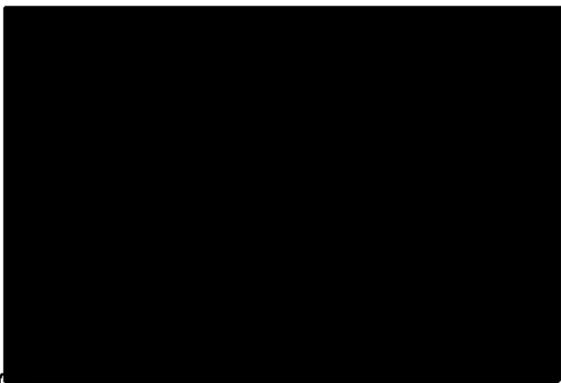


**Si Tanka University**  
**Board of Directors Meeting**  
**March 5, 2017**  
**9:00 AM, Room 3**

**Attendance**

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**Agenda**

Call to Order

 Chair

Approval of Minutes

December 6, 2016 minutes were distributed.

On a motion made by  and seconded by  the Board unanimously approved the minutes, as presented.

Approved.

**Chair's Report**



**College Success Plan.** The Strategic Enrollment Management Plan was distributed. Chair  said the plan was developed because of concerns regarding enrollment. At last year's Board retreat, enrollment data from the last few years was reviewed, and teams were formed to address the issue. Suggestions included:

- More outreach
- More communication with prospective students
- Flexible class scheduling
- Partnerships with the community
- Hire an enrollment consultant

The plan includes five core themes: Entry Services, Communications, Product, Technology and Institutional Structures, and emphasizes the importance of focusing on what happens to students once they enroll and how we support them while they are here. The Board reviewed the plan together. She noted that it is a work in progress and will be updated as needed.

On a motion made by [REDACTED] and seconded by [REDACTED] the Board unanimously approved the College Success Plan.

Approved.

Treasurer's Report [REDACTED] treasurer

[REDACTED] distributed a draft revenue summary for 2016. There is a profit of \$(b)(6) but it is not official until the Board has received the official auditing report from the auditor.

[REDACTED] moved and [REDACTED] seconded to approve the treasurer's report.

Approved.

### Reports

Accreditation [REDACTED]

ACICS Site Visit Report arrived on March 1. There are some citations and they are fixable. We have until March 13 to submit our response. Harold and his team will work with faculty and will complete the report in one week.

### Action Items

As an effort to comply with ACICS requirements, the following action items from the Board of Directors are needed:

1. Change "BS-IT with a concentration in Computer Science" to "BS-IT in Computer Science." The following is the description of the degree program:

"Si Tanka University's Bachelor of Science in Information Technology in Computer Science degree empowers students to expertly design and implement computational solutions that tackle the world's most challenging social, political, environmental, scientific, medical, economic, and business problems in a socially just manner. This program focuses on the concepts and techniques used in the design and development of advanced software systems. Students in this program explore the conceptual underpinnings of Computer Science -- its fundamental algorithms, programming languages, operating systems, and software engineering techniques. In addition, students choose from a rich set of electives that includes:

data science, computer graphics, artificial intelligence, database systems, computer architecture, and computer networks, among other topics.”

██████████ moved and ██████████ seconded to approve the change “BS-IT with a concentration in Computer Science” to “BS-IT in Computer Science” with new program description.

Approved.

2. Change “BS-IT with a concentration in Management Information Systems” to “BS-IT in Management Information Systems.” The following is the description of the degree program:

“The Bachelor of Science in Information Technology in Management Information Systems offers an opportunity to develop the expertise necessary for the successful deployment of new technologies. This degree prepares students to design and manage information systems for businesses. Students will complete courses in information systems with an emphasis on software development and database design as well as business courses. In addition, students will learn about configurations, methods of analysis, and system support for information systems within the context of a business environment. Students will develop proposals for implementing new information systems within an organization, choosing from a variety of methods.”

██████████ moved and ██████████ seconded to approve the change “BS-IT with a concentration in Management Information Systems” to “BS-IT in Management Information Systems” with new program description.

Approved.

3. Change “BBA with a concentration in Finance” to “BBA in Finance.” The following is the description of the degree program:

“The Bachelor of Business Administration in Finance is designed to prepare students for professional financial careers in industrial, financial, governmental, not-for-profit, and consulting organizations. Students majoring in finance have access to a faculty working across a wide range of subjects, including international finance, investment, corporate finance, finance economics, and commodity markets. Exposure to new research and age-old questions prepares students to be leaders in the financial services industry. The 120-credit Bachelor of Business Administration in Finance develops a solid foundation in principles of finance, including capital management, investment and portfolio management, financial institutions, and personal finance.”

██████████ moved and ██████████ seconded to approve the change “BBA with a concentration in Finance” to “BBA in Finance” with new program description.

Approved.

4. Change “BBA with a concentration in Management” to “BBA in Management.”  
The following is the description of the degree program:

“The Bachelor of Administration in Management degree program is organized to provide a general overview of the operations of business and the business environment. Students learn to balance theory and practice to become effective managers within all sectors of organizational life. This degree with a full range of management courses and management concentrations that prepares students for specific management responsibilities. Course work and a whole array of student resources help undergraduate students develop the communications, presentation, and analytical skills required by contemporary managers. More specifically, professional development is available through various student activities as well as the career services offered by the University.”

██████████ moved and ██████████ seconded to approve the change “BBA with a concentration in Management” to “BBA in Management” with new program description.

Approved.

5. Change “MBA with a concentration in Finance” to “MBA in Finance.” The following is the description of the degree program:

“Increase students’ marketability by acquiring financial management and investment analysis skills with a Master of Business Administration in Finance from Si Tanka University. This degree prepares students for leadership roles in financial corporations, healthcare industries and government. In the program, students learn about all aspects of corporate finances, such as conducting analyses, managing portfolios and developing business strategies. Students get real-world experience by completing a corporate residency prior to graduation, which can prepare them for careers as financial analysts or personal financial advisors.”

██████████ moved and ██████████ seconded to approve the change “MBA with a concentration in Finance” to “MBA in Finance” with new program description.

Approved.

6. Change “MBA with a concentration in Management” to “MBA in Management.”  
The following is the description of the degree program:

“The ideal preparation for the dynamic business world of today and tomorrow, the Master of Business Administration program (MBA) in Management is a systems approach designed to produce effective managers who understand the linkages between their organizational domain and the larger corporate environment. In STU’s Master of Business Administration in Management program, students

develop their skills in teamwork, critical thinking, problem-solving, and networking. The objective of this program is to develop students into broadly educated business managers and executives who understand the nature of business as a whole, with the tools and techniques applicable to a wide variety of business situations. Courses in the MBA in Management program integrate information and theories from various disciplines, including accounting, economics, finance, marketing, production operations, and strategic management.”

██████████ moved and ██████████ seconded to approve the change “MBA with a concentration in Management” to “MBA in Management” with new program description.

Approved.

Copy of revised 2016 – 2018 catalog was distributed.

On a motion made by ██████████ and seconded by ██████████ the Board unanimously approved the catalog, as presented.

Approved.

Copy of 2017 – 2022 Library Strategic Plan was distributed.

On a motion made by ██████████ and seconded by ██████████ the Board unanimously approved the Library Strategic Plan, as presented.

#### Other

Next Board of Directors Meeting

May 1, 2017 – 10:00 AM at room 3 to approve the strategic plan and self-study and IEP (Institutional Effectiveness Plan).

Adjournment at 11:44 AM.





# **Si Tanka University**

Library Strategic Plan

2017 - 2022

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## **Introduction**

Our library begins its planning for the next five years in a time of dramatic change for libraries and the institutions they serve. The planning process lasted many months and involved many stakeholders across our institution including students, faculty, library staff and other college staff.

The goals and action items contained in this plan are a direct outcome of the work done for our program review and reflect our commitment to responding to the needs identified through that process. It will guide our work and help us to ensure that we maintain a library that is strong, vibrant and innovative, offering all those services essential to achieving the college mission.

(b)(6)

Harold L. Harris  
President

**Goal 1:       Description**

We will partner with faculty to offer instruction that enables students to become skilled in the use of information resources, integrate this instruction throughout all levels of coursework across the curriculum and ensure its effectiveness through ongoing assessment.

**Action items:**

- Together with the Library Instruction Team, plan and implement a program for the ENG 101 English I classes which provides online resources to allow a flipped classroom model of instruction and includes an assessment of student learning.
- Create the necessary online instructional tools including point-of-need video tutorials and research guides which will be used for the flipped classroom trial and to support all courses that do not participate in face to face library instruction. Adapt existing online tutorials for use with our students and make them available on our website to extend the reach of information literacy instruction beyond the classroom.
- Experiment with offering faculty alternatives to the typical "one shot" library instruction session which would increase the time spent in active learning, i.e. multiple "short burst" sessions, or group workshops that students could be assigned to attend in the online library tutorial prior to a scheduled class.
- Partner with those faculty using our online tutorials to develop effective and streamlined assessments of student learning.
- Identify and reach out to faculty teaching the general education courses supporting the written communication and critical thinking SLOs to increase the likelihood that information literacy instruction is included.
- Offer workshops for faculty from one discipline or program each year to introduce new resources and to assist them with creating effective assignments.

**Goal 2: Services**

We will find effective and innovative ways to optimize the successful use of evolving information resources and support all members of the STU community as a center of teaching, learning and research.

**Action Items:**

- Partner with other offices on campus to provide additional support for nontraditional students through library online workshops offered early in the quadmester to welcome them and increase their confidence in using our resources.
- Explore the possibility of offering mobile reference services bringing along the mobile technology necessary to demonstrate essential information literacy skills.
- Include chat reference on the library's Facebook page. Develop a process for staff to monitor this along with the current chat reference and SMS the library offers.
- Offer workshops to faculty to increase their knowledge about available resources in support of their discipline and encourage greater infusion of information literacy instruction throughout the curriculum.
- Partner with IT to develop a pilot project which brings IT staff to provide technology assistance at service points within the online library.

### **Goal 3: Staffing**

We will provide a level of library staffing that permits the librarian to attend meetings, develop new initiatives, collaborate with faculty, and participate more fully in campus-wide programs, and that provides coverage and budgeting to enable all library staff to engage in activities in support of their professional development.

#### **Action Items:**

- Develop a realistic staffing plan for the library which reflects the evolving scope of our responsibilities, the changing needs of our students, and increasing demands of the University which is based on a comparison of peer libraries and includes a systematic replacement of the lost full time positions with new ones in light of the ongoing expansion of our roles as educational partners.
- Work with HR to establish and implement new pay rates for part time library support staff that more clearly reflect their level of expertise and responsibility and that align more closely with those paid by other area libraries. Explore the possibilities of hiring year-round part time support staff.
- Offer appropriate opportunities for professional development to all library staff that allow them to excel in their jobs and are relevant to their positions in the library. Identify and provide training to staff members based on changes in library systems and a review of workflows within the library.

#### **Goal 4: Collections**

We will provide access to the most current, relevant, authoritative resources available to support the curriculum and to expand and enrich the educational experience for our community of users.

#### **Action Items:**

- Continue to build a collection that responds to the needs of our community and provides access to quality course-specific resources to students at the point of need by expanding the scope of online content in all formats.
- Expand immediate access to materials outside the scope of our current collections by implementing a system of on-demand purchasing of ebooks. Establish a collection of pre-selected items within our catalog that are available for purchase by the library at the time of student or faculty use.
- Develop a more strategic plan for the acquisition of e-textbooks for the library reserves. Work with faculty to keep these collections up to date and make them more comprehensive.
- Address the needs of new courses as they are developed by contacting the faculty members to ensure that our collection is aligned with their needs.
- Contact department chairs and program coordinators as resources continue to evolve to ensure that we continue to offer the best online resources available in support of each of their programs.
- Explore the idea of assigning some faculty members the role of selector for the library to increase their participation in collection development.
- Extend our purchasing power by participation in all appropriate opportunities to expand access to library materials offered by the state, or one of our consortia.
- Review and revise our collection development policy to ensure it reflects the changing needs of our library and the changing information environment.

## **Goal 5: Technology**

We will affirm our commitment to the innovative use of technology to serve the information needs of our students and in offering students the opportunity to use new technology

### **Action Items:**

- Provide one computer that is restricted to searching the library catalog.
- Evaluate the effectiveness of the Integrated Search tool now in use. Make changes in the number and type of resources included to improve its usefulness.
- Explore how best to assess the effectiveness of our current website from a usability standpoint. Make improvements based on user feedback.
- Work toward identifying the tools needed to develop and implement a more robust and intuitive web interface that will simplify access as it guides users to our online resources and services.
- Explore and implement mobile options for accessing library resources and services.
- Explore the benefits and cost of implementing a discovery search tool to replace our current integrated database search tool to offer a simpler interface and more seamless search experience.
- Partner with IT to ensure that evolving campus infrastructure and equipment are adequate to support the needs of students accessing our online content.

**Goal 6: Outreach**

We will provide innovative and interesting programs that foster a greater understanding of the library's role in student learning and greater use of the library and its resources, inspiring an increase in perceived value of the library and promoting further collaborations within our campus communities.

**Action Items:**

- Host a faculty authors' event each year to highlight the work of faculty.
- Provide a welcome event for new faculty that offers an introduction to library services and covers program-specific resources that the library offers.
- Email faculty through Department Chairs to encourage information literacy infusion. Explain all the new active learning options available for including information literacy in their courses including the flipped class, short burst sessions, and pre-class workshops.
- Communicate with General Education faculty to promote relevant activities that enhance the educational experience of their students.
- Hold an eBook expo every year to demonstrate what the library has to offer, and how they may be retrieved and downloaded to the student's mobile device.

**Goal 7:        Planning and assessment**

We will continually assess and update library resources and services in response to technological advances and user expectations and improve our patrons' experience by attending and responding to user feedback and statistics.

**Action Items:**

- Develop and implement an assessment of student learning with the library instruction team as part of the English I initiative. Expand the use of that assessment to other courses where applicable.
- Review and revise the current library staff organizational structure to gain efficiencies and respond to changing academic needs and evolving technologies and services.
- Create and implement a plan for ongoing assessment of student needs and satisfaction based on the findings of the program review and the actions taken as a result.
- Complete a survey of student, faculty and staff to measure satisfaction and identify gaps in service expectations.

Narrative 14: A section on using the library resources has been added to both the faculty and student orientation training manuals. Also, one of the trained staff will train students and faculty during their orientation or individually on e-library use. Students and faculty will sign that they have been trained. The signed and dated training document will be kept in the student or faculty file. Faculty and student orientation manuals have been uploaded evidence.

Supporting Document 14:

1. Student and faculty orientation training manuals with signature page.



# Si Tanka University

## NEW FACULTY ORIENTATION

Fall 2016

Adam Yang, Ph.D., Academic Dean

# WELCOME!

## Who Are We?

- ▶ **Mission Statement:** Si Tanka University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.

## Strategic Goals and Objectives:

In accomplishing our mission, we are guided by the following basic goals and objectives:

- ▶ To help students achieve a superior level of professional skills in business and information technologies.
- ▶ To provide programs that meet the needs of the community while consistently reviewing the curriculum ensuring that the applicable skills and knowledge acquired result in employment.
- ▶ To offer graduates viable career options by providing quality educational programs based on employer-driven requirements.
- ▶ To provide job placement and maintain healthy relationship with students and employers.
- ▶ To instill, through knowledge, the ability to contribute to society in a professional and successful manner.
- ▶ To provide variable and accessible training opportunities that remain current with the most recent technologies.
- ▶ To hire faculty members who are industry experts and demonstrate expertise in their respective fields both professionally and academically.
- ▶ To provide our students with a facility that offers technologies and equipment relevant to the field of study.

- ▶ To develop within students a desire for life-long learning and education.

# People to know:

- ▶ *Office of the President:* Harold Harris, President
- ▶ *Student Services:* [REDACTED]
- ▶ *Accounting:* [REDACTED] Manager
- ▶ *Academic Affairs:* [REDACTED] Academic Dean

- ▶ Registration Office:  
[REDACTED] Registrar
- ▶ Admission Office:  
[REDACTED] Director
- ▶ Learning Resources:  
[REDACTED] Director
- ▶ Department of Information Technology:  
[REDACTED] Chair

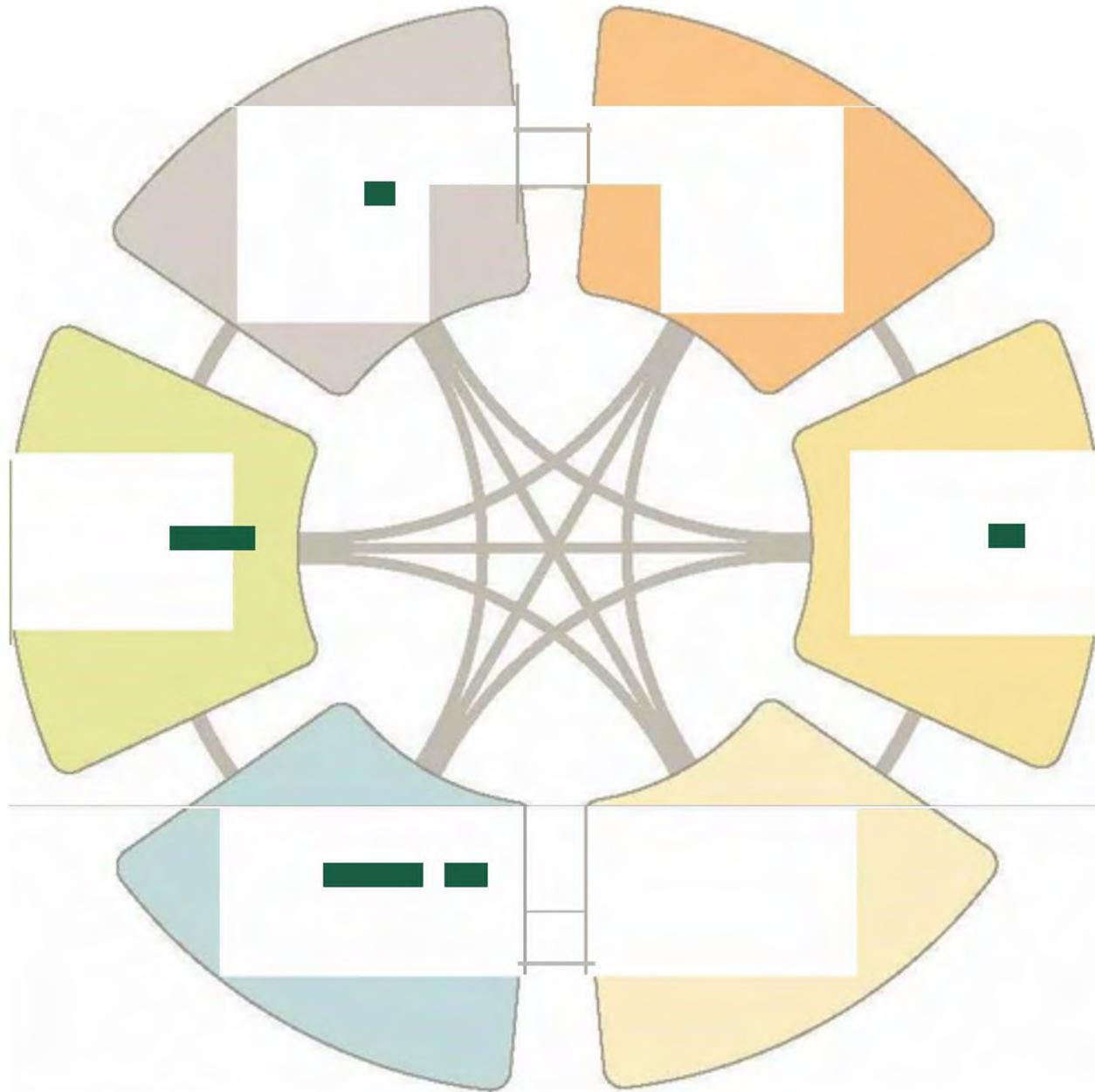
# Part 1: Effective Teaching at Si Tanka University

# STU Students:

- ▶ About 50 students attend each quardmester
  - ▶ About 1/3 attend part time, about 2/3 attend full time
  - ▶ More than half of students are male
  - ▶ All students are foreign - origin.
- 
- ▶ All students are in each age group: 19 or older
  - ▶ Most students attend classes during the day

# What do students need to succeed?

- ▶ Students are more likely to succeed when ***six success factors*** are present:
- ▶ **Directed:** Students have a goal and know how to achieve it.
- ▶ **Focused:** Students stay on track—keeping their eyes on the prize.
- ▶ **Nurtured:** Students feel somebody wants and helps them to succeed.
- ▶ **Engaged:** Students actively participate in class and extracurriculars.
- ▶ **Connected:** Students feel like they are part of the school community.
- ▶ **Valued:** Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.



# 10 Ways Faculty Can Support Student Success

1. Ask students about their educational and career goals (directed).
2. Integrate career and educational goal exploration into course assignments (directed, focused, engaged).
3. Provide regular and meaningful feedback to students about their performance and progress (focused, engaged).
4. Regularly ask students if they understand the course materials and direct them to available assistance when needed (nurtured, engaged).
5. Learn your students' names and ask them how they are doing (nurtured, connected).
6. Create opportunities for students to provide feedback on their experience in your course throughout the term (engaged, valued).
7. Show students that you are proud to work at Si Tanka University and that they should be proud to be enrolled at STU (connected).
8. Provide opportunities for and encourage students to connect with and support each other (connected, nurtured, engaged).
9. Incorporate opportunities for students to share their personal and family history and culture in class assignments (valued, engaged).
10. Connect or provide students with opportunities to help their peers (valued, engaged<sup>12</sup>).

# 10 Ways Everyone Can Support Student Success

1. Ask students why they are in school (directed, focused, nurtured).
2. Help students navigate their way through the different offices, programs and services at the school (connected, directed, engaged).
3. Connect students with services or resources that can help them with career exploration, goal selection and ongoing academic assistance (directed, engaged, connected).
4. Have high expectations for students and hold them accountable (focused, nurtured) Learn your students' names and ask them how they are doing (nurtured, connected).
5. Ask students for feedback about their experience, including what works, what needs improvement and what's missing (engaged, valued).
6. Encourage participation in out-of-class activities (engaged).
7. Help students build peer support networks (connected, valued).
8. Show students that you are proud to work at your institution and that they should be proud to be enrolled at STU (connected).
9. Recognize the value of students' talents, abilities, skills and experiences and connect them with opportunities to contribute (valued).
10. Communicate and demonstrate to students that you care about their success (nurtured, valued).

# Delivering Classroom Instruction

- ▶ Lecture is principal method of instruction - used 80% of class time
- ▶ Lectures focus mostly on low-level factual materials - 90% of questions are based on recall
- ▶ About 30% of questions result in no student response
- ▶ Students with higher GPA, and higher socio-economic background benefit most from lecture
- ▶ Lecture-recall is pretty effective for immediate recall of factual information, but...
- ▶ “The more you say, the less people remember.” (Gustave Flaubert)

# Delivering Classroom Instruction

- ▶ Active learning, collaborative learning, computer-based instruction can be very effective
- ▶ Student participation, students leading discussion, students learning in groups can have better results than lecture
- ▶ Lecture + enhanced info with technology is effective: slides, comprehension questions, animations, music, holding students' attention
- ▶ Allow students to participate actively in their own learning
- ▶ Active learning helps develop life-long learning skills
- ▶ Make content relevant

# Delivering Classroom Instruction

- ▶ Make requirements meaningful
- ▶ Hold high expectations
- ▶ Use active, directed, guided discussions
- ▶ Consider service learning
- ▶ Manage the classroom so that everyone can learn and nobody's time is wasted
- ▶ Respect students, expect them to respect each other and you
- ▶ Share the joy of learning!

## Part 2: Nuts and Bolts for Instructors

# Resources for info at STU:

- ▶ Faculty Handbook (online)  
▶ <http://www.sitanka.us/faculty-handbook>
- ▶ Student Handbook (online)  
▶ <http://www.sitanka.us/student-handbook>
- ▶ Current Catalog  
▶ <http://www.sitanka.us/admissions/catalog>

# SI TANKA UNIVERSITY ONLINE LIBRARY

Si Tanka University online library supports the University community in providing accessible, affordable, innovative, high-quality learning opportunities and degree programs that meet the diverse needs of individuals pursuing integrity in their lives, professions, and communities through research, resources, instruction, and services.

## ONLINE CATALOG

Books, audio books, music, recordings, DVDs, newspapers, periodicals, digital collections.

## DATABASES

Though there are many databases available to users through the library, these three databases are especially useful when beginning the research process:

### ProQuest



ProQuest is a multi-disciplinary collection of databases; you can find information on almost any subject matter, so it is a good place to start any research.

### EBSCOHost



Academic Search Premier, one of the databases available through EBSCOHost, is a highly multi-disciplinary database, also covering almost any subject matter from business to IT.

### JSTOR



JSTOR is a completely full-text, scholarly journal database with book reviews that have appeared in scholarly journals.

# Six reasons STU students choose to use their online library's resources for research and other assignments:

1. They can access a vast array of resources at (or through) the library.
2. They can trust the quality of the library's resources.
3. It's easy and convenient for students to find what they need at the library.
4. They want (and need) the assistance of librarians and library staff.
5. The library offers an environment conducive to study and research.
6. Library resources help students use and cite materials accurately.

# Research Guides

Research Guides are a starting place for conducting research within a specific subject area. Each subject guide provides information on electronic resources, print journals, books, websites, and more that are specific to that subject area. All the major disciplines offered at Gordon have a research guide to help you learn more about library resources in your area of interest. Specific Course Guides for certain disciplines are also available from the subject research guides.

Guides also exist for specific resources such as government information and ebooks. Here you can find information on access for each of these types of resources.

## Article Databases

databases containing journal articles, reports, etc.

## Books

ebook databases and ebook catalog widget

## Dictionaries and Encyclopedias

definitions, explanations, background info, statistics, etc.

## Journal Finder

search by journal title or browse by subject area

## Multimedia

collections of images, video and audio resources

## Newspapers

databases containing news articles

# Dates

- ▶ Link to Academic Calendar:
- ▶ <http://www.sitanka.us/calendar>

# Your Absences

- ▶ Only when necessary
- ▶ Let the Academic Department Chair and Administrative Assistant know **in advance**
- ▶ If there is enough time to do so, the Department Chair will find a substitute
- ▶ In the case of emergency, let the department Chair and Admin know as soon as possible
- ▶ Notify students via e-mail as soon as possible
- ▶ Do NOT cancel class unless absolutely necessary - your meeting hours affect student learning, and our funding from the state

# Office hours

- ▶ For full time instructors: 4 hours per week, one can be “virtual” but arranged in advance and posted on syllabus and with notification to the Department Chair
- ▶ For adjunct instructors: 4 - 9 paid hours, depending on class assignments
- ▶ Notify school Admin asap, if you have not done so already, that you plan to hold office hours
- ▶ Office hours for Adjuncts can be held in shared office space, check with Admins
- ▶ Effective use of office hours (examples): review of exams or homework, review of assignment drafts, study session, general tutoring in the Academic Success, other ideas...?

# Are There Standard Syllabus Elements?

\* Yes, and they must match the Course Outline of Record

\* Give your Admin Assistant a copy of each syllabus.

Course title and number	Course prerequisites and advisories, if any
Course description and objectives	Course content outline
Student Learning Outcomes	Instructor contact information, including STU e-mail address
Methods of student evaluation, types and number of exams	Grading standards
Attendance requirements, including last date to drop the class and receive a "W" (See the Academic Calendar "Important Dates" for actual date.)	Outside of class homework expectations
Additional requirements for this class	Dates of mid-term and final examinations
Dates of semester holidays	Office Hours

# Take Attendance? Yes

- ▶ Sign, and turn in, attendance rosters for census by due dates posted and e-mailed to you
- ▶ TBA or positive attendance: Turn in attendance rosters to your Admin at the end of the term
- ▶ Pay close attention to the *Critical Dates* listed on your roster, and be sure to drop “no show” students immediately

# I'd really like to move the time or location for my class...

## ▶ NO!

- ▶ Locations are centrally assigned
- ▶ We must know where you and your students are
- ▶ Students register for times/places they can meet
  
- ▶ ***Be on time for your classes!***
  - ▶ Be a model for success for your students
  - ▶ Meet the total required minutes for your credit units

# Can I skip the final exam? Or have a pizza party instead of a final exam?

▶ **NO!**

- ▶ A final examination or an *appropriate culminating activity* is required in all classes
- ▶ *The time scheduled for the final examination is counted toward meeting the minimum number of hours of a class; therefore, there can be NO exceptions to this policy*
- ▶ *Do NOT change the date, time, or location of your Final Exam*

# Can I turn in my final grades after my vacation? Let's say, next term?

▶ **NO!**

- ▶ Turn your grades in 4 calendar days from the last day of the term
- ▶ Late grades prohibit students from registering in classes that need a pre-req, or a passing grade in an earlier level of a sequence
- ▶ Remember, you cannot change the date, time, or location of your Final Exam

# Do I need to do anything more than teach my classes?

- ▶ All instructors:
  - ▶ Flex activities: some are mandatory, some optional
  - ▶ Professional development: opportunities and funding are available through Senate
- ▶ Full time instructors:
  - ▶ Service expectations also include active participation in Program Review
- ▶ Adjunct instructors:
  - ▶ Optional active participation in Program Review

# Do I need to do anything more than teach my classes?

- ▶ Student Learning Outcomes (SLO) and assessments of SLO are required for all instructors
- ▶ SLO are written by STU faculty and for existing classes, so use the approved versions
- ▶ Full-time faculty: SLO assessments are part of job duties, and part of the faculty evaluation process
- ▶ Part-time faculty: SLO assessments are part of job duties, and limited pay is available for this work

# One of my students is disrupting my class...

- ▶ Talk to the student if possible, away from other students
- ▶ Ask the Department Chair for suggestions or intervention
- ▶ Refer students to Student Code of Conduct
- ▶ If behavior does not resolve, STU will act to address it via Office of Student Services
- ▶ In an emergency during class, have a student call 911

# What grades can I assign?

▶ Symbol	Definition	Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, Less than Satisfactory	1
F	Failing	0
P	Pass (At least satisfactory; units awarded not counted in GPA.)	
NP	No Pass (less than satisfactory; units not counted in GPA. Will be considered in progress probation and dismissal procedures.)	

# What if things go very wrong?

- ▶ During a natural disaster (flood, fire, earthquake, etc.) or other emergency situation which may affect the operation of the School, information on operations will be distributed to KRRO FM (103.7) .
- ▶ Text messages will be sent to your phone (phone # in Banner)
- ▶ For Police, Fire, and Medical Emergencies: call **911**
- ▶ What to do when violence occurs: Call **911**
  
- ▶ ***In an intense situation... Take time, compose yourself, and remember to:***
- ▶ ***1. Stay calm - don't allow emotions or ego to be hooked.***
- ▶ ***2. Maintain moderate voice level.***
- ▶ ***3. Refrain from threats, demeaning statements, or vulgarity.***
- ▶ ***4. Listen - with empathy and compassion.***
- ▶ ***5. Remember not to touch the person or invade his/her personal space.***
- ▶ ***6. Back off if you feel threatened.***

Final Note:

BE WELL,  
DO GOOD WORK,  
AND KEEP IN TOUCH.

# Faculty Orientation Affidavit

I \_\_\_\_\_ have received my orientation booklet and have been trained on the use of the online library and resource learning center.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# New Student Orientation

**Admissions Office**

February 2017

Welcome and congratulations on your acceptance to Si Tanka University. We are thrilled that you will be joining our family!

(b)(6)

President

# New Student Orientation

- ▶ Our online orientation is **REQUIRED** for all new full-time and part-time degree seeking students. After you attend orientation, you will be ready to meet with your academic advisor to register!
- ▶ In this Online Orientation we'll tell you about all kinds of opportunity that STU offers, both inside and outside the classroom. We'll also give you the nitty gritty about things like:
  - ▶ Academic Programs and Resources
  - ▶ Student Success and Support Services
  - ▶ Student Life
  - ▶ Campus Safety
  - ▶ And More..

# Who Are We?

## Mission of Si Tanka University

The Board of Directors has established the mission of Si Tanka University as follows:

*Si Tanka University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.*

-Board Action (Approved September 2016)

# Institutional Goals and Objectives

In accomplishing our mission, we are guided by the following basic goals and objectives:

- To help students achieve a superior level of professional skills in business and information technologies.
- To provide programs that meet the needs of the community while consistently reviewing the curriculum ensuring that the applicable skills and knowledge acquired result in employment.
- To offer graduates viable career options by providing quality educational programs based on employer-driven requirements.
- To provide job placement and maintain healthy relationship with students and employers.
- To instill, through knowledge, the ability to contribute to society in a professional and successful manner.
- To provide variable and accessible training opportunities that remain current with the most recent technologies.
- To hire faculty members who are industry experts and demonstrate expertise in their respective fields both professionally and academically.
- To provide our students with a facility that offers technologies and equipment relevant to the field of study.
- To develop within students a desire for life-long learning and education.

-Board Action (Approved September 2016)

# People to Know

- **Harold Harris** – President
- [REDACTED] – Dean of Academic Affairs
- [REDACTED] – Chair, Department of Technology
- [REDACTED] -- Chair, Department of Management

## People to Know

- [REDACTED] – Admissions Director
- [REDACTED] – Registrar
- [REDACTED] – Director of Student Services
- [REDACTED] – Business Manager
- [REDACTED] – Librarian and Learning Resource  
Manager

# Part 1: Effective Learning at Si Tanka University

# College: New Expectations

- ▶ **College is NOT like being in High School**
- ▶ **You are responsible for the following:**
  - ▶ Attending class all the time and being on time
  - ▶ Making sure you purchase books for your courses
  - ▶ Completing assignments on time
  - ▶ Conducting yourself respectfully and treating others respectfully, in and out of the classroom
  - ▶ Asking questions when you don't understand or need further assistance
  - ▶ Knowing your rights and responsibilities as a college student

# What do students need to succeed?

Students are more likely to succeed when *six success factors* are present:

- **Directed:** Students have a goal and know how to achieve it.
- **Focused:** Students stay on track—keeping their eyes on the prize.
- **Nurtured:** Students feel somebody wants and helps them to succeed.
- **Engaged:** Students actively participate in class.
- **Connected:** Students feel like they are part of the school community.
- **Valued:** Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

# Changing Uncertainty to Confidence

## **Rule 1—keys to success**

- ▶ Time management
- ▶ Take mathematics-orientated courses at STU
- ▶ Seek summer employment opportunities

## **Rule 2—academics**

- ▶ Posture for success in mathematics
- ▶ Study hard
- ▶ Get help early and often

## **Rule 3—extra curricular activities**

- ▶ Participate but remember why you're here

# Student Responsibility

- ▶ Attend all the classes
- ▶ Withdraw from class on time
- ▶ Avoid Probation or Dismissal
- ▶ Maintain minimum 2.0 GPA (undergraduate) or 3.0 GPA (graduate)
- ▶ Keep good communication with instructors
- ▶ Seek help from Student Services and/or talk to a counselor for any problem
- ▶ Pay tuition on time

# Academic Advising

## Mandatory for:

- ▶ Curriculum Matters
  - ▶ Degree Requirements
  - ▶ Substitutions (Transfer by Title)
  - ▶ Add-drops
  - ▶ First Year Grade Exclusion
  
- ▶ Registration except Juniors & Seniors

# Contact Information

- ▶ **We must be able to contact you!**
- ▶ **Please keep contact information current, see <https://info.sitanka.us/>**
  - ▶ Your local mailing address
  - ▶ Your local telephone number
  - ▶ Your e-mail address

# Registration

## **On-Line Registration**

- Activate your STU ID
- Log in to Student Portal on G.A.M.E.S.
- Go to MyRecord Tab
- Find STU Registration
- Read “Terms of Use”
- Click on “I Agree” Link
- Then “Look up Classes”

# Credit Hours/Academic Year

## What is a credit hour?

- ▶ One credit hour is equal to one hour and fifteen minutes per week in class for a traditional quadmester. Most classes are three credit hours.
- ▶ For every credit hour spent in class, plan two to three hours studying each week.
- ▶ Full-time enrollment is 9 or more credits (undergraduate) and 6 or more credits (graduate) a quadmester. Part-time enrollment is fewer than 9 credit hours (undergraduate) and fewer than 6 (graduate) in a semester.

## The academic year

- ▶ A school year is comprised of four quadmesters: fall, spring, summer and winter.
- ▶ Every quadmester includes 12 weeks of classes.

# Choosing Your Classes

- Using your Registration Worksheet, determine when classes are offered and build your schedule:
- Login to Student Portal on G.A.M.E.S.
- Go to the Academics tab
- In the “Register for Classes” section in the left channel
  - a. Click “Pick your classes”
  - b. Change Quadmester (if needed)
  - c. Choose Subject Code and Course Number (and Location, if desired)
  - d. Click “Search”
- Browse course offerings, pick an open course that works with your schedule, and record that information on your Registration Worksheet.

# Registering for Classes

- ▶ After recording the CRNs for the specific classes you want to take, you may register for them by returning to the Academics tab and looking for the “Register for Classes” section in the left channel:
- ▶ Click “Register online for credit classes” then click “Lookup and Register for Classes”
- ▶ Select a Term (if needed)
- ▶ Answer Student Intent questions (if prompted)
- ▶ Fill in CRNs in the “Add Classes Worksheet” area
- ▶ Click the Submit Changes button
- ▶ Confirm your current schedule

# After You Register

After you register for classes, take these steps to prepare for the start of the quadmester:

- ▶ Check your STU email and Financial Messages
- ▶ Verify your residency status at Registration Office
- ▶ Get a student ID card from Business Office
- ▶ Pay for classes through Student Portal or at Business Office
- ▶ Buy books from online book stores

# Graduation Requirements

- ▶ Bachelor's degree require the successful completion of a minimum of 120 credit hours with a 2.0 CGPA
- ▶ Master's degree require the successful completion of a minimum of 36 credit hours with a 3.0 CGPA

## Part 2: Nuts and Bolts for Students at Si Tanka University

## Resources for info at STU:

Student Handbook (online)

➤ <http://www.sitanka.us/student-handbook>

Current Catalog

➤ <http://www.sitanka.us/admissions/catalog>

# Tools for Success

## CATALOG

- includes a complete list and description of all courses offered at Si Tanka University
- lists all University policies and procedures, requirements, and information about degrees, transfer requirements, credit by examination, academic renewal, probation, course repetition, etc.

# Tools for Success

## **SCHEDULE OF CLASSES**

- ▶ lists the classes that will be offered during the term and includes specific scheduling information such as meeting dates, times, locations, and instructor names.

## **STUDENT HANDBOOK**

- ▶ Provides information on resources, policies, and services as well as a calendar for scheduling.

## Learning Resources:

Contact Tom Pulver at 717-793-1861 or Eric Keat at the Registration Office

### **Si Tanka University Online Library**

Si Tanka University online library supports the University community in providing accessible, affordable, innovative, high-quality learning opportunities and degree programs that meet the diverse needs of individuals pursuing integrity in their lives, professions, and communities through research, resources, instruction, and services. With your student account, you should be able to access Si Tanka Online Library off campus.

#### **ONLINE CATALOG**

- ▶ Books, audio books, music, recordings, DVDs, newspapers, periodicals, digital collections.

# SI TANKA UNIVERSITY ONLINE LIBRARY

## DATABASES

- ▶ Though there are many databases available to users through the library, these three databases are especially useful when beginning the research process:

ProQuest

- ▶ ProQuest is a multi-disciplinary collection of databases; you can find information on almost any subject matter, so it is a good place to start any research.

EBSCOHost

- ▶ Academic Search Premier, one of the databases available through EBSCOHost, is a highly multi-disciplinary database, also covering almost any subject matter from business to IT.

JSTOR

- ▶ JSTOR is a completely full-text, scholarly journal database with book reviews that have appeared in scholarly journals.

## Four reasons STU students choose to use their online library's resources for research and other assignments:

- 1. They can access a vast array of resources at (or through) the library.
- 2. They can trust the quality of the library's resources.
- 3. It's easy and convenient for students to find what they need at the library.
- 4. Library resources help students use and cite materials accurately.

# Research Guides

- ▶ Research Guides are a starting place for conducting research within a specific subject area. Each subject guide provides information on electronic resources, print journals, books, websites, and more that are specific to that subject area. All the major disciplines offered at Gordon have a research guide to help you learn more about library resources in your area of interest. Specific Course Guides for certain disciplines are also available from the subject research guides.
- ▶ Guides also exist for specific resources such as government information and ebooks. Here you can find information on access for each of these types of resources.

# Research Guides

- ▶ **Article Databases**  
databases containing journal articles, reports, etc.
- ▶ **Books**  
ebook databases and ebook catalog widget
- ▶ **Dictionaries and Encyclopedias**  
definitions, explanations, background info, statistics, etc.
- ▶ **Journal Finder**  
search by journal title or browse by subject area
- ▶ **Multimedia**  
collections of images, video and audio resources
- ▶ **Newspapers**  
databases containing news articles

# Dates

Link to Academic Calendar:

➤ <http://www.sitanka.us/calendar>

# Code of Conduct

## **Academic Integrity**

- ▶ Si Tanka University is committed to high standards of honesty and fairness in academic pursuits. Such standards are central to the process of intellectual inquiry, the development of character, and the preservation of the integrity of the community.

## **Harassment Policy**

- ▶ All members of the university community are responsible for maintaining a cordial environment in which people are free to work and learn without fear of discrimination and/or abuse.

## **Sexual Harassment**

- ▶ Sexual discrimination or harassment is defined as discrimination of a sexual nature or unwelcomed sexual advances or conduct.

## **Hate Crimes Policy**

- ▶ Hate crimes include public offenses such as assault, criminal mischief, trespass or arson when committed against a person or person's property because of a person's race, color, religion, ancestry, national origin, political affiliation, gender, sexual orientation, age, disability, or a person's association with a person of any of the above determinants.

# Safety and Security On and Off Campus

Individuals must assume responsibility for their own personal safety and the security of their personal belongings by taking simple, common sense precautions.

- ▶ Valuable items, such as stereos, cameras, and televisions, should be conspicuously marked.
- ▶ Students should keep their vehicles locked at all times and do not keep items where they can be seen.

You should report any suspicious-looking individuals whom you feel do not belong at the University or any unusual incidents in and around the campus dial direct call 605-728-1941.

## Disability Policy

Si Tanka University is committed to providing opportunities for higher education to students with disabilities and to making the education programs, activities, and facilities at the university fully accessible to students with disabilities. All accommodations for students with disabilities are handled by the Office of the Registrar. The Registrar shall be the designated Americans with Disabilities (ADA) compliance officer.

# Confidentiality

Si Tanka University is obliged to maintain confidentiality regarding a student's disability. All information collected is strictly utilized for the benefit of the student. Disability-related information is collected and maintained separately from the student's university record and access is limited to staff members of the Compliance Office. Student files within the Compliance Office are maintained for a period of five (5) years after a student's last date of attendance. After five (5) years of nonattendance, a student's disability records will be destroyed in a confidential manner.

# Orientation Completed!

- Congratulations! This completes the online orientation.
- If you have any questions, please contact the Admissions Office at (605) 728-1941 or stop by the Office of Student Services

## Student Orientation Affidavit

I \_\_\_\_\_ have received my orientation booklet and have been trained on the use of the online library and resource learning center.

\_\_\_\_\_  
Signature

Date: \_\_\_\_\_

# Thank you!



Narrative 15: The Curriculum Committee met on February 21, 2017 to address undergraduate elective course changes in order to meet the ACICS requirement of 60 semester credit hours in the student's concentration (major). The Committee approved adding additional concentration electives so students would have a sufficient number of concentration courses to select from to meet the 60 semester hours requirement. The meeting minutes with new elective courses have been uploaded.

Supporting Document 15:

1. Minutes of the February 21, 2017 Curriculum Committee meeting.
2. Catalog p. 49.

## CURRICULUM COMMITTEE MINUTES

February 21, 2017 10:00 a.m.  
Classroom 3

Present

Meeting was called to order at: 10:00 by [REDACTED] Dr. [REDACTED] introduced the new student members [REDACTED]. He also introduced alumnus [REDACTED]. These student will be participating members of the Committee and we welcome their participation.

### Meeting Minutes

Meeting minutes from December 9, 2016 was distributed.

On a motion made by [REDACTED] and seconded by [REDACTED] the Committee unanimously approved the minutes, as presented.

The following proposals were acted upon:

### Out of Classroom Assessment

[REDACTED] led a discussion on assessment methods. She described the assessment center concept implemented at some universities. She also talked with the committee about assessing across the University and/or within departments, pre/post assessment, moving assessment closer to graduation, using external coders better and to a greater extent, and questioned how we can motivate/award the student for participating in assessment. Members were generally supportive of the assessment center concept and encouraged [REDACTED] to develop this idea further. In addition, members were encouraged to continue to discuss how to effectively assess our new learning objectives. [REDACTED] will continue to build on ways to use stand-alone assessment on a bigger scale.

On a motion made by [REDACTED] and seconded by [REDACTED] the Committee unanimously approved the Out of Classroom Assessment proposal.

### Survey of MGT 472 – Operations Management Course Preparation

[REDACTED] team leader for MGT 472, was present to take part in the discussion on the survey asking students to list the number of minutes spent outside class preparing for each of the course topics/assignments/projects. After discussion, with further explanation on the ultimate feedback to be gained from the survey, the committee felt the survey approved at the last meeting will not serve its intended purpose. Instead the following was approved by the committee: (1) this

quadmester additional questions will be included on the informal survey presently given to students at the end of the quadmester which will ask on average the number of hours they spend per week on projects outside of class time; if they are currently employed, the number of hours worked per week; if they are currently taking MGT 472 or have they already completed that class; and (2) next fall during each of the large MGT 472 lectures students will be asked to indicate the time they spent on assignments outside class that week. The committee felt collecting this information will prove valuable in assessing student work load in MGT 472.

On a motion made by [REDACTED] and seconded by [REDACTED] the Committee unanimously approved the Survey of MGT 472 – Operations Management Course Preparation proposal.

### **Undergraduate Elective Courses**

[REDACTED] led a discussion of the proposed undergraduate elective course changes. The following are proposals for approvals:

1. For Bachelor of Business Administration (BBA) in Finance, change the electives from:

“Electives: 15 credit hours

Professional Electives (Choose 5 undergraduate courses from ACC, MGT, CSC, ECO, FIN, IFS, MKT)”

To:

**Electives:                    15 credit hours**

ACC 215	Computerized Accounting
ACC 319	Managerial Accounting
ECO 307	The Global Economy
FIN 267	Personal Finance
FIN 352	Security Valuation
FIN 439	Behavioral Finance
MGT 300	Strategic Planning
MGT 313	Teams, Groups and Leadership
MKT 377	E-Commerce

On a motion made by [REDACTED] and seconded by [REDACTED] the Committee unanimously approved the changes of electives in Bachelor of Business Administration (BBA) in Finance.

2. For Bachelor of Business Administration (BBA) in Management, change the electives from:

“Electives: 15 credit hours

Professional Electives (Choose 5 undergraduate courses from ACC, MGT, CSC, ECO, FIN, IFS, MKT)”

To:

**Electives: 15 credit hours**

ACC 215	Computerized Accounting
ACC 319	Managerial Accounting
ECO 307	The Global Economy
FIN 267	Personal Finance
FIN 352	Security Valuation
FIN 439	Behavioral Finance
MGT 431	Project Management
MGT 445	Small Business Management
MKT 377	E-Commerce

On a motion made by [REDACTED] and seconded by [REDACTED] the Committee unanimously approved the changes of electives in Bachelor of Business Administration (BBA) in Management.

3. For Bachelor of Science in IT in Computer Science, change the electives from:

“Electives: 15 credit hours

Professional Electives (Choose 5 undergraduate courses from ACC, MGT, CSC, ECO, FIN, IFS, MKT)”

To:

**Electives: 15 credit hours**

CSC 365	Programming Hand Held Devices
CSC 368	Web Programming
CSC 417	Object-Oriented Programming
CSC 420	Image Processing
CSC 433	Information Retrieval
IFS 337	Principles of Decision Making
IFS 377	Data Mining
IFS 411	Cyber Security

On a motion made by [REDACTED] and seconded by [REDACTED] the Committee unanimously approved the changes of electives in Bachelor of Science in IT in Computer Science.

4. For Bachelor of Science in IT in Management Information Systems, change the electives from:

“Electives: 15 credit hours

Professional Electives (Choose 5 undergraduate courses from ACC, MGT, CSC, ECO, FIN, IFS, MKT)”

To:

**Electives:                    15 credit hours**

CSC 325	Operating Systems
CSC 327	Data Structure
CSC 332	Data Communication
CSC 417	Object-Oriented Programming
CSC 433	Information Retrieval
IFS 381	Business Process Management
IFS 439	Business Intelligence
IFS 444	Systems Analysis and Design

On a motion made by [REDACTED] and seconded by [REDACTED] the Committee unanimously approved the changes of electives in Bachelor of Science in IT in Management Information Systems.

The meeting adjourned at 12:11 p.m.



**Electives:****15 credit hours**

ACC 215	Computerized Accounting
ACC 319	Managerial Accounting
ECO 307	The Global Economy
FIN 267	Personal Finance
FIN 352	Security Valuation
FIN 439	Behavioral Finance
MGT 431	Project Management
MGT 445	Small Business Management
MKT 377	E-Commerce

Narrative 16: Current students and alumni have been invited to join the Advisory Board and Curriculum Committee based on their desire to serve and selection by the student body. Those selected attended the February 16, 2017 Advisory Board meeting and the February 21, 2017 Curriculum Committee meeting. They were introduced and participated. Their names appear in the minutes which have been uploaded.

Supporting Document 16:

1. Minutes of the February 16, 2017 Advisory Board meeting.
2. Minutes of the February 21, 2017 Curriculum Committee meeting.

**Si Tanka University  
Advisory Board Meeting Minutes  
February 16, 2017  
Classroom 3**

**Advisory Board Members present:**

[REDACTED]

**STU director/staff present:**

[REDACTED]

**Meeting was called to order at:** 10:00 by Chairman [REDACTED]

**Meeting Minutes**

Meeting minutes from October 8, 2016 were unanimously approved.

**President Harris welcomed** everyone and each person present introduced his or her self.

**President Harris gave a University update.**

President Harris gave a University update. The President introduced new student member [REDACTED] and alumni, [REDACTED] who will join the Advisory Board as full participating members. We look forward to their participation.

The ACICS Site Visit took place on February 2 and 3, 2017. The visiting Team was composed of an ACICS staff member and four specialists from different areas of university operations. During the visit, the Team members interviewed University staff, faculty and students. They observed classes and reviewed University documents. During the exit

interview told us they would be writing us up for 16 Findings, none being major and all fixable. Our site visit report should arrive in approximately two weeks. We will then have approximately two weeks to respond. Our responses will be reviewed by another committee and they will make a recommendation to the ACICS Commission as to whether or not Si Tanka should be accredited. Our goal is to be accredited by ACICS during their April 2017 Commission meeting.

## **Committee Reports**

### **██████████ – Legislative Committee**

██████████ provided a brief update on the state of student health insurance options. Bidding will begin in March and will probably result in two to three options for the university to choose from. For the most part, students do not have much say in which carriers or plans are chosen. For example, increases can be distributed such that all plans see a smaller percentage of increase or such that one type of plan sees a large increase while others see none. The hard waiver (minimum coverage requirement, mental health options, etc.) is not open to negotiation.

### **██████████ - Leadership Committee**

██████████ mentioned there was general interest in trying to bring in some speakers to talk about what people do after they receive their Ph.D., especially for those in non-academic careers. One area of particular interest is people not working directly in science. This also led to discussion of something done in the past with a panel of people discussing their careers. We agreed to try and identify some names and see if we could invite some people in for this.

### **██████████ - Careers Committee**

We will create a survey to send to recent graduates to see how they conducted their job search and to find out what they feel worked and what didn't. The survey should be short, consisting of three to four questions, which may vary by department.

### **██████████ - Development Committee**

In light of the setback that no students enrolled in the Fall offering of BSIT-MIS our discussion focused on marketing the program. The previous Spring had good enrollment, so what was the difference? Salman noted that there were numerous opportunities to present the program at the high schools during the Fall quadmester, but not so much during the Spring quadmester. Perhaps “extra” marketing effort to high school students would be required in Spring semesters. Posters, fliers, and other materials should be provided to the high schools.

**In closing the President suggested the next meeting** would be in the fall 2017, either September or October. In the meantime, each committee chair should contact each their members for a status report each month. There was no further business.

Chairman [REDACTED] adjourned the meeting at 12:44 pm.