this assignment for a specific audience</td>
<td>There is an attempt to reach an intended audience, but the style is not appropriate</td>
<td>The assignment is clearly targeted to a specific audience, but the execution is not always suited to that audience</td>
<td>The assignment or activity is clearly targeted to an intended audience, and the execution is precise and focused</td>
<td>3.6</td>
</tr>
<tr>
<td>Understand and apply the conventions of discipline-specific language</td>
<td>Many errors in usage, enough to detract from the assignment and fail to meet basic standards of the discipline</td>
<td>Language is adequate, but sometimes vague or not appropriate for the discipline</td>
<td>Language use satisfies all aspects of the assignment, but does not show mastery of discipline-specific language</td>
<td>Language, graphics, or other means of communication are sophisticated, accurate, and clear</td>
<td>3.3</td>
</tr>
</tbody>
</table>

**Total and Average Score =** 14.2/16 = 3.55
<table>
<thead>
<tr>
<th>Rating</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Highly Competent</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
</tr>
<tr>
<td>2</td>
<td>Minimally Competent</td>
</tr>
<tr>
<td>1</td>
<td>Deficient</td>
</tr>
</tbody>
</table>

**Total and Average Score = 11.2 / 16 = 2.2**

**Score Criteria**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Absolutely no errors in grammar or spelling. Message is clear and focused.</td>
</tr>
<tr>
<td>3</td>
<td>A few minor errors in grammar or spelling. Message is clear but could be improved.</td>
</tr>
<tr>
<td>2</td>
<td>Several errors in grammar or spelling. Message is difficult to understand.</td>
</tr>
<tr>
<td>1</td>
<td>Extremely difficult to understand. Message is not clear.</td>
</tr>
</tbody>
</table>

**Communication Rubric**

<table>
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<th>Description</th>
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</thead>
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</tbody>
</table>

**Assignment and Communication Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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**Assignment Rubric**

<table>
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<tr>
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<tbody>
<tr>
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</tr>
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</table>

**Required Instructions**

- **Discipline:** Standards of the discipline to meet basic requirements for the assignment and fall short of the expected quality. Use language, graphics, or other means of the messages, although errors may occur.

- **Understanding and Application of the Content:** The assignment is not clear or the instructions are not clearly outlined, and there are errors in the content or language. The assignment is not specific or does not align with the requirements.

- **Content and Organization:** The content is not logically organized, and the assignment is not clearly focused. The assignment does not follow the instructions or expectations of the assignment.

- **Clarity and Focus:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Attention to Audience:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Comprehensiveness:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Coherence:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Creativity:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Moderation:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Engagement:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Interactivity:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Persuasion:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Transferability:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.

- **Relevance:** The assignment is not clear or focused, and there are errors in language, grammar, or spelling. The assignment is not specific or does not align with the requirements.
Evidence that one or more specified Core Components need organizational attention.

- The College gathers data from student, employer, and graduate surveys, as well as from licensure examinations and job placement to analyze whether or not graduates have gained the expected skills and knowledge of their programs of study.

- However, no formal evaluation of the Institutional Learner Outcomes has yet been implemented, and measurement of these outcomes is essential to the college’s determination of whether or not its students have the critical thinking, citizenship, cultural awareness, and professionalism skills defined as learning outcomes.
Five of the college Institutional Learner Outcomes Diploma programs of 46+ credits and all degree programs must meet all

be determined by program faculty

Technology, and one additional course of choice according to subject matter (to

Communication, Critical Thinking, Applied and Information

Outcomes: Communication, Critical Thinking, Applied and Information

Outcomes must meet: 31-45 credits

Diploma programs of 31-45 credits

Technology

certificate programs of 21-30 credits

Certificate programs of 21-30 credits

Certificate programs of less than 21 credits are exempt from assessing

IL0 Program Requirements
# Communication Rubric

**Program Name:**

<table>
<thead>
<tr>
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<th>Deficient 1</th>
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<td></td>
</tr>
</tbody>
</table>

**Total Score =**

**Course assessed:**

**Number of students assessed:**

**Describe the activity assessed:**

________________________________________________________________________________________

________________________________________________________________________________________
h. The College has strong internship and/or clinical programs for its career programs which provide students with practical applications for their students and encourage life-long learning. One notable program is the college's partnership with the Mayo Clinic which provides a variety of clinical experiences that result in employment of many Northland graduates. The Farm Business Management program engages faculty directly in agribusiness management with the state's farmers.

i. The College has instituted an effective system for program accountability by gathering survey data, graduation rates, and placement rates to effect educational and organizational improvements and by creating a cross-departmental taskforce of marketing staff, faculty, counselors, and financial staff to develop and implement an improvement plan. Evidence of the efficacy of this approach is evidenced by the revitalization of the aviation and paramedic programs and the suspension of the cosmetology and office administration programs at one campus.

2. Evidence that one or more specified Core Components need organizational attention.

a. Although learning goals established by the College include skills and professional competence essential to a diverse workforce, examination of Program Advisory Committee minutes indicates that the College should better utilize input from supporting business and industry in its service-area to ensure that learning goals and outcomes reflect the skills and competence expected by employers in its service area. Some programs have no minutes filed for a year; others have no minutes listed since 2008, and one program has no minutes at all.

b. The College gathers data from student, employer, and graduate surveys, as well as from licensure examinations and job placement to analyze whether or not graduates have gained the expected skills and knowledge of their programs of study. However, no formal evaluation of the Institutional Learner Outcomes has yet been implemented, and measurement of these outcomes is essential to the college's determination of whether or not its students have the critical thinking, citizenship, cultural awareness, and professionalism skills defined as learning outcomes.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None.

25 6/29/10
This session is designed to provide ideas and suggestions to help you adjust to the one librarian staffing model. As many of you know, computer literate students are not necessarily research literate. Perhaps you've watched the 'information struggle' in action ... students grazing through site after site, page after page, article after article, just to find something 'good enough'. Classroom library instruction has been beneficial in helping students learn to effectively and efficiently navigate online resources and traditional resources, but I won't be able to accommodate all requests for classroom sessions. Combined, Milt & I presented almost 100 sessions in FY10. Unfortunately, I will not be able to sustain those numbers. With a split assignment, I also won't be as available for individual reference sessions with students. I hope we can work together to provide our students with the information skills they need to be successful at NCTC and beyond! Listed below are some guidelines and tips I hope you will use to adapt to our new library reality. Your assistance will be greatly appreciated by library staff and be very beneficial to our students.

**General library information**

- Cynthia's schedule: TRF campus Monday, Thursday and Friday  
  EGF campus: Tuesday and Wednesday

- Library Hours are 8:00 am – 5:00 pm.

- The library now subscribes to PALsConnect LINKER, which connects the user to full-text journal articles regardless of the database the user is searching. If an article is not available, an easy to use Interlibrary Loan request link is available; the user simply logs in to their library account and the request form is filled in automatically. Also included with PALsConnect LINKER is an A to Z title list of all the publications in our databases, linked at the top of our database page. Attend the break out session to learn more!

- Many changes have occurred with our products on the vendor side and updates on our end are still in process. Home page updates are still in the works, as well as some changes on the database page.

**General notes for faculty**

- Reserve items should be brought to the library as soon as possible before the item is needed. Each item must be accompanied by the Reserve Item request form. This form will be e-mailed to all faculty this week. Multiple items for the same class may be listed on one form; each course must have its own form.

- Please ... NO ASAP requests for adding titles to the collection. We're happy to accommodate your requests, but please don't expect them to be ordered immediately and processed asap.

- If you are sending your students to the library for a 'work day' during your regular class hour, please let us know in advance. Although we will not ask students doing academic work to leave their PC, we can give a shout out and ask students doing non-academic work to vacate their PC.
If you want an instruction session for your class and we’re unable to schedule a time, consider meeting with me for a quick tutorial and discussion so you can share some instruction with your students. Please make an appointment.

If you would like to meet with me to talk about an assignment, learn about a database, etc ... please make an appointment.

**Information of assistance for students and your assignments**

- Please advise students needing in-depth research help that an appointment is highly recommended. Appointments are generally available 9:30 am – noon and 1:00 pm – 3:30 pm. I will do my best to accommodate appointments outside of these times.

- Be specific with your students when you say "Go online ..." to find information. Do you want them to use one of our databases to find articles? Is there a specific database that would be best for the assignment? If yes, tell them which one.

- Please SHOW students how you want their paper formatted ... believe it or not, new students may not be familiar with how to set margins, change fonts, type size, use headers/footers, page numbering, etc... Library staff won't have as much time as we used to for this type of help.

- Please instruct your students how to access the D2L site, including how to submit their assignments and use the drop box. Library staff won't have as much time as we used to for this type of help.

- If you specify "No websites allowed" as sources of information, please make clear that although our subscription databases are online, at a website, these are not considered a disallowed website.

- When you want students to use only articles from scholarly journals, remind them to limit their database search to scholarly/academic/peer-reviewed journals. Take time to show them how to do this.

- In some instances, you might consider providing students with an article you have supplied for them. Or, you might provide the students with a list of appropriate articles they may select from (of course this won't work if everyone has a different topic).

- Please don't use blanket statements in an assignment such as 'go talk to the librarian' or 'go the library and find...' ...give your students a bit more direction. For example, if you want your students to find a book about small business management, it's helpful to tell them "Business books can be found in the 658 call numbers" or perhaps provide some search terms that will be useful and demonstrate a search in the library catalog.

- I am more than willing to advise you on these the 'library' context of your assignment sheets. It's much easier for me to share some tips with you, and you share them on your assignment sheet or in front of the class, than for the library staff to advise 40 individual students from the same class.

- Remind students that if they use our database when off campus they will need to log in using their network log in. The login screen provides clear and easy directions.

- Please ask students to bring their ID card to the library to activate their library account.

- Explain to students that through our Interlibrary Loan service, we can borrow books from other libraries and get articles that aren't available in full text. (Their library account must be active in order to use our Interlibrary Loan service).

- When you show students a database, remind them that all databases have a 'Help' tab ... usually in the upper right corner of the page.

- Remind students that a variety of tutorials are available on the library homepage (update in progress).

- Please make students aware that finding good information for their needs is a time consuming process.
We're happy to assist when a student has problems, but we are not going to do their work for them, (much to their chagrin!)

I look forward to working collaboratively to assist our students & thank you in advance for your cooperation!

As Norma stated in her memo about library services/staffing, sent July 25, "...this change may result in some unexpected difficulties for students and faculty; we ask for your patience with the library staff as they work under this new structure. You are invited to provide constructive feedback on the operations of the library and services, send your comments to Norma at ..."
Student Success Day Sessions

Date: August 31, 2011

Time: 9:00am-12:00pm morning session
12:00pm-1:00pm lunch
1:00pm-4:00pm afternoon session

This is a faculty-driven event so faculty are asked to present and host the below sessions (preferably in small groups). Please choose the topic that you wish to participate in.

Opening Session: Hot Topics
- Student Email as the official means of communication
- Handout describing each session
- Handbook – not looking is not an excuse for not knowing
- Cell Phone Etiquette
- Your Instructor’s Not an Idiot! – Cheating Satire
- Personal Responsibility
- Data Privacy – Smart Technology
- Academic Progress

Breakout Sessions:
- Money Management
- D2L: Computer labs
- Distance Education – process, time commitment, expectations, proctor
- Stress Relief/Physical Well-being
- Library Know-How (morning in TRF, afternoon in EGF)
- Technology: Printing, e-services, accessing email, student folder, network login:
- Ten Things You Need to Know to be Successful in Class
- Balancing Family, Life, and School
- Learning Center
- Overcoming Procrastination
- Academic Olympics
- So this is your first Minnesota winter… (Winter Survival/Facts) – plug in vehicles, dressing for cold weather, driving, etc.
- Navigating Northland – where to go, who to talk to
- GPS Lifeplan
- Community Resources – employment information
- Difference Between High School and College
- General Q&A session (last breakout period in morning and afternoon)

Minute-to-Win-It (games will be held over the lunch period)
Student Success Day Tentative Schedule (Second DRAFT)
Thief River Falls – August 31, 2011
Morning Session

9:00am-9:25am Welcome, Hot Topics – Theater

9:30am-9:55am Breakout Session One
- Money Management – 215
- Library Know How – Library
- Stress Relief/Physical Well-Being – 635
- Distance Education – 701
- Balancing Family, Life, and School – 735

10:00am-10:25am Breakout Session Two
- D2L – Library
- Ten Things to Know to be Successful in Class – 735
- Difference Between High School and College – 635
- Learning Center – 215
- Overcoming Procrastination – 701

10:30am-10:55am Breakout Session Three
- Academic Olympics – 701
- So this is your first Minnesota winter... – 735
- Navigating Northland – 635
- Library Know How – Library
- GPS Lifeplan – 215

11:00am-11:25am Breakout Session Four
- Balancing Family, Life, and School – 735
- Distance Education – 701
- Learning Center – 215
- Technology Services – Library
- Stress Relief/Physical Well-Being – 635

11:30am-11:55am Breakout Session Five
- Money Management – 215
- D2L – Library
- Community Resources – 635
- Ten Things to Know to be Successful in Class – 735
- General Q&A Session – 701

12:00pm-1:00pm Lunch (Minute-to-Win-it) – Commons
Student Success Day Tentative Schedule (Second DRAFT)
Thief River Falls – August 31, 2011
Afternoon Session

12:00pm-1:00pm  Lunch (Minute-to-Win-it) – Commons

1:00pm-1:25pm  Welcome, Hot Topics – Theater

1:30pm-1:55pm  Breakout Session One
- Money Management – 701
- GPS Lifeplan – 635
- D2L – Library
- Stress Relief/Physical Well-Being – 215
- Distance Education – 604

2:00pm-2:25pm  Breakout Session Two
- Technology Services – Library
- Ten Things to Know to be Successful in Class – 635
- Balancing Family, Life, and School – 604
- Learning Center – 701
- Overcoming Procrastination – 215

2:30pm-2:55pm  Breakout Session Three
- Academic Olympics – 604
- So this is your first Minnesota winter… – 701
- Navigating Northland – 215
- D2L – Library
- GPS Lifeplan – 635

3:00pm-3:25pm  Breakout Session Four
- Difference Between High School and College – 635
- Distance Education – 604
- Learning Center – 701
- Technology Services – Library
- Stress Relief/Physical Well-Being – 215

3:30pm-3:55pm  Breakout Session Five
- Money Management – 701
- D2L – Library
- Community Resources – 215
- Ten Things to Know to be Successful in Class – 635
- General Q&A Session – 604
Student Success Day Tentative Schedule (Second DRAFT)
East Grand Forks – August 31, 2011
Morning Session

9:00am-9:25am  Welcome, Hot Topics – 252, 254, 256

9:30am-9:55am  Breakout Session One
- Money Management – 340
- GPS Lifeplan – 238
- D2L – Library
- Stress Relief/Physical Well-Being – 344
- Distance Education – 254

10:00am-10:25am  Breakout Session Two
- Technology Services – Library
- Ten Things to Know to be Successful in Class – 326
- Balancing Family, Life, and School – 254
- Learning Center – 340
- Overcoming Procrastination – 344

10:30am-10:55am  Breakout Session Three
- Academic Olympics – 254
- So this is your first Minnesota winter... - 340
- Navigating Northland – 326
- D2L – Library
- GPS Lifeplan – 344

11:00am-11:25am  Breakout Session Four
- Difference Between High School and College – 340
- Distance Education – 254
- Learning Center – 326
- Technology Services – Library
- Stress Relief/Physical Well-Being – 356

11:30am-11:55am  Breakout Session Five
- Money Management – 356
- D2L – Library
- Community Resources – 326
- Ten Things to Know to be Successful in Class – 340
- General Q&A Session – 254

12:00pm-1:00pm  Lunch (Minute-to-Win-it) – Commons
Student Success Day Tentative Schedule (Second DRAFT)
East Grand Forks – August 31, 2011
Afternoon Session

12:00pm-1:00pm Lunch (Minute-to-Win-it) – Commons

1:00pm-1:25pm Welcome, Hot Topics – 250, 252, 254, 256

1:30pm-1:55pm Breakout Session One
• Money Management – 318
• Library Know How – Library
• Stress Relief/Physical Well-Being – 356
• Distance Education – 250
• Balancing Family, Life, and School – 340

2:00pm-2:25pm Breakout Session Two
• D2L – Library
• Ten Things to Know to be Successful in Class – 250
• Difference Between High School and College – 340
• Learning Center – 318
• Overcoming Procrastination – 356

2:30pm-2:55pm Breakout Session Three
• Academic Olympics – 250
• So this is your first Minnesota winter… – 340
• Navigating Northland – 318
• Library Know How – Library
• GPS Lifeplan – 356

3:00pm-3:25pm Breakout Session Four
• Balancing Family, Life, and School – 344
• Distance Education – 250
• Learning Center – 318
• Technology Services – Library
• Stress Relief/Physical Well-Being – 326

3:30pm-3:55pm Breakout Session Five
• Money Management – 318
• D2L – Library
• Community Resources – 344
• Ten Things to Know to be Successful in Class – 326
• General Q&A Session – 250