RASMUSSEN COLLEGE LEARNING CENTERS

Updated 2013-2014 by Andrew Burklund (St. Cloud)

# Learning Center Coordinator Manual & Handbook

# Learning Center Coordinator Manual & Handbook

# TABLE OF CONTENTS

## LCC Job Description

| Job Title: | Learning Center Coordinator | FLSA Status: | Exempt |
|---|---|---|---|
| Division/Department: | Academic Affairs | Position Type: | Full-time |
| Direct Supervisor: | Regional Learning Center Manager | Travel Required: | 25% |
| Date Created: | 11/22/2013 | Last Revision Date: | 11/22/2013 |

**POSITION SUMMARY:**

The Learning Center Coordinator serves as an academic partner for students, graduates, faculty, staff, and community members by providing learning services support that leads individuals to discover and achieve academic goals. As such, the Learning Center Coordinator collaborates with Rasmussen College team members, including directors, deans, faculty, students, and other key stakeholders to understand student needs and develop resources effective in helping students achieve academic success. The Learning Center Coordinator is an advocate for student success and student support within the Rasmussen College community, and actively communicates about resources and learning/tutoring services to students, faculty, student advisors, program managers, and other campus staff to ensure awareness of resources, technologies, and support. The Learning Center Coordinator is an expert in student learning, and seeks opportunities to support others by sharing this knowledge through collaboration. Demonstrating a commitment to Rasmussen College's mission, vision, and values in daily activities as well as supporting an environment of understanding, acceptance, and appreciation for diversity is the responsibility of each and every employee in our organization.

**PRIMARY RESPONSIBILITIES, ESSENTIAL FUNCTIONS, AND REQUIREMENTS:**

**The essential functions of the position include, but are not limited to, the following tasks, duties, and responsibilities consistent with the function. The employee is expected to perform all other duties as requested, directed, and/or assigned.**

Student Learning Outcomes:

- Collaborate with peers across teams to provide core Learning Center and Library support services, as well as intermediate and advanced Learning Center services, to students, faculty, and staff using a variety of communication channels.

- Deliver learning skills instruction in multiple modalities to individuals and groups of students, faculty, staff, and community members using adopted learning skills objectives and established best practices for lesson plan construction, delivery, and assessment.

- Identify, use, and direct users to the most appropriate service or platform for their needs (i.e., webinars, support case tracking, online courses, etc.)

- In collaboration with other Learning Center Coordinators and Librarians, create and advocate web and print-based instructional and programming resources.

- Through communication, training, and consultations, direct students to proactive tutor appointment scheduling and consistent appointment attendance.

- Promote a positive academic culture of independent learning and growth mindset within the scope and resources of the role.

Student Learning Outcomes (continued):

- Track and assess Learning Center services and tutoring usage; analyze data to improve resources and services and inform innovation.

- Document service and communication transactions in a timely and thorough manner.

- Contribute to campus, region, and College-wide assessment processes.

Team Collaboration:

- Support the quarterly academic audit in collaboration with campus and regional team members according to established procedures and protocols.

- In collaboration with faculty, provide embedded workshops, webinars, and instruction on learning services topics.

- Communicate with peers across teams on student concerns in a timely and prudent manner.

- Establish frequent, cooperative communication with campus and regional team members in various departments to relay and receive information on Learning Center services.

- Support College disciplines by providing curriculum and instruction assistance, learning skills instruction, and help with accreditation and licensing needs.

- Engage campus and Learning Center and library personnel in creating mutual goals that ensure appropriate levels of academic support for students.

Resource Planning and Organization:

- Establish consistent new-student and start-of-quarter programming to ensure student preparedness and enhance the likelihood of student academic success, in alignment with college-wide Learning Center practices and procedures.

- Support academically at-risk policies and procedures and provide student consultations to help support campus, regional, and College student success goals; use student assessment results and other relevant data to inform individual consultations and College-wide initiatives.

- Create, maintain, and market a collaborative, web-based tutoring schedule that best meets students' needs (program, time, and modality).

- Develop digital and print-based instruction materials in collaboration with Learning Center and library team members.

- Maintain neat and orderly Learning Center spaces for the use of College and community members.

- Manage the use of the Learning Center in accordance with Learning Center, campus, and college policies and procedures.

Service Orientation:

- Participate in College events, including, but not limited to, graduation, orientation, community service days, campus outreach, and diversity programs.

- Actively participate in Learning Center committees and serve as a Learning Center representative for internal and external local, regional, and national committees.

- Lead or co-lead diversity and general education programming in collaboration with faculty and staff.

- Serve as a sponsor of honor society or student leadership organizations.

- As requested by the Academic Dean and assigned by your manager, support campus administrative duties (i.e., front desk coverage, proctoring, schedule confirmation calls, etc.).

Communication:

- Engage in active listening and communication with peers, faculty, staff, students, and campus constituents.

- Exercise tact, diplomacy, and discretion in dealing with sensitive circumstances.

- Engage with current and potential Learning Center users through various social medial channels.

- Document Learning Center user interactions and transactions using approved documentation tools and methods.

- Regularly participate in campus, regional, and Learning Center and library team meetings as requested by the campus Academic Dean and/or assigned by your manager.

- Develop and distribute Learning Center and library resources and communication in various mediums, either individually or in collaboration with team members.

Training, Professional Development, and Networking:

- Complete all onboarding and tool training obligations.

- Represent the College in local, state, regional, and national learning center consortia, professional organizations, and conferences.

- Actively engage in and contribute to internal and external training and professional development opportunities.

- Establish and maintain a professional peer network across the College Learning Center and Library team.

Hiring and Building a Team:

- Hire, train, supervise, and evaluate student employees using established protocols.

- Support training and development needs of student employees across the College.

- Support onboarding of new Learning Center and campus team members (faculty, staff, administrators) through Learning Center orientation and training activities.

- Develop, lead, and assess synchronous and asynchronous student employee training per need and national standards.

- Collect and regularly audit student employee documentation to ensure student employee training program standards are met and ensure compliance with national standards and best practices.

## EXPERIENCE AND QUALIFICATIONS:

Required:

- Ability to work independently and collaboratively as a member of a team and with other departments, both in person and virtually.

- Ability to work a flexible schedule as the College and student needs dictate, including evenings and weekends and at various sites.

- Proven customer service experience in a professional environment.

- Strong multi-tasking, organizational, planning, and coordination skills.

- Must be self-motivated, flexible, patient, and solutions-oriented.

- Able to set own priorities, work effectively under pressure, and meet frequently occurring deadlines with minimal supervision.

- Must be proficient in Microsoft Office Suite, with an emphasis on Outlook, Word, Excel, and PowerPoint.

- Must have a strong command of the English language, both in oral and written form, and possess excellent written and verbal communication skills.

Preferred:

- Previous tutoring experience.

- Familiarity with common forms of social media (Facebook, Twitter) and their use for student engagement in higher education.

- Familiarity with webinar/webcasting/web conferencing software.

| EDUCATION, CERTIFICATIONS, AND LICENSURES: | | |
|---|---|---|
| Master's Degree required. Master's Degree in Education, Psychology, or Library Science/Library Information Studies preferred. | | |

**SIGNATURES AND CERTIFICATIONS**

| Approved By: | | | |
|---|---|---|---|
| | Name | Title | Date |
| | | Regional Human Resource Generalist | |
| | Name | Title | Date |

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, competencies, and skills required of personnel so classified. Furthermore, this job description is subject to vary or change at any time based on the current needs of the business or due to reasonable accommodation.

I certify that I have reviewed and been provided a copy of the current job description for the position which I am assigned.

Employee Name (Print)          Employee Signature                    Date

# Learning Center Mission Statement

The mission of the Rasmussen College Learning Centers is to inspire and empower students to become independent, life-long learners. We do this by:

- Creating online and residential environments in which learning is challenging and rewarding - where critical thinking is prized and mistakes promote growth
- Building relationships with students, staff, and the community to offer a wide range of tutoring and academic support that recognizes the diverse needs of our student population

We aim to enrich the student experience, enhance learning satisfaction, and deepen learners' understanding of course content.

Library and Learning Services Team
Organizational Chart – by Region/Campus
Effective October 15, 2013

Emily O'Connor
Dean of Library & Learning Services

Matthew Otremba
Director of Training & Development

BethMarie Gooding
Associate Dean, Library

Jon Mladic
Associate Dean, Learning Center

Suzanne Schriefer
Library Manager, Midwest Region

Sara Stambaugh
Library Manager, Great Lakes Region

Jan McCartney
Library Manager, Southeast Region

Librarians, Midwest Region

Librarians, Great Lakes Region

Librarians, Southeast Region

Erin Lasley
Learning Center Manager, Midwest Region

Jennifer Stoker/TBD
Learning Center Manager, Great Lakes Region

Jennifer Stoker
Learning Center Manager, Southeast Region

Learning Center Coordinators, Midwest Region

Learning Center Coordinators, Great Lakes Region

Learning Center Coordinators, Southeast Region

# Regular Duties

The general purpose of the Learning Center Coordinator and the LLC Team is to provide students with resources and Academic Support. Thus, the day to day operations of the Learning Center Coordinator can range greatly from day to day. Some of the following items are "typical" from campus to campus. Visit with your Regional Manager and Campus Dean to discuss specifics.

## <u>Daily</u>
1. *Tutor Match*
   a. LCCs should log into Tutor Match daily to manage tutoring appointments.
   b. Work with Tutors to make outreach to no-show appointments.
2. *Check in with Tutors*
   a. Encourage regular tracking of tutoring appointments and student concerns.
3. *Faculty*
   a. Work with faculty on office hour schedule.
   b. Communicate about students in courses who might need support.
4. *Campus Meetings & Appointments*
   a. Work closely with the Academic Dean and Librarian to coordinate meetings that need to be attended.
      i. Retention Huddles – Discuss at-risk student
      ii. Student Appointments – You may be asked from time to time to meet with at risk students to discuss coursework, time management, grades, etc.
      iii. Faculty Meetings – Meet with Academic Dean to discuss attendance.

## <u>Weekly</u>
1. *UltiPro*
   a. Remind tutors to turn in timecards before end of day on Friday.
   b. Approve tutor timecards by 10am each Monday and send copies to Financial Aid representative in charge of work study funding.
2. *SAP Communication*
   a. Although weeks of the quarter will vary with frequency and intensity of contact, the LCC should attempt weekly outreach to students on Academic Warning and Academic Probation/No Aid.
3. *Student Body Communication*
   a. Make regular contact with student body to communicate resources and tutoring services. Some communication is centralized. Check with Regional Manager to ensure communications are consistent with entire team. Also, work in collaboration with the campus Librarian on communication of shared resources (ie webinars, learning tools)
4. *Library/Learning Center Team Call*
   a. Schedule can vary. Usually scheduled for 1.5 hours. See Regional Manager for schedule.
5. *One-on-One & BFA*
   a. This meeting usually takes place once per week and is scheduled with your Regional Manager. Utilize BFA template and send to Manager and Campus Dean each week before specified deadline.

# Academic Calendar

Rasmussen College utilizes a year-round quarterly system to operate classes.  Furthermore, Rasmussen College starts students 8 times per year on a full quarter and half quarter model (not applicable for all programs).  Advisors provide scheduling for all students.

# 2014 Academic Calendar

| WINTER | SPRING | | FALL |
|---|---|---|---|
| Jan 6 - Mar 23 | Apr 7 - Jun 22 | SUMMER | Oct 6 - Dec 21 |
| Mid Qtr:  Feb 10 - Mar 23 | Mid Qtr:  May 12 - Jun 22 | Jul 7 - Sep 21 | Mid Qtr:  Nov 10 - Dec 21 |
| | | Mid Qtr:  Aug 11 - Sep 21 | |

# 2015 Academic Calendar

| | SPRING | SUMMER | |
|---|---|---|---|
| WINTER | Apr 6 - Jun 21 | Jul 6 - Sep 20 | FALL |
| Jan 5 - Mar 22 | Mid Qtr:  May 11 - Jun 21 | Mid Qtr:  Aug 10 - Sep 20 | Oct 5 - Dec 20 |
| Mid Qtr:  Feb 9 - Mar 22 | | | Mid Qtr:  Nov 9 - Dec 20 |

# 2016 Academic Calendar

| WINTER | | SUMMER | FALL |
|---|---|---|---|
| Jan 4 - Mar 20 | SPRING | Jul 5 - Sep 18 | Oct 3 - Dec 18 |
| Mid Qtr:  Feb 8 - Mar 20 | Apr 4 - Jun 19 | Mid Qtr:  Aug 8 - Sep 18 | Mid Qtr:  Nov 7 - Dec 18 |
| | Mid Qtr:  May 9 - Jun 19 | | |

# 2017 Academic Calendar

| WINTER | SPRING | | FALL |
|---|---|---|---|
| Jan 3 - Mar 19 | Apr 3 - Jun 18 | SUMMER | Oct 2 - Dec 17 |
| Mid Qtr:  Feb 6 - Mar 19 | Mid Qtr:  May 8 - Jun 18 | Jul 3 - Sep 17 | Mid Qtr:  Nov 6 - Dec 17 |
| | | Mid Qtr:  Aug 7 - Sep 17 | |

# Documenting Student Interactions

An important aspect of any job in the Student Services or Academic Affairs world involves documenting student interactions in the online file management system known as Salesforce.  For specifics on Salesforce use, please see the Salesforce section in the 'Technology' section of this manual.

Salesforce records become a part of the academic file of every student.  Documentations should be specific, clear, free of spelling & grammatical errors, and compliant with FERPA regulations.  Documentation should use vague references to specific personal information that should not be shared with others.

Salesforce records can include, but are not limited to communications with a student: e-mails, phone calls, meetings, voicemails, texts, etc.  Salesforce does not typically get utilized for tutoring sessions unless there is a specific reason (ie student missed multiple appointments, student made request for future appointments, etc).  Utilizing Salesforce on a regular basis will help keep a clear and accurate record of communication with the student.

# Student Communication

The LCC regularly communicates with the student body and students Not Meeting Standard Academic Progress (SAP).  Salesforce can be utilized to set up mailing lists and pre-crafted Mass Mail messages.  See the Salesforce section under Technology for additional information.  Additionally, campus specific program e-mail address are available.  Check with the PSC or your Campus Director for a list of e-mail addresses.

Student Communications should promote the Learning Center and academic services and resources.  Communications should be documented as often as possible in Salesforce.  Communications should be free of grammatical and spelling errors.

**All St. Cloud Students**: stcstud@smail.rasmussen.edu

**St. Cloud Program Lists**
Accounting       stcaccounting@smail.rasmussen.edu
Allied Health - HIT      stchit@smail.rasmussen.edu
Allied Health - Medical Lab     stcmedical_lab@smail.rasmussen.edu
Allied Health - Medical Administration        stcmedical_admin@smail.rasmussen.edu
Allied Health - Medical Assisting       stcmedical_assisting@smail.rasmussen.edu
Allied Health - Pharmacy        stcpharmacy@smail.rasmussen.edu
Allied Health - Surgical        stcsurgical@smail.rasmussen.edu
Business Mgmt  stcbusiness_mgmt@smail.rasmussen.edu
Crime Mgmt      stccrime_mgmt@smail.rasmussen.edu
Digi Design & Adv      stcdigi_design@smail.rasmussen.edu
Early Childhood Ed      stcearly_childhood@smail.rasmussen.edu
Law Enforcement         stclaw_enf@smail.rasmussen.edu
Nursing        stcnursing@smail.rasmussen.edu
Paralegal       stcparalegal@smail.rasmussen.edu
HUMAN SERVICES      stchuman_services@smail.rasmussen.edu

# Family Educational Rights and Privacy Act (FERPA)

## Primary Rights of Students under FERPA

- Right to inspect and review education records
- Right to seek to amend education records
- Right to have some control over the disclosure of information from education records

RASMUSSEN
COLLEGE

## Responsibilities of College

- Ensure student rights
- Validate identity
- Privacy of information
- Security of information

**RASMUSSEN**
COLLEGE

## What is an Education Record?

Records that are:
- directly related to a student and
- maintained by an educational agency or institution or by a party acting for the agency or institution

- Includes, but not limited to:
- - handwriting
- - video or audio
- - computer media
- - film
- - print

**RASMUSSEN**
COLLEGE

# Directory Information

Information not generally considered harmful or an invasion of privacy if disclosed.
* Includes, but not limited to:
* - name, address, telephone, email address
* - date and place of birth, photographs
* - participation in activities
* - field of study
* - enrollment status (FT/PT, grad/undergrad)
* - degrees and awards received
* - dates of attendance (not detailed data)

Directory info cannot include SS numbers, race, ethnicity.
**See catalog policy as to what we include for this.**

**RASMUSSEN**
COLLEGE

# Disclosure of Student Information

Student consent not required for the following:
* to school officials with legitimate educational interest
* to Federal, State, and local authorities conducting an audit/evaluation of the institution
* to organizations conducting work on behalf of the institution
* in connection with financial aid
* to parents of a dependent student
* in a health or safety emergency
* to schools in which student seeks or intends to enroll

**RASMUSSEN**
COLLEGE

# Compliant SalesForce Documentation

**GENERAL RULES:**

Avoid opinion statements.

Document factual statements with citation.

Do not include anything in SalesForce
that you would not want the student to read.

**RASMUSSEN**
COLLEGE

---

# Compliant SalesForce Documentation

- Accommodations Disclosure:
  - Student discloses she has dyslexia and had an IEP in high school that allowed for her to have extra time on written assignments and tests.
  - SalesForce Note: Student disclosed information that may affect academic performance. Referred to Brooks Doherty for additional information.

- Medical Leave Disclosure:
  - Student discloses he has been diagnosed with cancer and will be undergoing chemotherapy for the next three months.
  - SalesForce Note: Student disclosed information that may affect student's active status. Referred student to Tracy Tepley for additional information.

**RASMUSSEN**
COLLEGE

# Compliant SalesForce Documentation

- Student calls and discloses she is pregnant, not sure what to do about it, and not sure if she is going to stay in school.

- SalesForce Note: Student shared personal matter, provided resources to her, might affect her remaining in school

- Student shares she's in an abusive relationship.

- SaleForce Note: Provided resources to her for a personal matter

**RASMUSSEN**
COLLEGE

# Compliant SalesForce Documentation

- Parent of a student calls to let Rasmussen know that the student has been incarcerated.

- SalesForce Note: <Name of Person> called to let us know student would not be in class for the next 7 days due to incarceration.

- Student tells you they have not been in class because they have the flu and have been coughing up thick yellow mucus for the past four days.

- SaleForce Note: Student said he has been ill for the past four days.

**RASMUSSEN**
COLLEGE

# Compliant SalesForce Documentation

- Student called complaining about an instructor and how stupid he is for giving the student an F on the latest assignment.

- SalesForce Note: Student expressed a concern regarding an instructor. Escalated to academic dean.

- Student calls and states she is about to commit suicide.

- SalesForce Note: No note.

- Call the police and send them to the student's residence for a wellness check.

- Tell your DSA/campus director.

**RASMUSSEN**
COLLEGE

---

# Compliance as a Resource

**Joshua D. Collier**
*Sr. Compliance Officer - Services*
630.366.2917 (O)
469.338.8865 (M)
joshua.collier@rasmussen.edu

*To anonymously report any compliance concerns:*
**Compliance Hotline: 866-295-3108**
**compliance.hotline@rasmussen.edu**

compliancequestions@rasmussen.edu: For general questions.
highschool.verification@rasmussen.edu: To request HS verification for a student or for diploma review.
backgroundchecks@rasmussen.edu: For any question/request related to the background check process.
rasmussencontracts@rasmussen.edu: For practicum agreement and contract questions, review, and approval.
rasmussenlegal@rasmussen.edu: For accommodations and medical leave requests documentation.

**RASMUSSEN**
COLLEGE

# INTRODUCTION TO THE LIBRARY

## ASSISTS YOU

### PHYSICAL BOOKS AND AUDIO-VISUAL RESOURCES

- The Rasmussen College campuses have a shared library collection of over 43,000 books and audio-visual resources
- All resources may be searched in one online catalog
- Students can borrow items from any campus
- Online students can have materials sent to their homes
- Librarians are able to request resources from libraries throughout the country

### ELECTRONIC BOOKS

- Students have access to over 22,000 electronic books, videos, and audiobooks available to be downloaded or read online from any computer with Internet access

### PHYSICAL MAGAZINES, JOURNALS, AND NEWSPAPERS

- Each campus subscribes to program-related magazines and journals—the same ones professionals in the field read to stay current

### ELECTRONIC DATABASES

- The Rasmussen College library provides a multitude of databases covering a broad range of programs and topics
- Databases may be searched from any computer with an Internet connection to access journals, magazines, newspapers, videos, images, and more

## IMPORTANT REMINDERS

### INSTRUCTION

- Campus librarians offer workshops on campus and online to help students learn to research effectively, use our electronic databases, and develop citations and papers using APA style
- Librarians are available to help students in person, via phone, email, chat, or text

### TOOLS AND TUTORIALS

- NoodleTools for APA reference list and citation assistance
- Short online instructional videos
- Recordings of online workshops for independent viewing
- Subject guides, database guides, an online FAQ database, and other online resources

## ACCESSING THE LIBRARY

### FROM AN ONLINE CLASS

1. When you are logged into one of your online classes, click the Resources tab on the top or in the navigation map on the left.
2. The Library Resources section has several links to meet your needs.

### FROM THE STUDENT PORTAL

1. Log into the student portal: portal.rasmussen.edu.
2. In the Campus Tools section, click Library Resources.

### CONTACT

- Email: librarians@rasmussen.edu
- Instant message: LLCRasmussen on MSN, AOL, and GChat
- Text: 66746 and start your question with "askLLC"

THE LIBRARY IS DEDICATED TO SUPPORTING THE EDUCATION AND INFORMATION NEEDS OF EVERY STUDENT. WE'RE HERE TO SUPPORT YOU.

◆ RASMUSSEN COLLEGE

# INTRODUCTION TO THE LEARNING CENTER

## ASSISTS YOU

- In person and online, one-on-one tutoring for classwork
- General study skills
- Time management skill development
- Organization skills
- Writing assistance in person and online
- Outlining, editing, and brainstorming
- Provide space and support for study groups
- On campus and online workshops to help you become a more successful student
- Handouts with study tips, test preparation, and time management

## CONTACT

- Visit or call your campus learning center
- Email: learningcenter@rasmussen.edu
- Instant message: LLCRasmussen on MSN, AOL, and GChat
- Text: 66746 and start your question with "askLLC"

## ACCESSING ONLINE TUTORING FROM AN ONLINE COURSE

1. When you are logged in to one of your online classes, click on the Resources tab on the top or in the navigation map on the left.
2. The Online Tutoring Service section has several links to meet your needs.

## ACCESSING ONLINE TUTORING FROM THE STUDENT PORTAL

1. Log into the Student Portal: portal.rasmussen.edu.
2. In the Campus Tools section, click Online Tutoring.

## TUTORING

- **PREPARING FOR A TUTORING SESSION**
  Complete assigned readings. Complete as much as possible of your assignment or paper before the session. Bring a copy of your assignment, notes, and books. Prepare specific questions for your tutor.

- **TUTORING IS**
  Clarification and guidance on course material. Assistance with study skills. Development of test-taking and time management skills. Development of writing skills.

- **TUTORING IS NOT**
  A quick fix before deadlines. An "answer person." A way to have your homework checked before you hand it in. A guaranteed perfect score on your assignment or test.

THE LEARNING CENTER AIMS TO ENRICH, ENHANCE, AND EXPAND STUDENT LEARNING. WE'RE HERE TO SUPPORT YOU.

**RASMUSSEN COLLEGE**

# Online Academic Guides (LibGuides)

Online Academic Guides are created by the LLC Team to provide condensed and specific information on/for specific programs/degrees, courses, content areas, and miscellaneous college awareness events.  The guides provide resources for faculty and students in a streamlined fashion.  Information is meant to assist with general questions and may include content area expert librarian contact info, videos, handouts, and external links to useful websites.  The guides are an evolving content area and can be changed by members of the LLC Team.  A full list of guides can be viewed at: **guides.rasmussen.edu**.  Students and Faculty can access the guides from the Student Portal or by clicking a link from the resources tab of any online classroom.

# APA Online Guide

One of the most popular Online Academic Guides utilized by faculty and students alike is the APA Online Guide.  This guide contains up-to-date information on APA including videos, handouts, archived webinars a sample paper, and an APA template.  Students and faculty are highly encouraged to utilize the guide.  The guide can be accessed from the Student Portal or the Resources tab of any online classroom. The guide can also be directly found at **guides.rasmussen.edu/apa**

# ANSWERS Database

The ANSWERS Database is an evolving webpage that contains approximately 1000 Rasmussen specific questions and answers.  The LLC Team built this database to address commonly asked questions from students and staff.  By visiting the ANSWERS Database, a person can type in a question and browse through potential answers which might include videos, handouts, and re-directs to further information.  Information in the Database is far reaching and includes information that is specific to resources, course help, and general troubleshooting for common problems related to ebooks, homework assignments, and computer problems.  The Database is valuable tool for faculty and students alike and can be accessed from the Student Portal or the Resources tab of any online classroom.  The ANSWERS Database can also be accessed at : **rasmussen.libanswers.com**

# LLC Webinar Series

The Webinar Series are offered by the LLC Team throughout the quarter online through Adobe Connect to provide students with workshops that cover topics/information that supports course work. General topic areas include:

| Resources Track | Writing/Research Track | Students Helping Students Track | APA Track | Learning Skills Track | Accelerated Track |
|---|---|---|---|---|---|

Webinars range from 15-60 minutes in length. Webinars are presented by Librarians and Learning Center Coordinators and are archived. Library and Learning Center webinars for **students and staff** are listed on our online calendar: http://guides.rasmussen.edu/llcwebinarseries

- Students can use the calendar to **register** for upcoming webinars.
- Use the tabs (above the calendar) to see the **archives** of webinars offered in the past.
- Visit **http://tinyurl.com/webinar-reruns** to go directly to the archives of this quarter's webinars.

# Brainfuse Online Tutoring & Tutor Match

Rasmussen students can connect with a tutor via our Tutoring Service. To get to the online tutoring, go to the Student Portal and select "Tutoring" or go to the Resources tab of any online course and select the tutoring main page.

The Tutoring Service has 3 tabs: **Expert Help, Study,** and **Collaborate:**
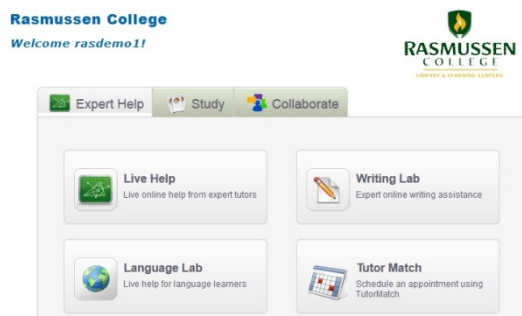


Once logged in, you can work in any of the three tabs:

1. **Expert Tab**
    - **Live Help**
        - Professional tutors available to help. Some, like algebra tutors, are available 24/7. 4 hours per month is allotted for each Rasmussen student. See your Learning Center Coordinator if you run out of time!
    - **Writing Lab**
        - Upload up to 4 papers a month. Get comments on your papers back within 24 -36 hours (weekdays).
    - **Language Lab**
        - Language learning help. Perfect for those learning English.
    - **Tutor Match**
        - Set up a phone, online, or face-to-face appointment with a Rasmussen tutor.

**Study Tab**
   - o Use flash bulb to create, share, and use study aids like **Flash Cards**.

**Collaborate Tab**
   - o **Collaborate** with other students

**Tutor Match** allows you to request an appointment with a Rasmussen tutor, in your specific area of need.  You can request your appointment to be online, over the phone, or in person when available.  Tutor Match is housed with the Online Tutoring Service (also known as Brainfuse)

## How To use Tutor Match

1. Log in to **Online Tutoring Service**
2. Click on **Tutor Match**
3. Select a **School** (the discipline in which you need help; not necessarily your "school of")
4. Select a **Subject** (a specific class or subject)
5. Click on **Schedule**
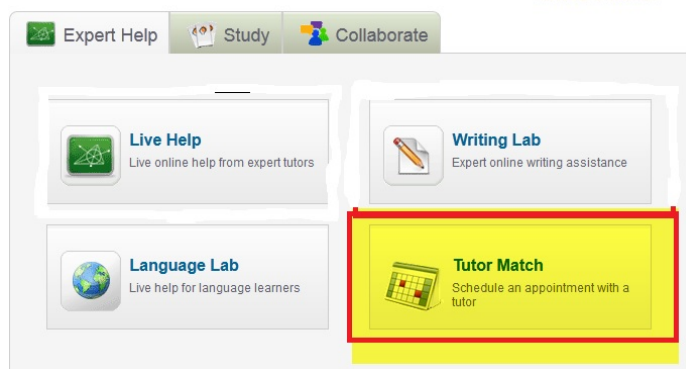
**Request a Tutoring Session**

1. Select your Preferred Modality:
   a. Online
   b. Phone
   c. In Person: Note that the tutor may or may not be able to meet with you in person depending on his/her location

2. Select the date for your appointment.

3. Select a time slot or specific time.  Note that you must request your appointment four hours in advance.

4. If you would like to work with a particular tutor, please find their name in the drop down menu of available tutors to see their availability.

5. Select the tutor you would like to work with.  If no tutor shows as available, choose a different day or time.

6. Enter your phone number and click Update on the PENDING CONFIRMATION screen so that a tutor can contact you if needed.

7. You will receive a confirmation email when your appointment has been confirmed.  Please note that your appointment is PENDING until you receive confirmation.

**Appointment Confirmation and How to Attend**

1. You will see a **pending confirmation page** letting you know that a tutor has been notified of your request
2. When the tutor confirms your request, you will receive a **confirmation email** to your smail account
    1. The modality, time, and date of the appointment will be included.
    2. To attend:
        1. **Online sessions:** Simply come back to the Online Tutoring Service shortly before your session starts and click on *My Calendar* (at the top of the page) and then on *Enter* to access the session and the tutor
        2. **On-Campus sessions:** Simply show up on the correct campus at the day and time indicated
        3. **Phone sessions:** Simply be close to the phone (the one that rings to the phone number you provided) so you can answer and talk when the tutor calls you
3. If you need to cancel a requested appointment:
    1. log into Online Tutoring,
    2. click on My Calendar
    3. click "cancel" next to the appointment that you wish to cancel

# Writing Lab

**Remember: You can submit up to 4 papers to the Writing Lab per calendar month. And if you are finding that is not enough, you might want to start with Grammarly, our automated service, and then come back to the Writing Lab, as needed.**

**Click on Writing Lab from the Brainfuse Tutoring Page.**

**Once there, attach you paper using the <span style="color:red">Browse</span> feature. Add any comments about what you'd like the writing expert to look for and/or attach your assignment instructions. Then click on <span style="color:red">Submit.</span>**



**Once you have submitted you paper, wait 24-36 hours or until you get an email, and then go back into the Writing Lab. Look for the <span style="color:red">Messenger Center</span> to find feedback for your paper!**



**Your feedback might come in a variety of forms. You might get comments within the paper itself, you might get virtual post-it notes, you might get commentary at the beginning or end or your paper.**

# Grammarly

**What:**

- Grammarly is a software that checks grammar, mechanics, spelling, usage and even plagiarism issues.
- Grammarly is **FREE** to Rasmussen students and staff.
- Grammarly is NOT a replacement for working with your instructor, a writing tutor, or the Writing Lab in our Online Tutoring Service (aka Brainfuse) .

**Who:** Rasmussen's Library and Learning Centers subscribes to Grammarly on behalf of Rasmussen students and staff.

**Why:** To help students correct their papers BEFORE they hand them into their instructors or to the Writing Lab editing service.

**When:** 24 hours a day / 7 days a week. Grammarly will provide almost instant feedback anytime because it is an automated (computerized) service.

**Where:** Rasmussen students and staff can get to Grammarly at:  **http://www.grammarly.com/edu/students/**

**How:**

- **Sign Up** for Your Account
    - Click on **Create Account** in the **Sign Up** area
    - **Use your Rasmussen email address**
        - If you do not use your Rasmussen email, Grammarly will try to charge you for its services.
        - Remember the password you pick for yourself! Only YOU know it. PSC won't be able to help with this one.
    - There is NO Access Code.
    - Respond to the email you receive from Grammarly to complete your registration.

If you feel you must use the web version of Grammarly instead of the plugin...do this:

- Copy and paste or upload your paper into the web version and click on **Start Review**
- Select the type of paper you have (**Academic Essay** is our default)
- Read your feedback, and then correct errors in your **ORIGINAL** paper (not the one in Grammarly).
    - If this is confusing, **use the Grammarly plugin** because it allows you to make corrections directly in Word.

- Run the **plagiarism** report and add any citations and references that are needed.
  - Note the plagiarism check ONLY checks against some free-internet sources (not against books and articles).
- Note, to save feedback and changes:
  - Make changes to your original Microsoft Word paper and save.
  - Click on the Save/Print report link in Grammarly to be able to neatly print your Grammarly feedback (to hand in to your instructor and/or to help you make changes to your paper).
- Clear the board when you are done.
- Log out

# Start Strong Appointment

Start Strong Appointments are offered through the Learning Center at the start of each term to assist new students in navigating online courses and resources, time-management, mentoring, and assistance making sure the quarter is off to a good start. Generally, sign-up for Start Strong Appointments takes place during orientation but can happen anytime in the first few weeks of the term. The program manager/admissions heavily advises new students to sign up for these appointments. Appointments are typically 30-60 minutes in length and can be administered by any tutor. Appointments typically focus on course navigation and resource utilization. Students are encouraged to ask questions and tutors are encouraged to let the tutee have a hands-on experience. Start Strong Appointments are moving towards a more standardized model. Ask your manager for specific details. A general checklist of items is included below:

**WEEK 01 CHECKLIST**
- ❐ Locate your etextbook
- ❐ Read Syllabus
- ❐ Save Instructor's contact info
- ❐ Check course calendar
- ❐ Introduce yourself in the Student Lounge
- ❐ Check out the Resources tab
  - ❐ Library Resources
  - ❐ Online Tutoring

**WEEKLY CHECKLIST**

- ❐ Check your Rasmussen student email

**WEEKLY CHECKLIST FOR ONLINE CLASSES**

- ❐ Read Course Announcements
- ❐ Check course calendar
- ❐ Check your course email
- ❐ Review your assignments
- ❐ Complete the required readings
- ❐ Study any online content
- ❐ Make an initial post to the discussion forum
- ❐ Post a reply to the discussion forum
- ❐ Complete your assignments
- ❐ Submit your assignments
- ❐ Take your quiz
- ❐ Check your grades and instructor comments

# NoodleBib



# NoodleBib Student Guide

**SCOPE:** NoodleBib is a web-based APA editorial tool available by subscription to Rasmussen College students, faculty and staff. You can use NoodleBib to:

- Create and save References pages for every course
- Analyze the types of resources that you are using to match your instructor's requirements
- E-mail your References list to your instructor or classmates
- Create notes attached to each project, saved online
- Learn how to properly cite sources that you quote or paraphrase in a project

## TO ACCESS NOODLEBIB:

### NOODLEBIB

NoodleBib Full Version
Login free to create References pages for every project!
  **username:** firstname.lastname (example: john.smith)
  **password:** your Student Portal password (example: js1234)

Access **NoodleBib Full Version** on the Library Website by clicking on **APA Citation Help**.
**OR**
Open a web browser and enter the following into the address bar:
http://www.noodletools.com/

---

**Create a Personal ID**

### Already Have a Personal ID?

If you are a returning user, enter your Personal ID and password to s
account. If you are a new user, you should choose a Personal ID now

Personal ID: john.smith

Password: ******

I forgot my password

☐ Remember me (this is my personal computer)

**Sign In**

It is very likely that an account has already been set up for you.

First attempt to log in as a current user, using your **firstname.lastname and your standard school password.**

If that does not work, **Create a Personal ID.**

If you are asked for the school/library username and password, please contact your librarian, or send a request to:

**librarians@rasmussen.edu**

## CREATE A NEW PROJECT:

**Create a New Project**

Think of a project as the management center for all the various parts of a research assignment. You can create a project for every research-based assignment you have. There is no limit to the number of projects.

To begin, click on the **Create a New Project** button.

Description: English Composition Fall 2010

*For example, "History 101 report on George Washington"*

Cancel    Create Project

By default, the list style is **APA Advanced**. Do not change the default.

Enter in a description for your project—Class Name and Quarter, or the topic of your paper, for example. Then click **Create Project**.

## THE DASHBOARD:

The Dashboard is a place to organize your research. Notice that you may type in your research question along with your thesis. You may also create a **To Do List**.
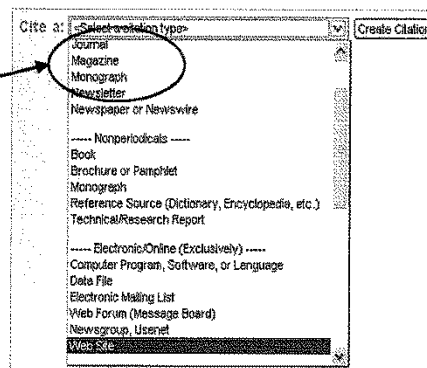
To begin creating citations, click on **Bibliography** under **Components**.
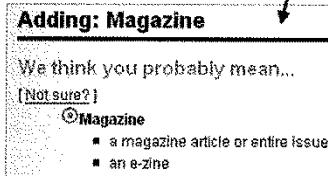
**Components**

Bibliography
APA Advanced
0 entries

Notecards
0 notecards

Paper
Start in Google Docs

## TO CREATE A CITATION:

Cite a: <Select a citation type>    Create Citation

Journal
Magazine
Monograph
Newsletter
Newspaper or Newswire

----- Nonperiodicals -----
Book
Brochure or Pamphlet
Monograph
Reference Source (Dictionary, Encyclopedia, etc.)
Technical/Research Report

----- Electronic/Online (Exclusively) -----
Computer Program, Software, or Language
Data File
Electronic Mailing List
Web Forum (Message Board)
Newsgroup, Usenet
Web Site

Use the dropdown list to select the type of resource that you are citing.
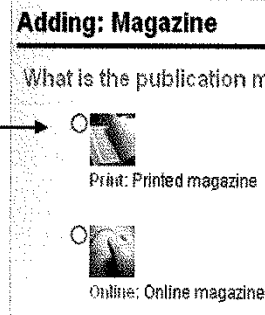
**Note: You will need to have the citation information about your resource (author, title, etc.) to complete this process.**

NoodleBib will require you to confirm the type of source that you are citing.

**Adding: Magazine**

We think you probably mean...
[Not sure?]
○ Magazine
  ▪ a magazine article or entire issue
  ▪ an e-zine

NoodleBib may also ask you additional questions about the nature of the source—whether it is in print or online, whether you located it on the World Wide Web or in a Database (such as Academic Search Complete), etc.

**Adding: Magazine**

What is the publication m

○ Print: Printed magazine

○ Online: Online magazine

Once you verify that you've selected the right type of resource or appropriate response, click    **Next**

## TO CREATE A CITATION, continued:

**Title:** The Return of the Realists.

**Authors:** Isaacson, Walter[1]

**Source:** Time; 11/20/2006, Vol. 168 Issue 21, p39-39, 1p, 1bw

Use the citation information from your source (title, author, etc.) to fill in the corresponding spaces provided. Read the notes next to each box for information on capitalization, information to include or leave out, etc. If you do not have information for a particular space (English Translation, for example), leave that blank.

The image above is the citation information for an article in EBSCO Academic Search Premier. The image to the right is the NoodleBib form for generating your citation in APA editorial style.

When you have filled out the necessary information, click **Check for Errors**, then **Update Citation**.

## Basic information

\* Name of magazine
Time

\* Title of article
Return of the realists

Author(s) of article

First name        Middle name

Isaacson, Walter

[ Check For Errors ]  [ Update Citation ]

**HINT:** Is your assignment an **annotated bibliography**? Enter your annotation in the space provided **before** updating your citation, to include the annotation in your final Word document.

## Annotation

For an annotated source list, type your annotation here

This is a sample text for an annotation of this resource. An annotation provides a brief critical or evaluative summary of the content of a resource using your own words and ideas.

## USING AND EDITING CITATIONS:

After you **Update** your **Citation**, NoodleBib will create the citation of your resource for you in APA style.

Verify that you have spelled words correctly and that you have entered in all of the relevant information for your citation.

If you are not sure, click **Edit** to return to the previous page to correct your errors. You may also ask a librarian for assistance, or consult the Library website under **APA Citation Help**.

To see an example of an in-text citation (if you are quoting or paraphrasing the resource in your paper), click on the **Parenthetical Reference** link. A new window will open providing an example of an in-text citation at the end of the sentence, as well as other ways that you can use the citation information in your text.

When you are finished with that resource, use the drop-down list to create another citation.

**Citation**

Isaacson, W. (2006, November 20). Return of the realists. Time, 168(21), 39. Retrieved September 5, 2007, from Academic Search Premier database.

Edit   Copy   Delete
Parenthetical Reference
Have a Question?

## Writing a parenthetical reference

**Example**

A parenthetical reference to this **Magazine** might look like this:
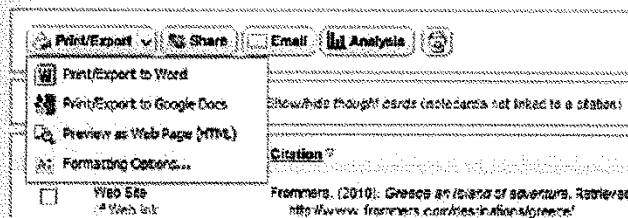
...the end of your sentence (Isaacson, 2006).

Cite a: <Select a citation type>   [ Create Citation ]

## GENERATING A REFERENCES PAGE:

Once you have added the citations for all of your resources, you are ready to send your References List to Word (or MS Word). To begin, click on **Print/Export drop down arrow** and select **Print/Export to Word.**
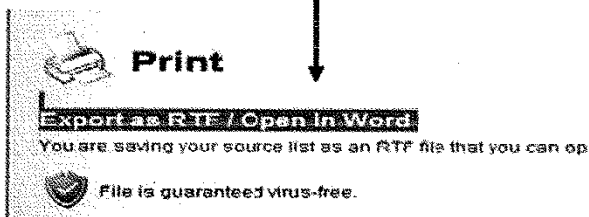


### Formatting Options

| Option | Current Setting *(click to edit)* |
|---|---|
| List Title: | References |
| Page Header: | None |
| Include: | Citations and annotations |

Verify the title of your list. The default, **References**, is usually correct. If you are writing an annotated bibliography, you can choose whether or not to include your annotations at this time.

## You may be required by your browser window to save and/or upload the file.

### Print

**Export as RTF / Open in Word**

You are saving your source list as an RTF file that you can op

File is guaranteed virus-free.

If you use Internet Explorer, you may receive the following warning at the top of your screen. Click on it, then select **Download File.**

To help protect your security, Internet Explorer blocked this site from downloading files to your computer. Click here for options.   **Download File...**

Your References page will open in Microsoft Word (with annotations, if you included them).

**IMPORTANT:** Save your document! Click **the office button**, then **Save As**. Choose a location (such as your H drive), name your assignment, and select Word Document from the **Save as type** list. Then, click **Save.**

File  Edit  View
New
Open...
Save As...

emily oconnor APA Assignment
Word Document
Word Document
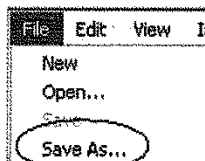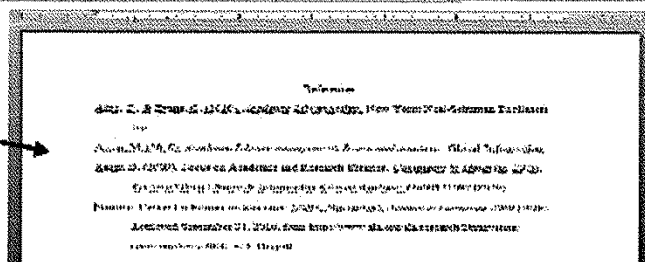
Save
Cancel

**QUESTIONS? Ask a Librarian: librarians@rasmussen.edu**

# Links to Common Resources

Discovery: Your research starts here! Access books, journal articles, newspapers, videos and more.
**Student Portal—Campus Tools—Library Resources— E-Resources—Discovery**

Tutoring Services: Connect to a tutor on-demand, schedule to meet, or submit a paper for review:
**Student Portal—Campus Tools—Online Tutoring**

Answers: We have answers to your questions—sometimes before you ask them! Check out our FAQs at
**rasmussen.libanswers.com/**

APA GUIDE: Sample papers, citation assistance, and videos. Get started on giving credit for your research:
**guides.rasmussen.edu/apa**

NoodleBib: Build citations and keep track of all of your research:
**rasmussen.libguides.com/noodlebib**

Library and Learning Center Webinars: Study skills and research questions? Attend live or watch an archive:
**guides.rasmussen.edu/llcwebinarseries**

Grammarly: Check for grammar and spelling errors (and plagiarism) in a single click, for any document:
**Student Portal—Campus Tools—Grammarly**

You can find us in the Student Portal under Campus Tools, or in your online courses on the Resources tab.

**CAMPUS TOOLS**

- Annual School Disclosure
- College Store
- Grammarly
- Library Resources
- My Online Courses
- Online Tutoring
- Order Your Cap & Gown Online
- Rasmussen College Blog
- Student Email / Web Mail
- Typing Master Tutorial
- My Progress Report
- Confirm My Schedule
- Salliemae Site
- Pay Online

**Online Tutoring Service**
- Main
- HelpNow

**CONTACT US**
rasmussen.libanswers.com
Facebook.com/RasLLC
Email: LLC@rasmussen.edu
Text: 952-314-3920
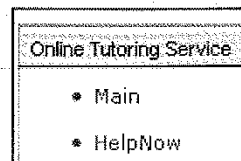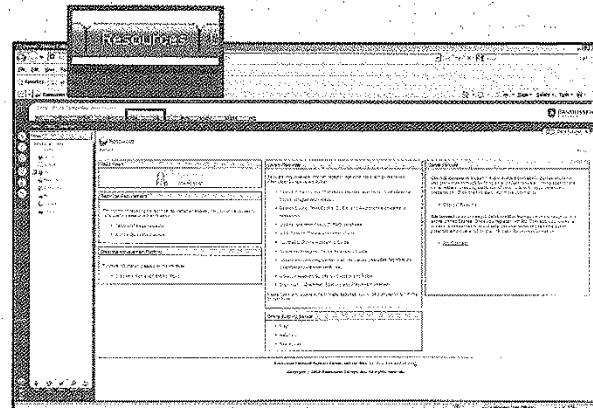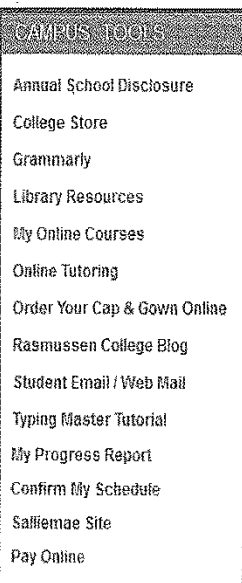
## Staff Collaboration

Although there are many different departments on campus, there are a few that LCCs work with on a regular basis. Academic Resources are central to the success of Rasmussen College students. The LCCs frequently collaborate with other departments to provide the best service possible to the student.

**Faculty** – Work with your faculty members to identify at-risk students who may need the support of the Learning Center. Faculty members are also excellent at helping the LLCs find quality tutors.

**Student Advisors** – Student Advisors work on scheduling students each quarter, guiding academic progress, and maintaining retention. Advisors will frequently refer students to the LCCs for academic resources. Work with advisors on SAP retention and management.

**Academic Dean** – LCCs work very closely with the Academic Dean to troubleshoot student issues and process SAP each quarter. The Academic Deans typically monitor the SAP process and LCCs work in close collaboration with the Dean to communicate with SAP students and process student terminations.

**Librarian** – LCCs and Librarians work as a duo to provide academic resources to students. Librarians and LCCs are a part of the LLC Team.

**Manager of Student Records** – The Manager of Student Records is in charge of student academic files. MSR is also responsible for calculating re-entry students. MSR is also frequently involved in the SAP calculations process.

**Admissions/Program Managers** – Program Managers guide new students from enrollment to Week 1. Program Managers may connect you with new-start students who need support/assistance. PMs may also ask the LCC to complete a Project Rally consultation for a re-enter student.

# STUDENT ADVISOR

## ASSISTS YOU

- Preparing your schedule each quarter
- Helping you stay on track for a timely graduation date
- Answering general school-related questions or concerns
- Tracking attendance—please see the attendance drop policy in catalog
- Tracking grades and success in courses

## IMPORTANT REMINDERS

- The first Friday of the quarter is the last day to drop or add classes without penalty (i.e., no tuition billed, no grade entry)
  - Tuition is billed after this date for all of your classes
- Friday of week 6 (full quarter) or Friday of week 3 (early start quarter): Last day to drop a class and receive a WD (withdraw that does not affect GPA)
  - Courses dropped after this date are marked as FA (see catalog for full policy and grade requirements)
  - Tuition is still billed for all classes for the full quarter
  - You must speak with your student financial services advisor and student advisor to drop a class
- Week 8: New schedules are available on the Student Portal

Confirm your schedule as soon as possible to reserve your courses and receive your books.

**RASMUSSEN**
COLLEGE

# STUDENT FINANCIAL SERVICES

## ASSISTS YOU

- Completing your financial aid application
- Reviewing your aid award letter
- Determining what amount of aid you need

## IMPORTANT REMINDERS

- fafsa.ed.gov: Free Application for Federal Student Aid (FAFSA) is free, and you should never pay to complete it
- After completing your taxes each year, you must submit a new FAFSA if you want financial aid for your upcoming school year
- Visit the student financial services office every quarter after confirming your schedule and any time you add OR drop a class
- Check your student email often for student financial services updates and information
- Course materials will be shipped to your home or campus when financial aid is complete. Certain course materials can be found online as well, so check with your instructor

## STUDENT ACCOUNT IMPORTANT REMINDERS

- To avoid charges for classes you drop, return all course materials within two weeks
- All tuition payments are due on or before their due date
- Four ways to make tuition payments:
  1. Student portal (portal.rasmussen.edu): under Campus Tools > Pay Online
  2. Phone: using your credit or debit card
  3. Mail: send payment to your campus at: 1234 Main Street, Any City, Any State, Zip Code
  4. On campus: student accounts office or the front desk

RASMUSSEN
COLLEGE

# CAREER SERVICES

## ASSISTS YOU

- Job search while you're in school, as you near graduation, and throughout your career
- Developing your resume and cover letter
- Enhancing your interview skills
- Creating your professional portfolio

## IMPORTANT REMINDERS

- During your last quarter at Rasmussen College, complete your graduation paperwork and meet with a career services advisor about where you're working
- Our career service department's computers, printers, and fax machines are available to you at any time as you complete your degree and throughout your career
- Be proactive in your career search—do not wait until the last minute to ask for assistance or to start your career search
- Check your student email often. Job opportunities, career fairs, and other career events are sent to your student email on a weekly basis
- Set expectations for your path to graduation: consider early on in your courses how to chart a successful career path
- Use the Career Services tools: register for Job Connect and develop your resume on Optimal Resume
- Advise your career services advisor that you are interested in internship or volunteer opportunities
- Practice your interviewing skills in mock interviews

**KIM**
SCHOOL OF BUSINESS
GRADUATE

**TAMAR**
CAREER SERVICES
ADVISOR

**RASMUSSEN**
COLLEGE

# PERSONAL SUPPORT CENTER

## ASSISTS YOU
- Resolving any technical issue you may encounter 24/7, 365 days per year
- Accessing your student accounts and email

## IMPORTANT REMINDERS
- Our technical support specialists will help you with any technology-related issue, including:
  - Login issues and password resets
  - Software installation
  - Online course management information and navigation issues
  - Enrollment application technical assistance
  - Email issues
  - Browser and operating system issues
  - Assignment submission archive retrieval
  - FTP account setup

## CONTACT INFO
- The Personal Support Center:
  - Phone: 866-693-2211
  - Email: personal.supportcenter@rasmussen.edu

## LOGIN INFORMATION
Rasmussen College website: rasmussen.edu

Checking your email from anywhere: intranet.rasmussen.edu/webmail

Accessing the Student Portal: portal.rasmussen.edu

Accessing Online Student Platform: rasmussen.learntoday.info
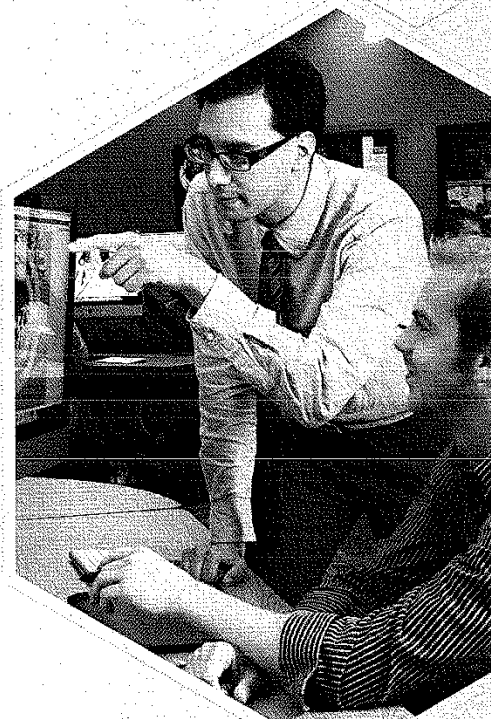
**RASMUSSEN**
COLLEGE

# PROGRAM MANAGER

## ASSISTS YOU WITH

- Your enrollment process
- Answering questions about degree options
- Providing insight on college preparation
- Scheduling your financial aid appointment as you begin with Rasmussen College
- Connecting you with your SUPPORT+ team as you start your courses
- Ensuring you complete the required enrollment paperwork

## IMPORTANT REMINDERS

- Join the Rasmussen College Facebook Private Community for students
  rasmussen.canvas.schoolsapp.com/
- Confirm your schedule to ensure you receive your course materials
- Check your Rasmussen College student email (smail) account regularly
- Track your path to graduation by following your My Degree Plan – if your
  schedule changes, note it on your My Degree Plan, so you know your progress
- Stay in contact with your program manager throughout the enrollment process
- Stay on track by ensuring you have completed all necessary requirements
  to being a successful Rasmussen College student

## EARN AS YOU LEARN

CERTIFICATE

ASSOCIATE'S DEGREE

BACHELOR'S DEGREE
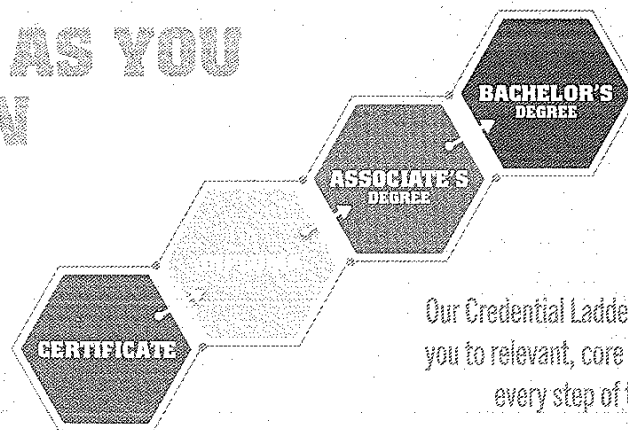
Our Credential Ladder guides
you to relevant, core courses
every step of the way.

**FACT:** Our SUPPORT+ Services Help Students Succeed.

# TUTOR MANAGEMENT, TRAINING, & ASSESSMENT

## Tutor Excellence Guide

The Tutor Excellence Guide is an online guide for Tutors and Learning Center Coordinators. This working document contains nearly all materials for hiring, training, and assessing student tutors. The online guide can be accessed at: **guides.rasmussen.edu/tutorexcellence**

## Tutor Job Description

**GENERAL SUMMARY:**
The tutor provides support services through the Learning Center for Rasmussen College students (and indirectly for faculty, staff, and the College community). The tutor supports the mission of the College and the mission of the Learning Center by creating online and residential environments in which learning is challenging and rewarding - where critical thinking is prized and mistakes promote growth; and, by building relationships with students, staff, and the community to offer a wide range of tutoring and academic support that recognizes the diverse needs of our student population, clarifies learning problems and helps the student develop study skills, driving the pursuit of independent, lifelong learning in a welcoming, responsive environment.

**PRINCIPAL DUTIES AND RESPONSIBILITIES:**
**The essential functions of the position include, but are not limited to the following duties:**

1. Provide general educational services in multiple modalities, including tutoring and the facilitation of study groups.
2. Participate in team and campus events, including but not limited to student orientation, workshops, and programs.
3. Document and communicate student performance, progress, and concerns as a result of tutoring sessions and day-to-day interactions.
4. Refer and orient students to Rasmussen resources such as handouts, books, databases, online tutoring and paper submission, Student Portal services, etc.
5. Assist the Learning Center Coordinator with general maintenance: student scheduling, filing, copying, shelving books, keeping the Learning Center organized, etc.
6. Additionally, tutors will empower students to become lifelong learners and succeed in their academic, professional and personal pursuits by:
7. Challenging students to make their thinking visible and to provide rationales and evidence.
8. Helping students use time effectively and stay on track.
9. Facilitating the process of helping students explore thoroughly their existing knowledge as individuals and as a group.
10. Empowering students to be responsible for their own learning.

**PRINCIPAL DUTIES AND RESPONSIBILITIES (continued):**

11. Upholding academic integrity.
12. Modeling appropriate learning behaviors, including participation in online courses, timely completion of assignments, use of learning skills, and respectful behavior to instructors and peers.
13. Appreciating and encouraging diversity.

**WORK ASSIGNMENTS AND PROFESSIONAL OBLIGATIONS:**

14. Tutoring positions are offered on a quarter-to-quarter basis, subject to evaluation, attendance, academic standing, GPA, and financial eligibility.
15. A student employee will be expected to work a minimum of 5 hours per a week and a maximum of 20 hours a week; schedules vary based on Learning Center need, financial eligibility, and tutor availability.  A tutors' schedule should be flexible outside of class for work.
16. Student employees may provide services in a variety of rooms on campus, based on need and availability.
17. Student employees must satisfy orientation, training and evaluation requirements each quarter (including weeks 12 and 13) and are compensated for participation.
18. During work hours, employees must maintain Learning Center-approved dress standards and wear a name tag.

**QUALIFICATIONS:**

19. Satisfy all Financial Services and Human Capital obligations for employment.
20. Maintain Satisfactory Academic Progress (as defined by the current College catalog) and a minimum cumulative 3.0 grade point average.
21. Have a grade of a "B" or better in the subject content being tutored; or, have documented experience equivalent to a grade of a "B" or better in the subject content to be tutored.
22. Have successfully completed at least one for-credit online course prior to the start of tutoring.
23. Have a recommendation from a Rasmussen College faculty member via form or letter.
24. Possess good oral and written communication skills and ease in relating to people from varying educational, cultural, and social backgrounds.
25. Be on time for shifts and meetings; maintain accurate records and submit reports and time sheets in a timely manner.
26. Possess a basic understanding of Microsoft Office software, Internet navigation, and Rasmussen e-mail functionality.

# Hiring and On-boarding Tutors

For detailed information and handouts, please visit the Tutor Excellence Online Guide:
**guides.rasmussen.edu/tutorexcellence**

**RASMUSSEN**
COLLEGE

## New Tutor Orientation Checklist

Tutor: _____   Completed on (Date): _____

**Welcome to the Learning Center!** As a tutor, you will help many students to be successful in their studies. To facilitate this, we have provided a number of tools to help you be effective. Below, you will find a list of the things you will need to know in order to be as helpful as possible and to make your job easier. All of the items below will be covered in your orientation the first week. We hope this checklist helps you settle into your new role and makes your introduction to the Learning Center a pleasant experience. If you have additional questions, please ask!

❏ **Campus tour**
❏ **Learning Center tour**
   o Scheduling appointments for students (name, course, phone #)
   o Textbook collection (organization, key location, appropriate use)
   o Library/LC reference guides/handouts, etc.
   o Headphone and calculator checkout process
   o Location of desk supplies
❏ **Answering/using the telephone**
   o Standard greeting
   o Dial "9" to reach outside line
   o Transferring a call
❏ **Checking Learning Center email** (if applicable)
❏ **Learning Center policies – students and tutors**
   o Student expectations and no-show policy
   o Food/drink policy
   o Cell phone policy
   o Children (campus LC policy)
❏ **Review of Learning Center policies - tutors**
   o Lunch & break options
   o Work schedule changes communication
   o LC-approved dress code and nametags
   o Mandatory trainings; study events
   o Tests/exams (tutors do not proctor)

❏ **Tutor Excellence guide**
   o **Using the UltiPro system**
      a. Clocking in and out for each shift, including all trainings
      b. Accounting for lunch breaks
      c. Fixing errors – alert LC Coordinator
      d. Checking paystubs
   o **Training & development**
      a. Tutor Excellence Course
      b. Webinar training expectations (handout with upcoming webinars)
      c. Assessments and tracking trainings
   o **Recording appointments using RasTrack**
   o **Evaluation process**
❏ **Tutor Match profile**
   o Initial setup
   o Selecting subjects and creating calendar
   o Reviewing appointment requests
❏ ***Brief* library resources overview**
   o APA guide (APA guide = THE source)
   o E-resources location
❏ **Handling "problem" situations/students**
   o Discuss with LC Coordinator or campus manager on duty

rasmussen.edu

# Training Tutors

In addition to general campus training, tutors also receive training through an online 5 week Tutor Excellence Course that must be completed within 2 quarters of being hired.  See the online guide for details on enrolling tutors in this course.  Furthermore, Tutors receive ongoing professional development.  PD is offered throughout the quarter in a variety of online live tutoring sessions.  Some sessions are mandatory while others are optional.  All workshops have a follow-up assessment that needs to be completed by the tutor and turned in to the LCC to be kept in Tutoring File.  Visit the Tutor Excellence guide for a detailed list of workshops. For detailed information and handouts, please visit the Tutor Excellence Online Guide: **guides.rasmussen.edu/tutorexcellence**

# Tutor CRLA Certification

All Rasmussen Learning Centers are certified through the College Reading and Learning Association.  This association provides tutors with the opportunity to expand their tutoring to become certified tutors.  Details of certification process are outlined on the Tutor Excellence guide.  For detailed information and handouts, please visit the Tutor Excellence Online Guide: **guides.rasmussen.edu/tutorexcellence**

# Tutor Scheduling

Tutor schedules can be tricky to manage.  Tutor eligibility is based upon Financial Aid calculations that may vary from quarter to quarter.  Before interviewing a tutor, check with Financial Aid to ensure the student is eligible for work-study funding.  Depending on eligibility, tutors can work up to 20 hours per week.  It is vital to work with your Financial Aid contact or the campus representative in charge of work-study funding to ensure tutors are scheduled within allotted hours.  Scheduling should be managed to avoid overages.  Furthermore, tutor timecards should be thoroughly reviewed on a weekly basis to ensure tutors are working within budgeted hours.  For questions, see your campus work-study representative (usually someone in Financial Aid).

# Tutor Match Management

As outlined in the Daily Duties section, LCCs should consistently check Tutor Match on a daily basis to check for tutoring appointments. Tutor Match provides the LCC with a master schedule of appointments for all tutors and faculty. Tutor Match serves as a scheduling system for all campuses. Administrative Access to Tutor Match will all the LCC to look up schedules of tutors and to make and/or cancel appointments. LCCs should work with tutors to ensure that all appointments are confirmed, denied/deleted, or a substitute is requested in a timely manner. Currently, Tutor Match has a 4 hour blackout period on appointment times (ie a 4pm appointment would need to be requested prior to 12pm on the same day). It is also the job of the LCC to work with campus tutors to ensure that an accurate schedule is entered into Tutor Match and that appropriate days off/holidays/sick days are entered into Tutor Match to avoid scheduling conflicts. See your manager regarding administrative access to Tutor Match.

LCCs should ensure that tutors have a profile setup in Tutor Match upon starting in the Learning Center. Tutor Match Profile for tutors should follow a standard format of CAMPUS CODE followed by FIRST NAME. For example, a St. Cloud Tutor name John would have a Tutor Match username of: STCJohn. A list of campus specific links and campus codes are available below:

Please use your campus specific link from the list below to set up your tutor profile and log into sessions for tutor match and/or on-demand tutoring sessions.

| APL – Appleton | prof.apl.rasmussen.brainfuse.com |
|---|---|
| AUR - Aurora | prof.aur.rasmussen.brainfuse.com |
| BIS – Bismarck | prof.bis.rasmussen.brainfuse.com |
| BLN – Blaine | prof.bln.rasmussen.brainfuse.com |
| BPK – Brooklyn Park | prof.bpk.rasmussen.brainfuse.com |
| BRD - Brandon | prof.brd.rasmussen.brainfuse.com |
| EAG - Eagan | prof.eag.rasmussen.brainfuse.com |
| EPR – Bloomington | prof.epr.rasmussen.brainfuse.com |
| FAR – Fargo | prof.far.rasmussen.brainfuse.com |
| FTM – Fort Myers | prof.ftm.rasmussen.brainfuse.com |
| GRB - Green Bay | prof.grb.rasmussen.brainfuse.com |
| LKE – Lake Elmo | prof.lke.rasmussen.brainfuse.com |
| LOL– Land O Lakes | http://prof.lol.rasmussen.brainfuse.com |
| MAN - Mankato | prof.man.rasmussen.brainfuse.com |
| MHD - Moorhead | prof.mhd.rasmussen.brainfuse.com |
| MTP – Mokena/Tinley Park | prof.mtp.rasmussen.brainfuse.com |
| OCA – Ocala | prof.oca.rasmussen.brainfuse.com |
| ONL – Online | prof.onl.rasmussen.brainfuse.com |
| PAS – New Port Richey | prof.pas.rasmussen.brainfuse.com |
| RFD - Rockford | prof.rfd.rasmussen.brainfuse.com |
| RMV - Romeoville | prof.rmv.rasmussen.brainfuse.com |
| STC – St. Cloud | prof.stc.rasmussen.brainfuse.com |
| WAU - Wausau | prof.wau.rasmussen.brainfuse.com |

# RasTrack – Appointment Logs

RasTrack is the Rasmussen internal tool used to track all tutoring appointments. RasTrack is utilized primarily by the tutors to document interactions with students that generally exceed 10 minutes. LCCs should also utilize this tool when meeting with students for general assistance that meet the same 10 minute criteria. Information from RasTrack is utilized at the end of the quarter for the Quarterly Report (outlined later in this handbook). RasTrack helps LCCs know which tutors/subject areas have the most appointments, which areas needs additional tutoring support, and the number of appointments a particular student attended. RasTrack can be accessed through the Tutor Excellence Online Guide under the "Tracking Tutor Hours & RasTrack" tab: **guides.rasmussen.edu/tutorexcellence**

# RASMUSSEN COLLEGE
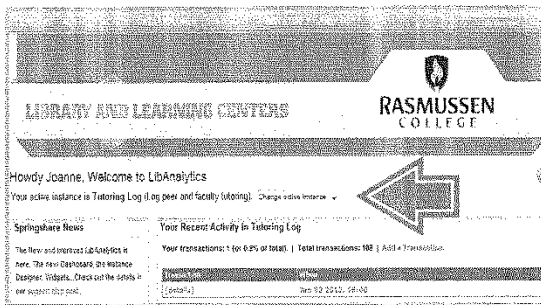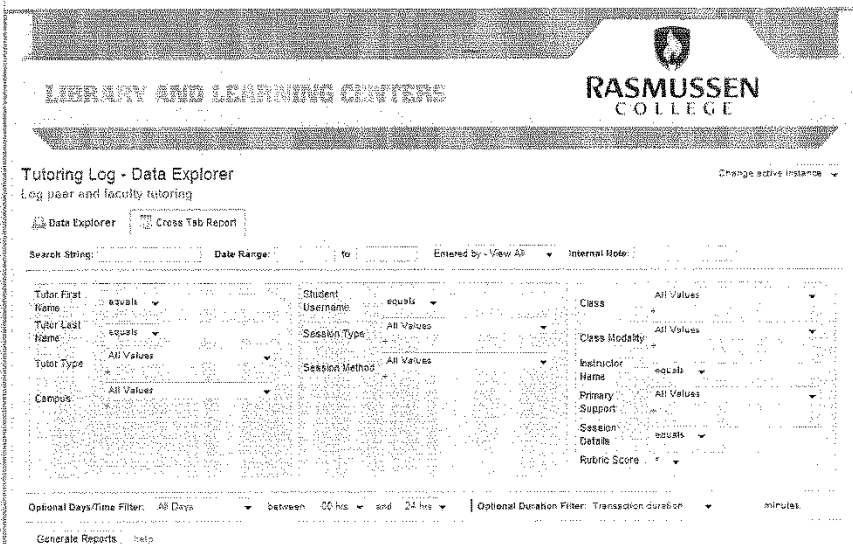
Choose the fields that you wish to filter, for example -

If you're searching for all Green Bay sessions

| Tutor First Name | equals ▼ |
| Tutor Last Name | equals ▼ |
| Tutor Type | All Values ▼ |
| Campus | Green Bay ▼ |

If you're searching for all Start Strong sessions

| Class | Start Strong ▼ |
| Class Modality | All Values ▼ |
| Instructor Name | equals ▼ |
| Primary Support | All Values ▼ |
| Session Details | equals ▼ |
| Rubric Score | = ▼ |

Click Generate Report and the report will list all sessions that match the filter.

| 147876 | End time: Jan 0... Duration: 15 minutes. show details | Jan 03 2012, 09:00 | ➤ ✖ |
| 147892 | End time: Jan 03 2012, 09:45. Duration: 15 minutes. show details | Jan 03 2012, 09:30 | ➤ ✖ |
| 147921 | End time: Jan 03 2012, 10:00. Duration: 15 minutes. show details | Jan 03 2012, 09:45 | ➤ ✖ |
| 147953 | End time: Jan 03 2012, 09:30. Duration: 15 minutes. show details | Jan 03 2012, 09:15 | ➤ ✖ |

Click Show Details to see the appointment's details.

End time: Jan 04 2012, 10:00. Duration: 30 minutes.

| 149854 | Campus: Green Bay<br>Session Type: Appointment<br>Session Method: In-Person<br>Class Modality: Blended<br>Tutor Type: Student<br>Class: Start Strong<br>Primary Support: Online Class Help<br>hide details | Tutor First Name: Alex<br>Tutor Last Name: Petrouske<br>Session Details: Standard Start Strong. May need more encouragement and support<br>Student Username: ▓▓▓▓▓<br>Instructor Name: Unknown | Jan 04 2012, 09:30 | ➤ ✖ |

If you wish to edit a record, click the 'Tools' Icon.

If you wish to delete a record, click the 'X' Icon

## rasmussen.edu

# HOW TO TRACK A TUTOR'S HOURS FOR CRLA



Enter the tutor's name into the fields and choose 'Generate Reports'.



The report will show all records for the named tutor. Click 'Show Details' if you need to audit any records.

# HOW TO TRACK A TUTOR'S HOURS FOR CRLA

**LIBRARY AND LEARNING CENTERS**

RASMUSSEN
COLLEGE

Tutoring Log - Data Explorer

Change active instance ▾

Log peer and faculty tutoring

☐ Data Explorer    ☐ Cross Tab Report

Search String: [          ]    Date Range: [      ] to [      ]    Entered by - View All ▾    Internal Note: [          ]

| Tutor First Name | equals ▾ Alex | Student Username | equals ▾ | Class | All Values ▾ |
| Tutor Last Name | equals ▾ Petruske | Session Type | All Values ▾ | Class Modality | All Values ▾ |
| Tutor Type | All Values ▾ | Session Method | All Values ▾ | Instructor Name | equals ▾ |
| Campus | All Values ▾ | | | Primary Support | All Values ▾ |
| | | | | Session Details | equals ▾ |
| | | | | Rubric Score | = ▾ |

Optional Days/Time Filter: All Days ▾  between 00 hrs ▾ and 24 hrs ▾  | Optional Duration Filter: Transaction duration ▾   minutes

[ Generate Reports ]  help

Enter the tutor's name into the fields and choose 'Generate Reports'.

[ ☐ Time Distributions ] [ ☐ Analyze Fields ] [ ☐ Numeric Analysis ] [ ☐ Duration Analysis ] [ ☐ User Stats ] [ ☐ Export Data ]

Filters Produced 18 out of Total 366 Records (or 5%)

| Id | Info | | Time | Entered by | Actions |
|---|---|---|---|---|---|

End time: Jan 04 2012, 10:00. Duration: 30 minutes.

149854 | Campus: Green Bay
Session Type: Appointment
Session Method: In-Person
Class Modality: Blended
Tutor Type: Student
Class: Start Strong
Primary Support: Online Class Help
Hide details | Tutor First Name: Alex
Tutor Last Name: Petruske
Session Details: Standard Start Strong. May need more encouragement and support
Student Username: Darren.Djupstrom
Instructor Name: Unknown | Jan 04 2012, 09:30 | ✗ ✗

149856 | End time: Jan 04 2012, 10:30. Duration: 30 minutes.
show details | | Jan 04 2012, 10:00 | ✗ ✗

The report will show all records for the named tutor. Click 'Show Details' if you need to audit any records.

# HOW TO RUN A CROSS TAB REPORT

You can choose two of the drop-down fields to cross-tabulate. This can be an easy way to compare different elements of the data.

Tutoring Log - Cross Tab Report

Gain additional insight on your data depedencies.

Data Explorer    Cross Tab Report

Rows: Campus    Columns: Campus

Session Type
Session Method
Search Str Class Modality    e Range:    to:    Entered by - View All    Internal Note:
Primary Support
Optional D Tutor Type    between  00 hrs  and  24 hrs
Class
Primary Support

Generate Cross Tab Report    help

Powered by Springshare; All rights reserved. Report a tech support issue.

Click on Data Explorer in the orange bar at the top of the screen and choose the Cross-Tab Report tab.

Choose the Field that you would like displayed as the Row, and as the Column. For example, you may want to see what the break-down at each 'Campus' for 'Class Modality' served. You can also filter by Dates, User and Search Strings. When complete, click Generate Cross Tab Report. The chart below shows the result from the previous example.

| | Online | Residential | Blended | Flex |
|---|---|---|---|---|
| Appleton | 0 | 0 | 0 | 0 |
| Aurora | 0 | 0 | 0 | 0 |
| Bismarck | 17 | 7 | 2 | 0 |
| Blaine | 14 | 4 | 6 | 0 |
| Bloomington | 17 | 89 | 0 | 0 |
| Brooklyn Park | 54 | 28 | 4 | 0 |
| Eagan | 130 | 90 | 4 | 4 |

## HOW TO EXPORT DATA

To export a report, generate a report with the filters required. Choose the Export Data tab. The file will export as a .xls file which can be manipulated in Microsoft Excel

# SAP

## Definition

SAP stands for Standard Academic Progress.  When a student is not meeting Standard Academic Progress, he/she must take corrective action or they risk being dismissed from the college.  The Learning Center Coordinator works with several campus departments to help ensure the success and retention of students not meeting SAP.  There are 2 ways in which a student can end up on SAP.  The first is if a student falls below a 2.00 cumulative GPA.  Students can also become deficient in his/her Credit Completion Rate (CCR).  CCR is difficult to explain to students.  Essentially, it is when they reach particular points in their program of study without attaining a percentage of credits to show adequate progress.  It is like taking going on a scavenger hunt…you are expected to collect certain items along the way.  If you get to a checkpoint in the scavenger hunt and you don't have enough items, you are in trouble.  The following excerpt is from the college catalog to explain SAP:

## RASMUSSEN COLLEGE STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress, or SAP, is defined as the successful progression through an academic program within a prescribed timeframe.

Cumulative grade point averages and successful completion of credits attempted are monitored quarterly, and students not meeting the standards are notified. Students who do not meet the standard will be expected to participate in Project Rally, which includes online learning tools and consultations with a member of the College team. The student is expected to complete the online learning tool in Project Rally by the first Friday of the quarter. Failure to complete this tool may result in an administrative withdrawal from the College.

SAP Components: All students must meet all three of the components that are used to measure a student's Satisfactory Academic Progress (SAP) towards the completion of a degree or certificate. The three components are as follows:

1. GPA. Rasmussen College students are required to achieve and maintain a minimum Cumulative Grade Point Average (CGPA) of 2.00.
2. Pace/Cumulative Completion Rate (CCR). This is the pace at which a student progresses through a program. CCR is calculated by dividing cumulative credits earned by cumulative credits attempted within a program (e.g., 6 credits earned ÷ 12 credits attempted = 50%). Minimum standards are listed in the chart below.

| Percentage of Credits Attempted Toward Maximum Time Frame | Minimum Successful Completion of Cumulative Credit Hours Attempted |
|---|---|
| Up to 25% | 25% |
| Greater than 25%, up to 50% | 50% |
| Greater than 50% | 67% |

3. Duration of Eligibility. This is the maximum time frame for program completion and is equal to 150% of the number of total credits required for the program (e.g., maximum time frame for a 90-credit program = 90 X 150%, or 135 credits).

Total credits are indicated for each program listing in the catalog. A student who exceeds 150% of the maximum time frame is no longer eligible for financial aid.

In calculating Pace/CCR and Duration of Eligibility, the following grades will be considered attempted, but will not be considered as credits successfully completed or earned: F/FA, U/UN, W/WD, I/IN. In addition, Foundations courses are not included in the number of credits attempted or successfully completed when assessing satisfactory progress.

Financial Aid Warning: If a student's CGPA falls below 2.00, or if Pace/CCR standards or Duration of Eligibility requirements are not met, the student will be placed on Financial Aid Warning for the subsequent quarter. A student is eligible for financial aid during the Financial Aid Warning period. A student who fails to meet any one of the components of SAP at the end of the Financial Aid Warning period is not eligible for financial aid.

Not Eligible for Financial Aid: A student who fails to meet the minimum Satisfactory Academic Progress requirements at the end of either the Financial Aid Warning or Financial Aid Probation period, and who does not successfully appeal, is not eligible for further financial aid funding.

Appeals: A student may appeal his/her assigned status of Not Eligible for Financial Aid to the Academic Review Committee, which will determine whether mitigating circumstances exist, and, if so, will forward the appeal to the Vice President of Compliance and Financial Services. All appeals must be made in writing and must address the nature of the circumstances that the student believes warrant exception to the policy stated above. All appeals will be reviewed and ruled on within ten business days, and students will be notified in writing regarding the outcome of the appeal. The ruling of the Vice President of Compliance and Financial Services is final and cannot be appealed.

Financial Aid Probation: If a student fails to make Satisfactory Academic Progress, but submits a successful appeal and has his/her eligibility for aid reinstated, he/she will be placed on Financial Aid Probation. A student is eligible for financial aid during the Financial Aid Probation period. At the end of the Financial Aid Probation period, the student must meet minimum SAP requirements to be eligible for further financial aid funding. A student who fails to meet either the CGPA, Pace/CCR, or Duration of Eligibility requirements at the end of the Financial Aid Probation period is not eligible for financial aid.

Students must regain Satisfactory Academic Progress within two quarters or they will be terminated from the College. The decision to terminate may be appealed through the Academic Review Committee process.

Students who withdraw from the College and later re-enter are treated as continuing students and must meet progress requirements. Re-entry does not negate previous academic status or satisfactory progress requirements. Satisfactory Academic Progress calculations for a re-entering student who changes programs will include only the grades and credits attempted and earned for courses that are part of the student's new program; standard CCR requirements will be followed from the re-entry point and for each quarter thereafter. If other courses have been taken at another institution and can be transferred in, the courses will be included in SAP calculations as described elsewhere in this section. A student terminated due to SAP may not re-enter the College unless he/she has completed coursework elsewhere that is acceptable for transfer into the College and will bring the student back into good standing.

# Project Rally

Project Rally is the initiative for students not meeting Satisfactory Academic Process. In short, students not meeting SAP are calculated out to see exactly what grades will be needed in the least number of credits to return to good academic standing. Grades are calculated, students are notified, schedules are modified, a Smarter Measure personal assessment needs to be completed by the student and a follow up consultation with the Learning Center Coordinator is a part of the process to help the student return to good standing. Consult the Standard Operating Procedure manual found on the LLC Staff guide at **guides.rasmussen.edu/llcstaff**.

**Step 1:** The LCC (in collaboration with the MSRs/SRCs/DSAs/SAs/Registrars) will identify students who are not meeting SAP during the SAP Audit Process.
- Please utilize the *Satisfactory Academic Progress Standard Operating Procedure* to guide the construction of the SAP list.
- The initial list should be constructed by the **end of Week 12**.
- Students may be added to or removed from the list until lockdown.

**Step 2:** The LCC will create a Project Rally record for each student on the SAP list. (Appendix A)
- Login to SalesForce using your username and password (if you do not have a login for SalesForce, or have not previously used SalesForce, please contact your manager).
- Click on the **Project Rally tab**. (If you do not see the Project Rally tab, click on the + sign and select Project Rally from available objects. If Project Rally is not an option for you to select, please contact your manager).
- Click **New.**
- Complete the **Information Section** of the new Project Rally record:
    i. Student (click on the magnifying glass to confirm that you have selected the correct student attached to your campus)
    ii. SAP Status
        1. Choose the SAP Status that matches your SAP list.
        2. Note: the email that the student receives about Project Rally is tied to the SAP status, so please verify that you have selected the correct status before continuing.
    iii. Select the Quarter that the student is entering the quarter not meeting SAP. In most cases, it will be the quarter immediately following your current quarter.
    iv. Add in any **Notes** relevant to this Project Rally record. This field is optional. You may include but are not limited to the following notes. Please ensure that the notes that you add to SalesForce meet with Rasmussen College Compliance requirements.
        1. The student's grades from the current quarter
        2. The student's schedule for next quarter
        3. Classes the student has failed
        4. Notes stemming from academic or personal issues identified in the past quarter(s)
    v. Click **Save.**
    vi. Once saved, the record will refresh. Click the button **Send to Smarter Measure**.

1. **IMPORTANT:** A password will be generated and the student will receive an email with login information. Do NOT click in this button until you are certain that you want the student to receive login information.
2. You can create a Project Rally record and choose NOT to click the button. The record will be saved but not sent to SmarterMeasure.

**Step 3:** The LCC will follow-up with the student via phone and e-mail within 24 hours of submitting the Project Rally request and every 48 hours (at minimum) until the student completes the Smarter Measure online learning tool, or until lockdown.

- Calls and emails should be logged in the student's primary SalesForce record. Please select **Related to Project Rally** in the **Task Information** section of the log.
- The student will receive an e-mail with Project Rally information **immediately** after you have submitted the record to SmarterMeasure.
    i. The e-mail message is automatically generated and sent based on the information you provided in SalesForce.
    ii. The e-mail message will be available in SalesForce for documentation purposes in the **Notes & Attachments** portion of the Project Rally record.
    iii. The LCC will follow up with the student within 2 business days of generating the Project Rally record.
    iv. See **Appendix C** for call prompt suggestions.
    v. Learning Center Coordinators and subsequent campus team members (including the Academic Dean and Student Advisors) should continue to contact the student about Project Rally until the student has completed the online student learning tool (SmarterMeasure).
    vi. SmarterMeasure completions will only be counted through LOCKDOWN toward a campus completion percentage.

**Step 4:** The LCC will schedule Consultations with Students who have completed SmarterMeasure.

- Consultations should be scheduled within 1 business day of the student completing the SmarterMeasure assessment for a 30-minute period occurring no later than **one week** after the student completes the SmarterMeasure assessment. Consultations can be scheduled to occur after lockdown, and those scheduled after lockdown will not count against the campus completion percentage.
- To complete a consultation, the LCC will need to have on hand the following:
    i. **Appendix D**: Consultation Checklist. Please note that this checklist serves as a guide and not a discussion mandate.
    ii. **Appendix E**: Consultation Follow-Up E-mail template.
    iii. A copy of the student's SmarterMeasure results (please see **Appendix F**, SmarterMeasure Administrative Access for login instructions).
    iv. The student's Project Rally record in SalesForce.
- The LCC should refer to the student's SmarterMeasure results and the Consultation checklist to guide the consultation with the student.
- During or upon completion of the consultation, the LCC should complete the **Consultation** area of the Project Rally record.

i. Please note that the LCC should identify a minimum of ONE tool, service or resource that he/she suggested to the student to support their learning needs.
ii. Suggestions are listed in the Consultation Checklist (**Appendix C**).
iii. After filling out the **Consultation** area, click **Save**.  Attach documents as needed and Save again.
- If the student does not complete a consultation, please note attempts to schedule and lack of student response in the Consultation Notes field.
- Complete the **Consultation Follow-up E-mail template (Appendix E)** and send the e-mail to the student.  This e-mail serves as a reminder to the student of your discussion and his/her action items prior to your next call.

**Step 5:** The LCC will follow-up with the student within **two weeks** of the initial consultation.
- Follow-ups should be logged in the student's main SalesForce record.  Please select **Related to Project Rally** in the **Task Information** section of the log.
- Please include notes on the student's progress thus far, any challenges he/she is facing, etc. in SalesForce.

**Step 6:** The LCC will complete a minimum of one additional follow-up with the student within 3     weeks of the first follow-up.
- Follow-ups should be logged in the student's main SalesForce record.  Please select **Related to Project Rally** in the **Task Information** section of the log. Please include notes on the student's progress thus far, any challenges he/she is facing, etc.
- Note:  Additional follow-ups are welcome but not required in this SOP.   Please follow the guidelines provided by your manager on required follow-ups.

**Step 7:** The LCC will close Project Rally with students who do not complete SmarterMeasure.
- The LCC should utilize the **Project Rally Close Template (Appendix D)** with those students who do not complete SmarterMeasure by lockdown.
- Students may opt to complete SmarterMeasure after lockdown, but will not count toward the campus completion rate.  If students complete SmarterMeasure after lockdown, the LCC should complete the consultation process described above.

**Step 8:** The LCC will collect Project Rally data at the end of the quarter and distribute
to     campus and Central Services managers as requested.


## Project Rally Process: Online/ACC Students not meeting SAP

**Step 1:** The SA will identify students who are not meeting SAP during the SAP Audit Process.
- Please utilize the *Satisfactory Academic Progress Standard Operating Procedure* to guide the construction of the SAP list.
- The initial list should be constructed by the **end of Week 12**.
- Students may be added to or removed from the list until lockdown.

**Step 2:** The SA will create a Project Rally record for each student on the SAP list. (Appendix A)

- Login to SalesForce using your username and password (if you do not have a login for SalesForce, or have not previously used SalesForce, please contact your manager).
- Click on the **Project Rally tab**. (If you do not see the Project Rally tab, click on the + sign and select Project Rally from available objects. If Project Rally is not an option for you to select, please contact your manager).
- Click **New.**
- Complete the **Information Section** of the new Project Rally record:
    i. Student (click on the magnifying glass to confirm that you have selected the correct student attached to your campus)
    ii. SAP Status
        1. Choose the SAP Status that matches your SAP list.
        2. Note: the email that the student receives about Project Rally is tied to the SAP status, so please verify that you have selected the correct status before continuing.
    iii. Select the Quarter that the student is entering the quarter not meeting SAP. In most cases, it will be the quarter immediately following your current quarter.
    iv. Add in any **Notes** relevant to this Project Rally record. This field is optional. You may include but are not limited to the following notes. Please ensure that the notes that you add to SalesForce meet with Rasmussen College Compliance requirements.
        1. The student's grades from the current quarter
        2. The student's schedule for next quarter
        3. Classes the student has failed
        4. Notes stemming from academic or personal issues identified in the past quarter(s)
    v. Click **Save.**
    vi. Once saved, the record will refresh. Click the button **Send to Smarter Measure**.
        1. **IMPORTANT:** A password will be generated and the student will receive an email with login information. Do NOT click in this button until you are certain that you want the student to receive login information.
        2. You can create a Project Rally record and choose NOT to click the button. The record will be saved but not sent to SmarterMeasure.
**Step 3:** The SA will follow-up with the student via phone and e-mail.
- The student will receive an e-mail with Project Rally information **immediately** after you have submitted the record to SmarterMeasure.
    i. The e-mail message is automatically generated and sent based on the information you provided in SalesForce.
    ii. The e-mail message will be available in SalesForce for documentation purposes in the **Notes & Attachments** portion of the Project Rally record.
- The SA will follow up with the student within 2 business days of generating the Project Rally record.
    i. See **Appendix C** for call prompt suggestions.
    ii. SmarterMeasure completions will only be counted through LOCKDOWN toward a campus completion percentage.

**Step 4:** If the student completes SmarterMeasure **AND** requests a consultation, the SA will set up an appointment for a student with a Learning Center Coordinator.

**Step 5:** The LCC will follow steps 4-6 of **Project Rally Process: Residential Campus Students Not Meeting SAP**.

- The LCC is <u>not</u> required to send a Project Rally close email to Online/Accelerated students who do not complete SmarterMeasure, but have the option to do so by pulling the non-complete list from SmarterMeasure and/or SalesForce.

**Step 6:** The LCC will collect Project Rally data at the end of the quarter and distribute to campus and Central Services managers as requested.

**NOTE: Email Correspondence, Terms, Associated Deadlines, and Re-Enters**

- The automated email correspondence related to Project Rally comes "from" the email address **learningcenter@rasmussen.edu**, regardless of record initiator or campus of origin. Students who respond to their message will be responding to the Learning Center list serv.

- The student's Learning Center Coordinator is listed in the closing signature for residential campus students. The "Student Services Team" is listed in the closing signature for National Online and Accelerated students.

- This document provides action deadlines based on a non-accelerated, full-term (1 quarter) schedule. Please adjust deadlines accordingly to match accelerated or mid-start student schedules.

- The processes for re-enter students vary slightly from the procedure in this document. Please refer to the *Re-Enter SOP* for instructions related to Project Rally.

# Smarter Measure

Smarter Measure is the assessment component of Project Rally.  Smarter Measure reports are automatically generated through Salesforce.  A standardized e-mail is sent to the student with instructions, username and password.  It is good to attempt a follow-up communication after the initial Project Rally records are created.  During SAP processing weeks, the LCC should log in to Smarter Measure to check on completion rates.  Upon completion of the Smarter Measure assessment, the LCC should follow-up with the student to set a date to have a consultation and go through the results.

# COMMITTEES

## General Overview

Members of the Library and Learning Center Teams participate as members of several system-wide committees.  Each member will likely serve on several committees.  The two main areas include general committees and webinar committees.  Committee assignments last the whole quarter.  Some committee placements will be by appointment while others will be voluntary.  Work with your manager and committee members to understand the function and purpose of individual committees.  A brief outline is included below:

## Webinar Track Teams

**Student Employee Excellence Track** - student employee training synchronous sessions. NOTE: members of this track will also be members of the Student Employee Excellence Committee.

**APA Track**: APA & Noodlebib

**Writing & Research Track**: Search process, using databases, writing process, editing, brainstorming, thesis building, etc.

**Start Strong Track**: introduction to services, digital content, overview of tools, sHs resources/ideas, learning skills, etc. Formerly the Resources Track (but better).

**Project Rally/Stay Strong Track**: design for the at-risk student. Skill-building workshops, time-management, goal setting, prioritization, reading/note taking resources. Formerly Learning Skills track (but better).

**Advanced Research Track**: higher-level research skills, keyword strings, modifiers, specific interface techniques

**Wildcard Track**: responsible for ideas for potential permanent inclusion in the webinar series. Ideas may be about content OR method of delivery/use of Connect tools, etc.

# General Committees

**Program Committee:** responsible for coordinating Library & Learning Center-led non-instructional activities and events such as Constitution Day and One College One Book as well as events associated with School events such as Week of the Young Child. The committee develops program guides, creates or sources handouts, organizes material distribution, assists with workshop/guest speaker management, etc.

**Student Employee Excellence Committee:** responsible for leading the development of our hiring, onboarding, training, assessment, and documentation tools for our student employees. While other team members may assist with the creation of documents and resources as well as their implementation, this committee ensures consistency of excellence across the College. NOTE: Student Employee Excellence Committee members will also be members of the Student Employee Excellence Track Team.

**Instruction Committee:** responsible for the quality of our instructional resources and services. Projects may include the review/improvement of handouts, guidance on synchronous instruction in our webinars, partnership with the Web Committee to improve/develop our site and guides, and the creation/revision of resources for streamlined instruction in common workshops/webinars.

**Web Committee:** responsible for the overall design and upkeep of our LLC web presence and training for our team to ensure the use of best practices by all team members when posting on our social media sites. This team is responsible for approving the publication of online guides and ensuring our social media presence is up to date.

**Student Engagement Committee:** responsible for spearheading or improving key initiatives that directly impact student success and student connection to campus culture. This committee may collaborate with other collegiate teams on projects but is primarily tasked with ensuring our own team's initiatives, such as Start Strong, Project Rally, and Personal Librarian, remain relevant and effective.

# Business Focus Area Memo (BFA)

The BFA is a memo sent to your Manager and Academic Dean on a weekly basis.  The BFA Memo is meant to be a general summary of your work and happenings.  The memo is used to communicate projects, areas of concern, questions, and metrics.  The BFA is used by managers to help guide weekly 1-on-1 meetings.  Ask your manager for specifics and deadlines.  An example of a BFA is posted below:

**To:**                          **Cc:**
**From:**                   **Date:**  April 20, 2015
**Re:**     BFA (Business Focus Area) Memo

I. **Initiatives (key highlights & updates)**
   a. Decrease mid-start population moving on to SAP Q2
      i. Planning welcome event for new mid-start students
      ii. Worked out outreach plan to these students in collaboration with Program Managers and Student Advisors
   b. Hire three new tutors for next quarter
      i. First applicant accepted position – orientation planned for Friday
      ii. Reached out to Faculty for student recommendations in high-need areas
      iii. Checking grades for Q1 students who may be eligible at the start of next quarter
   c. Facilitate two new in-class workshops
      i. Student surveys from first workshop were positive
      ii. Scheduled second workshop with a new Adjunct for week 8 (review of Grammarly and Brainfuse writing resources)
II. **Campus & Region**
   a. Reviewing LibAnswers with Faculty at Academic Affairs meeting Friday
   b. Trying to gather agenda items for our state-wide L/LCC lunch week 10
   c. Participating in campus holiday events on November 27th and December 20th
III. **Track Team/Liaison Group/Committee**
   a. Project Rally
      i. Working on outlining my campus process for this week's call
      ii. Gathering ideas for potential webinar topics targeted at SAP students
   b. Web and Social Media
      i. Reviewing Pinterest sample ideas
      ii. Identifying three new ideas for Pinterest site for call Thursday
IV. **In Case I Missed It/On the Horizon (reminders, upcoming projects, initiatives)**
   a. Campus Dean set November 22nd as review date
   b. Mid-Start support initiative next week
   c. I am off Monday, December 2nd (approved through UltiPro)
V. **Questions/Setting Our Agenda**
   a. How often should I meet with my campus Dean?
   b. I'd like to discuss some ideas I have for a collaborative event week 8
   c. Update on tutors who have met standards for CRLA certification
   d. Review student surveys from in-class workshop

# Quarterly Report

Learning Center Coordinators are expected to complete a Quarterly Report by the 1st Friday of each new quarter (four reports per year).  The Quarterly reflects on services, resources, and accomplishments of the preceding quarter.  Additionally, learning center coordinators are expected to identify 1-3 goals for the current quarter that are measurable and tie to campus/LLC/College initiatives.

Please use the information and links on this page to complete your Quarterly Report.  Please contact the Director of Library & Learning Resources if you have questions or require further information.

Due Dates & Expectations:

- Your Quarterly Report is due by **Friday of Week 1.**
- You should review your Report with your Academic Dean by **Friday of Week 2**.
- Prepare for a conversation with your Dean and the Director of Library & Learning Resources by the **end of Week 4.**

Friendly Reminders:

- Use data from RasTrack, Brainfuse, etc. as needed to complete your report accurately.
- Keep qualitative responses succinct.
- Quality is preferred over quantity - one great goal is better than several mediocre goals.
- Work with your dean and the DLLR as you complete your Quarterly Report.

# Learning Center Metrics

Learning Center metrics can be pulled using the Administrative Log in for Brainfuse.  Details can include: Total appointments, heavily tutored subjects, Brainfuse live help usage, writing lab submissions, no-shows, etc.  See the information from the section on RasTrack Admin options.

# Professional Development

## General Information

Librarians and Learning Center Coordinators are expected to participate in Professional Development opportunities throughout the year.  Specific opportunities will be communicated to the team but can also be discussed directly with your manager.  Professional Development should be logged/recorded for reporting at the end of the year.  Work with your manager to establish a proper protocol for recording opportunities.

# Adobe Connect

Adobe Connect was adopted in 2013 as the standard online conferencing and webinar tool for the college. Nearly everyone associated with academics has access to his/her own Adobe Connect room. These virtual meeting spaces have a host of capabilities. Specific training is available through archived webinars. Additional support is offered from various members of the LLC team as "gurus" of Adobe Connect. Work with your manager to set up a contact with a guru and schedule a training session to become familiar with the Adobe layouts and usage.

**Adobe Connect Room Administration:**

- Website:http://connected.rasmussen.edu
- Use your own e-mail address and password to login. If you do not have an Adobe Connect login or have forgotten your password, please contact the Personal Support Center.
- Click on **Meetings - Shared Meetings**
- Click on **LLC Webinar Rooms**
- Select the room that you need to access. You will enter the room as a host.

**Note**: if you do not see the **LLC Webinar Rooms** in the **Shared Meetings** area, or you are unable to enter the room as a host, please contact your Regional Manager.

**Adobe Connect Content Administration:**

- Website: http://connected.rasmussen.edu
- Use your own e-mail address and password to login. If you do not have an Adobe Connect login or have forgotten your password, please contact the Personal Support Center.
- Click on **Content - Shared Content**
- Click on **LLC Webinars Shared Content**
- Select the subfolder for the webinar track that you are creating or editing, and add content to that folder. If a folder does not exist for your webinar track, please add a folder in the appropriate hierarchy.

Note: if you do not see the **LLC Webinars Shared Content** folder in the **Shared Content** area, or you are not granted access, please contact your Regional Manager.

**Administrator/Host Conference Dial-in Information:**

- Phone: 1-800-832-0736
- Conference: *6494486#
- Host: *409526# (you may not need this; if you have the computer dial you, it may auto-log you in as host)

**Poll Organization in Shared LLC Adobe Connect Rooms**

To facilitate being able to FIND our polls easily and still keep the ability to put them into the room well in advance, please use this naming convention:

**Track Abbreviation-Session Title Abbreviation-Poll Number-Poll Title**

Example Poll Title:
**APA-NOO-1-What is the Title?**

(APA Track, NoodleBib Webinar, Poll #1, Title of the Poll)

**Proposed abbreviations for each track:**

- APA: **APA**
- Tutor Training Sessions: **TUT**
- Learning Skills: **LRN**
- Resources: **RSC**
- Students Helping Students:**STU**
- Writing and Research: **WRI**
- Faculty Sessions: **FAC**

**Each track team could then make abbreviations for their session names. Possibilities for the APA team include:**

- **APA-FOR** (Formatting)
- **APA-NOO** (NoodleBib)
- **APA-INT** (In-text Citations)
- **APA-ANN** (Annotated Bibliographies)
- **APA-QUI** (Quick Start)
- **APA-ASK** (Ask Anything)

Finally each presenter could then make polls that displayed in order by using numbers and titles as they see fit. Examples for the APA NoodleBib session would include:

- APA-NOO-1-What is the title of this book?
- APA-NOO-2-What is the title of this web page?
- APA-NOO-3-What is the title of this…

# Salesforce

Salesforce is the college student record system available online. Salesforce is used for a host of day-to-day activities. Student data available includes name, address, birthday, SSN last 4 digits, e-mail addresses, FERPA contacts, grades, attendance, and technology support. Furthermore, Salesforce has the ability to create groups of students and mass mailing options. Contact your manager for specific training.

## Logging an Activity in Salesforce

**Step 1:** You have the option of Logging a Call, Sending an Email, and Completing a Mail Merge within each student's Salesforce record. These options are located in the Activity History column. To record any activity (other than an email) select "Log a Call".



**Step 2:** A popup window will appear where you'll be able to select an Activity Type, Activity Result, and Activity Subject, from a list of dropdown options. It's important that you select an activity type, result and subject.



| Activity Type | Result | Subject |
|---|---|---|
| Call – Inbound | Successful | Attendance |
| Call – Outbound | Left Message/Voicemail | Financial Aid |
| Facebook/Social Media | No Message/No Answer | Grades |
| IM Conversation | Disconnected | Learning Plan/SAP |
| Meeting | Wrong Number | Personal/Other |
| Other | Sent Message | Schedule |
| Text | Received Message | Tutoring |

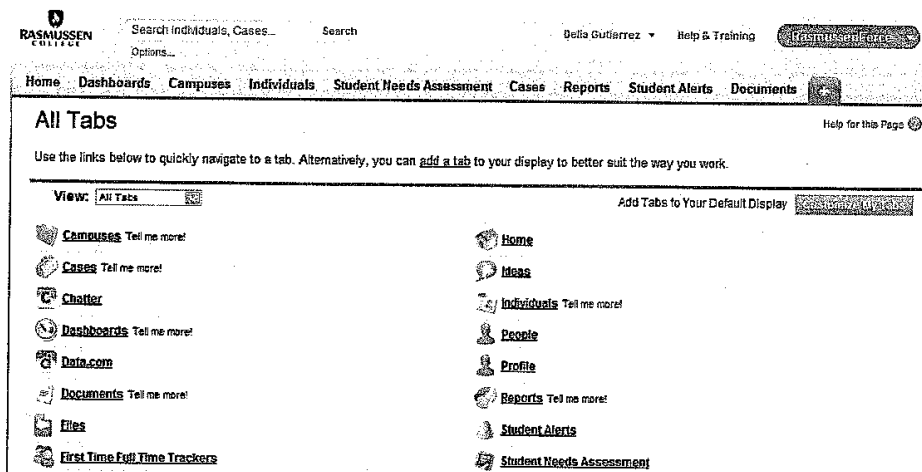- **Activity Result selections:**

- **Activity Subject selections:**

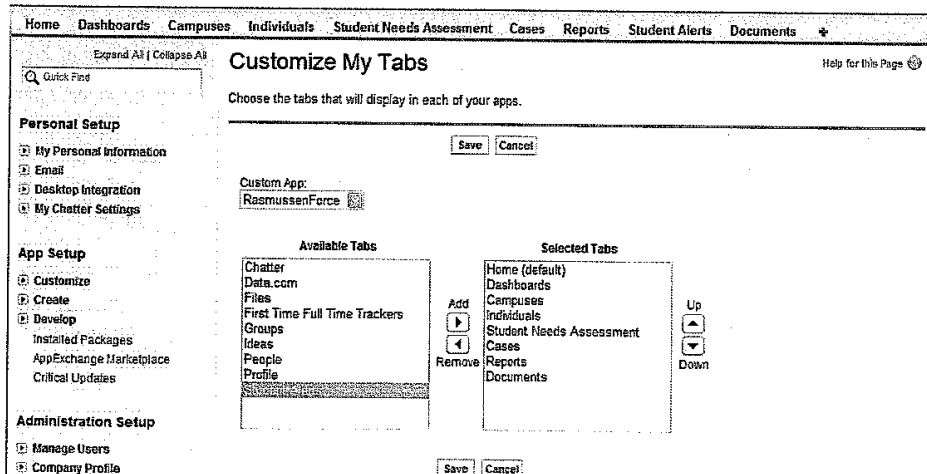# STUDENT ALERTS

## Customize Tabs: Student Alerts

1. To add the Student Alert tab you will need to click on the
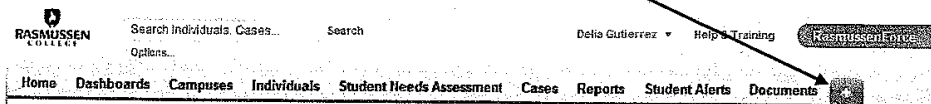


2. Click on **Customize My tabs** to add a tab to your display.



3. Next, select **Student Alerts** form the Available tabs list. Click on the arrow under **Add**.

The Student Alerts tab will move over to the **Selected** tabs list. You can move the tabs around in the order that you would like to see them. The one on the top will be the first tab you see on your display when you return to individuals page. You will need to Save your options before returning to the previous page.

Once you have saved your document you will want to click on the Student Alerts tab. The Student Alert tab will display the default view. The tab will display open cases for your campus. You have the option of editing your view by simply clicking on the edit button. The columns and orders of the columns can be changed in step 3.



### Editing your Student Alerts tab view

1. To edit your campus view, click on the Edit button. Next scroll down to **Step 3. Select Fields to display**. In step 3 you can select columns from the Available field list and move them over to the Selected fields list by clicking on the arrows for Add and Remove. You can also change the order of the selected fields list by clicking on the up or down arrows. Once you have are done selecting you will want to Save your view. This view will only be available to you.

# Close a Student Alert

| Step 1 | |
|---|---|
| To close a **Student Alert**, scroll down to Campus Feedback section. Double-click on Campus Update (required). Type comments into the combo box. Do not leave blank.  Click the **OK** button. | Campus Update |
| **Step 2**<br><br>Double-click **Status of Alert.** Select the appropriate *Status*.<br><br>*All cases should be worked on and closed within 24 hours. | Status of Alert — New<br>Campus Update — --None--<br>'Campus Update" to — New<br>Faculty — Working<br>Closed/Resolved<br>Closed/Unresolved |
| **Step 3**<br><br>As an additional option, check the Send "Campus Update" to Faculty box. | Campus Update<br>Send "Campus Update" to ☑<br>Faculty |
| **Step 4**<br><br>When the information is complete scroll down to System Information, click **Save**.<br><br>Result: The Student Alert is now Closed.  It will be removed from any active queues or Open Student Alert reports.  However, the record is still available for viewing, it is still listed on the Individual record (in the Student Alert related list) | Save |

# Transferring a Student Alert

| Step 1 | |
|---|---|
| To transfer ownership of a **Student Alert** to another User, select the appropriate **Student Alert**. Scroll down to Campus Feedback section.<br><br>Use the *lookup* button next to the **Assigned to** field to search and select the User you would like to assign the alert to.<br><br><u>Note</u>: You must be the owner of a record to have the rights to transfer ownership to another. | ▼ **Campus Feedback**<br><br>Initial Alert Owner<br>Assigned To<br>Send email to "Assigned To" Staff |
| **Step 2** | |
| <u>Best Practice</u>: Use the *lookup* button rather than typing in the name directly, to ensure accuracy. You can also type in a partial name and use the *lookup* as a Search.<br><br>Select Name of person from Search Results by clicking on it.<br><br>Check the Send email to "**Assigned To**" Staff" box to alert the new owner that the record has been transferred. | **Lookup**<br><br>Search  delia gutierrez    Go!<br>You can use "*" as a wildcard next to other characters to improve your search results.<br><br>< Clear Search Results<br>**Search Results**<br><br>Name  Campus Name  Username  Individual Record Type  Title  Student Status<br>Delia Gutierrez  Twin Cities Office  deliakedu/Delia.Gutierrez  Staff Contact  Programmatic Services Coordinator<br><br>**Send email to "Assigned To" Staff** ☑ |
| **Step 3** | |
| When the information is complete, scroll down to click **Save**.<br><br><u>Result</u>: The Student Alert record has now been transferred to a User.The new owner will appear on the record.<br><br><u>Caution</u>: This operation cannot be undone. In order to have the Student Alert transferred back to you, you must contact the new owner to request the transfer. | ▼ **System Information**<br><br>Created By  _____, 7/15/2011 7:19 PM<br>Student Alert Name  SA111<br><br>Save    Cancel |

# UltiPro

UltiPro is the online time card system used to track tutoring hours.  Tutors punch in at the beginning of a shift and out at the end of the shift.  Tutor Time Cards go from Saturday thru Friday.  Tutors should submit timecards for LCC approval at the end of the work week or by the end of the day on Friday (whichever comes first).  LCCs should approve employee time cards by 10am on Monday morning.

New Tutors can set up time cards with the assistance of the UltiPro Tutorial.  Ask your manager for a demo of UltiPro and to get set up with an administrative Log in.

Furthermore, LCCs will need to send a weekly report to the Financial Aid representative in charge of work-study funding.  Reports can be automatically generated from UltiPro, downloaded, and sent to FA Rep.

# Orientation

LCCs are expected to participate in campus orientation events.  This is an opportunity to talk about the Learning Center and the services offered.  It is a wise idea to talk about tutoring & mentoring, time management, and to sell the Start Strong Appointment.  This is also a great time to distinguish the Learning Center services from the Library.

## Library
The Library is available to help you be successful by providing academic help in the areas of Research and APA Writing.  Furthermore, our expert Librarian can assist you with:
- ❖ Navigating more than 500,000 resources
- ❖ Answer questions about APA formatting
- ❖ Explain how to use NoodleBib citation/bibliography tools
- ❖ Provide direction for database research, resources, and citations
- ❖ Proofreading your writing

Please contact the **Librarian - Pat Grelson**, if you have any questions!

## Learning Center
The Learning Center is available to connect you with our student and faculty tutors.  The Learning Center can help you with Academic assistance on campus and online. Furthermore, our expert Learning Center Coordinator and Tutors can assist you with:
- ❖ Navigating learning resources for Academic success
- ❖ Connecting you with tutors and faculty
- ❖ Time Management resources
- ❖ Assistance with navigating online classrooms
- ❖ Test Taking strategies

Please contact the **Learning Center Coordinator –** if you have any questions!

# ChipsNet

ChipsNet is the online portal where many Rasmussen Employee documentation and HR forms can be located.  To access ChipsNet, contact the PSC or your manager to get set up with a username and password.

# Digital Content & eBooks

Below you will find helpful information on how to access and utilize digial content and ebooks. For digital content **Digital Fluency Guide** http://guides.rasmussen.edu/digital

**CourseSmart Access and How-to Guide Summer 2013**
Go to http://rasmussen.learntoday.info/default.asp
Login with email/Rasmussen password
If you cannot, ask PSC for help.
Once in, click on Faculty eBook Access



The link will take you to  second page…click on "Jump to Your Etext Bookshelf" to get to your CourseSmart account.

To learn more about how to use the CourseSmart content, see
http://rasmussen.libanswers.com/a.php?qid=251690
**Especially the link to Stella's webinar (before it disappears because it is in Wimba).** Mostly she covers what students and staff can do.
We could not find the URL to the faculty e-textbook session, but if memory serves, Stella added these two pieces:

- **How to add e-textbooks to your bookshelf**: http://screencast.com/t/J96bZXKbXKK

- **How to share individual pages of the textbook with students**:
  http://screencast.com/t/jv2bn7P0Z4

Karen made a couple of videos for her faculty that you may also find valuable:
Finding eTextbooks within CourseSmart
1. Documents & items you will need (*Video 3:37*)

   a. Sum13 eBook Cheat Sheet – ONLY for Faculty (*Word document*)

   b. Sum13 Staff_Faculty Material list 5 31 13 (*Excel document*)

   c. Syllabus for your class / class number

2. Access to CourseSmart as a FACULTY member

# 10 Things

## Instructors Need to Know About eTextbooks

### The Benefits of Using eTextbooks

*As described by Rasmussen faculty members who are currently using them…*

1. You can't lose it, destroy it, or forget it.  If you have Internet, you have the book with you.

2. Your students can't lose it, destroy it, or forget it.  If they have Internet, they have the book with them.

3. Go green!  Less photocopies is good for the environment.

4. Avoid copyright infractions (and extra work) because you'll never have to photocopy something from the book for your students.

> " You can't lose it, destroy it, or forget it.  If you have Internet, you have the book with you."

5. You can easily share your own notes from your eTextbook with your students.

6. You can take screenshots of the book for use in PowerPoints and online announcements.

7. If you project the eTextbook onto a SMARTboard, you can demonstrate good notetaking in the book to your whole class at once.

8. You can add screenshots to WIMBA or Adobe Connect lessons, so students can follow along in the book.

9. If you are talking with a student on the phone and they don't have their book, you can send them a screenshot of that page to their email for review later.

10. If a student comes to your campus office hours for help, but without their book, you have it.  It's also easier for both you and the student to look at the screen together.

# 10 Things

## You Need to Know About eTextbooks

### The Benefits of Using eTextbooks

*As described by Rasmussen students…*

1. I really like being able to search the book & not having to page through like with a regular textbook.

2. My favorite eTextbook features include: highlighting parts in the book that are important and the option to take notes.

3. The highlighter tool and the use of the table of contents.

4. I like how you can use your computer at home without having to carry around a book with you. It makes it very simple and easy to use.

5. The interactive portion is a useful benefit- it gives you the chance to practice a skill. You know if you have done it correctly immediately.

> "I did not think I would enjoy [using] the eTextbook, but it has been great and even easier than I thought it was going to be to use."

6. I enjoy being able to view a page of thumbnails for pages in the book. This helps me navigate to pages easier than having to scroll through them.

7. I love that the eTextbooks are interactive! It really helps me retain the information.

8. My favorite tool is that you can add notes to each page. This helps me take quick notes without ever having to get out a pen and paper.

9. I like using the bookmark tool to keep my place and mark important pages.

10. It is nice to print out just what I need from the chapter by using the review section at the end of the chapter and the vocabulary list. All in all I really like using the eTextbooks.

### Other Important Information

- For information on advanced note taking, searching, highlighting, viewing, and printing capabilities within Course Smart eTextbooks, visit http://youtu.be/WH12_AmX-Sw

- If you have an eTextbook provided by a non-Course Smart publisher, or for additional information about textbooks (including how to return an e-textbook and receive a print copy), the Librarians and Learning Center coordinators (LLC) have developed a database of over 30 FAQs. It's available within all of your online courses through the **Resources** tab as well as at http://rasmussen.libanswers.com/search.php   Just search for *etextbooks*, and away you go!

# LLC Videos

Library and Learning Center Videos Available for distribution for Webinars and general LLC-related information:
**\*\*Note archived Webinars can be made into MP4's and uploaded to Screencast.com for link and embed code sharing contact BethMarie Gooding.**

**APA Formatting**
How to create a cover page:
http://www.screencast.com/t/v3Ptb2OnO

How to create a first line indent:
http://www.screencast.com/t/v5NfbFTPbg

How to create a first page header:
http://www.screencast.com/t/KjAkiezy0rmW

How to create a non-first page header:
http://www.screencast.com/t/cnTO7Q5OUcZ

How to double space:
http://www.screencast.com/t/cXAdEWML3k

How to format a reference page:
http://www.screencast.com/t/sgbcLgvEum

How to format correct margins:
http://www.screencast.com/t/q4LHiB4wxtJP

How to create headers and page numbers:
http://www.screencast.com/t/KjAkiezy0rmW

**APA Citations**
Avoiding Plagiarism: http://www.screencast.com/t/ibMyf59c0m

In-text Citation Overview:
http://www.screencast.com/t/vtjrG1Vm0kT

Creating in-text citations for paraphrases:
http://www.screencast.com/t/yGxqIGgFpNL

Creating in-text citations for direct quotations:
http://www.screencast.com/t/zUyTXpBP

**Annotated Bibliography:**
http://www.screencast.com/t/WXvzgohLC

**APA Citation using NoodleBib**
NoodleBib basics (webinar version link below):
http://www.screencast.com/t/llLlk5NV

NoodleBib – Creating note cards:
http://www.screencast.com/t/Q6OOxXAR9MG

NoodleBib – Creating an outline:
http://www.screencast.com/t/UBtIHG6zImrn

NoodleBib created tutorials:
http://www.noodletools.com/helpdesk/index.php?action=downloads#category-3

**Databases**

Criminal justice catalog search: http://www.screencast.com/t/d9ktTOtt

Criminal Justice EBSCO: http://www.screencast.com/t/DkusZEpcsL

Criminal Justice ProQuest: http://www.screencast.com/t/st8YwSRYnaFd

EBSCO E-books: http://www.screencast.com/t/C15DMQQgqY9

Scholarly Articles: http://www.screencast.com/t/rz47dRwDaIlE

GALE Virtual Reference: http://www.screencast.com/t/rVZO0tGn

ProQuest Newspapers:http://www.screencast.com/t/kuoQ1g3MFZeO

Masterfile Database:
http://www.screencast.com/t/nG6KwQFpbOT

Advanced Mergent:
http://www.screencast.com/t/mA5cxAgBjj

Mergent ratios and balance:
http://www.screencast.com/t/GfUsr4GOB7Z

LexisNexis:
http://www.screencast.com/t/hpAxeoeNyMVP

Points of View:
http://www.screencast.com/t/GyKUQRHsu

**Database tutorials from EBSCO and other vendors:**
CINAHL:
http://support.ebscohost.com/training/flash_videos/CINAHL_w_FT_Basic_tut/CINAHL_w_FT_Basic_tut.html

Consumer Health Complete:
http://support.epnet.com/training/flash_videos/CHCinterfaceTutorial.html

MEDLINE with Full Text:
http://support.epnet.com/training/flash_videos/MEDLINE_w_FT/MEDLINE_w_FT.html

Nursing Reference Center:
http://support.epnet.com/training/flash_videos/NRC/NRC.html

Literary Reference Center:
http://support.ebsco.com/training/flash_videos/lrc/LiteraryReferenceCenter.html

Science Reference Center:
http://support.epnet.com/training/flash_videos/scirc/scirc.html

Gale Virtual Reference Library:
http://www.gale.cengage.com/media/training/GVRL/GVRL1/GVRL.htm

eBooks- Searching
http://support.ebsco.com/training/flash_videos/eBooks/ebooks_searching/ebooks_searching.html

Reading an Article via EBSCO
http://support.epnet.com/training/flash_videos/reading_article/reading_article.html

Creating a Search Alert (2 min)
http://support.epnet.com/training/flash_videos/search_alerts/search_alerts.html

Creating a Journal Alert in EBSCO (2 min)
http://support.ebscohost.com/training/flash_videos/journal_alerts/journal_alerts.html

Visual Search
http://support.ebsco.com/training/flash_videos/VisualSearch/VisualSearch.html

EBSCOhost Mobile
http://support.ebsco.com/training/flash_videos/ehost_mobile_tut/ehost_mobile_tut.html

**Complete listing of EBSCO database and ebook video tutorials from EBSCOhost:**
http://support.epnet.com/training/tutorials.php

**<u>Library Resources</u>**
Catalog Basic Search:
http://www.screencast.com/t/vqDrdehK7wF

Library homepage:
http://www.screencast.com/t/gttjxEDufrO

Locating quality websites:
http://www.screencast.com/t/Ecy2fHoQzlV

Accessing eBooks
http://www.screencast.com/t/zZqcmEB2Q

Using LibAnswers
http://www.screencast.com/t/ykSxryB8

Using Online Academic Guides:
http://www.screencast.com/t/5D6jlu4a

Finding Short Stories:
http://www.screencast.com/t/xmHfN56U

Intercampus Loans:
http://www.screencast.com/t/3qQ7TnBMvhTd

Interlibrary Loans:
http://www.screencast.com/t/3qQ7TnBMvhTd

Introduction to Wimba:
http://www.screencast.com/t/lZQDTvjb

Renewing your books:
http://www.screencast.com/t/HkECJ9p4rwr

# <u>Writing</u>
Writing an introduction:  http://www.screencast.com/t/UiRwQHb8

Writing a good discussion post- http://www.screencast.com/t/vNlupYZJEVYj

Writing an annotated bibliography- http://www.screencast.com/t/WXvzgohLC

# Rasmussen Websites

**Rasmussen Websites**

| Website Name/Email | Used for | Link |
|---|---|---|
| ANGEL 7.4 | Learning management sytem | http://rasmussen.learntoday.info/default.asp |
| ChipsNET | Employee Portal | http://chipsnet.rasmussen.edu/Logon |
| OWA | Employee Webmail-Outlook Web access | https://webmail.rasmussen.edu |
| Metrics | Reporting site of attendance & grade monitoring, retention, & scheduling | https://metrics.rasmussen.edu |
| Salesforce/Supportforce | Web-based tool | www.salesforce.com/login.jsp |
| Student Portal | Rasmussen student portal used for campus announcements, student resources, & academic calendar | http://portal.rasmussen.edu/logon.aspx |
| Personal Support Center | Login in problems, reporting issue, computer issues, and access issues | Personal.supportcenter@rasmussen.edu help@personalsupportcenter.com |
| Student Success Team | Retention report questions | studentsuccess@rasmussen.edu |
| Rasmussen Course Catalogs | Course Catalogs-All states and AcceleratED | http://www.rasmussen.edu/degrees/course-catalog/ |
| Concur | Employee Expense Reporting site | https://my.concureworkplace.com/CompanySelection.asp |
| Paychex eServices | Employe Payroll Information Site | https://eservices.paychex.com/secure/ |

# Rasmussen Acronyms

## Acronyms 2012

| Acronym | Meaning | Additional Info |
|---|---|---|
| ABA | American Bar Association | Association and approves some paralegal and law programs |
| ABHES | Accrediting Bureau of Health Education Schools | |
| ACAT | Area Concentration Achievement Tests | Used for CJ Associate students |
| ACBSP | Accreditation Counsel for Business Schools and Programs | |
| ANTDRP | Anticipated Drop | |
| APL | Appleton (WI) | |
| ARC/STSA | Accreditation Review Council on Education in Surgical Technology and Surgical Assisting | |
| ARS | Assessment Reporting Spreadsheet | |
| AUR | Aurora (IL) | |
| BIS | Bismarck (ND) | |
| BLN | Blaine (MN) | |
| BMT | Bloomington (MN) | |
| BPK | Brooklyn Park/Maple Grove (MN) | |
| BRD | Tampa/ Brandon (FL) | |
| CAAHEP | Commission on Accreditation of Allied Health Education Programs | |
| CAEL | Council for Adult and Experiential Learning | |
| CAHIIM | Commission on Accreditation for Health Informatics and Information Management Education | |
| CCA | Common Course Assessment | |
| CCR&R | Child Care Resource and Referral | |
| CD | Campus Director | Overall campus operations |
| CDA | Child Development Associate credential | |
| CDM | Community Development Manager | |
| CEC | College Experience Course | Designed to assess your ability to complete your coursework |
| CEU | Continuing Education Unit | |
| ChipsNet | Community History Integrity Placement Service | Employee Portal |
| CLA | Certified Legal Assistant | Credential earned by those who pass the NALA exam |
| CP | Certified Paralegal | Credential earned by those who pass the NALA exam |
| CP | Campus President | Oversees multiple campuses, RVP in training |
| CPA | Certified Public Accountant | |
| CPR | Cardiopulmonary Resuscitation | |
| CSA | Career Services Advisor | |
| DAP | Developmentally Appropriate Practice | |
| DOA | Director of Admissions | |
| DOCO | Director of Campus Operations | |
| DOD | Date of Determination | |
| DSA | Director of Student Affairs | |
| DSFA | Director of Student Financial Services | |
| DSL | Director of Student Learning | |
| SS | Director of Student Services | |
| EAG | Eagan (MN) | |

| FCCE | Early Child Care and Education | |
|---|---|---|
| EC | Edvantage Experience Course | |
| EOQ | End of Quarter | |
| ETS | Educational Testing Service | |
| FAR | Fargo/ Moorhead (ND) | |
| FCCPC | Florida Child Care Professional Credential | |
| FCD | Foundations of Child Development course | |
| FERPA | Federal Educational Rights and Privacy Act | Federal law governing the disclosure of student educational data |
| FTFT | First Time Full Time student | First time college students who are full time students as of the October/Fall start. |
| FTM | Ft. Myers (FL) | |
| GAP | Graduate Achievement Portfolio | |
| GRB | Green Bay (WI) | |
| HHS | Health and Human Services | |
| HSN | Health, Safety and Nutrition course | |
| KU | Knowledge Universe | |
| LCC | Learning Center Coordinator | |
| LKE | Lake Elmo/ Woodbury | |
| LOL | Land O' Lakes/East Pasco | |
| MAERB | Medical Assisting Education Review Board | |
| MAN | Mankato (MN) | |
| MDP | My Degree Plan | |
| MFT | Major Field Test | Used for CJ Bachelor students |
| MnAEYC | Minnesota Association for the Education of Young Children | |
| MSA | Manager of Student Affairs | |
| MTP | Mokena/ Tinley Park (IL) | |
| NAACLS | National Accrediting Agency for Clinical Laboratory Sciences | |
| NACCRRA | National Association Child Care Resource and Referral | |
| NAEYC | National Association for the Education of Young Children | |
| NALA | National Association of Legal Assistants | Responsible for administration of paralegal certification exam |
| NCATE | The National Council for Accreditation of Teacher Education | |
| NIEER | The National Institute for Early Education Research | |
| NMS | Not meeting Satisfactory Academic Progress | Used to be referred to as students on SAP |
| NOCOS | Notice of Change of Status | |
| NPR | New Port Richey/West Pasco (FL) | |
| NSR | New Student Review (Risk Assessments) | |
| OCA | Ocala (FL) | |
| ONL | RCO Online | |
| OYS | One Year Success | |
| OYS | One Year Success rate | |
| PC | Program Coordinator | |

| PEM | Professional Education Manager | Building corporate partnerships |
|---|---|---|
| EP | Program Effectiveness Plan | |
| PM | Program Manager | |
| POST | Peace Officer Standards and Training | Board est. by state of MN to regulate PO licensure & training |
| PPOE | Professional Peace Officer Education | |
| PSS | Physician Sales and Services | Medical Supplies Provider |
| QoQ | Quarter over Quarter | |
| RCO | Rasmussen College Online | |
| RFD | Rockford (IL) | |
| RGI | Rasmussen Graduation Initiative | |
| RMV | Romeoville/ Joliet (IL) | |
| SAILS | Standard Assessment of Information Literacy Skills | |
| SAP | Students on Academic Probation | Students must pay out of pocket to remain in program until off academic probation |
| SAP | Satisfactory Academic Progress | |
| SIDS | Sudden Infant Death Syndrome | |
| SKILLS | Practical police training component of law enforcement programs | Required by state of MN to regulate PO licensure & training |
| SOP | Standard Operating Procedures | |
| SOP-CDA | Standard Operating Procedures Child Development Associate | |
| SRC | Student Records Coordinator | |
| TC | St. Cloud (MN) | |
| T.E.A.C.H. | Teacher Education and Compensation Helps Early Childhood | |
| VCLT | Virtual Center for Learning & Teaching lab | Rasmussen Virtual teaching lab for instructors |
| WAU | Wausau (WI) | |
| WECA | Wisconsin Early Childhood Association | |
| WOYC | Week of the Young Child | |
| YoY | Year over Year | |

# Student Portal

The student portal (portal.rasmussen.edu/) will be your main hub as a student and will provide you with access to many different services, including:

- My Online Courses: Access all your online classes including your Course Mail
- Student Email / Web Mail: View and manage your Rasmussen student email (smail)
- My Progress Report: Access to view your final grades
- My Schedule: View and confirm your schedule
- Student Resources: Find information on career services, financial aid, the bookstore, academics, and student services
- Rasmussen Library Resources: More than 100 million interactive and online articles and resources
- News and Events: Stay up-to-date with the news and events happening on your campus
- Online Learning Tools: Access to online tutoring, grammar and APA tools, typing tutorials, and more
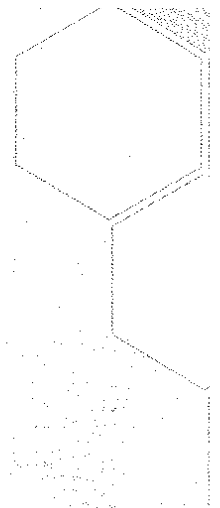


**CAMPUS TOOLS**

Annual School Disclosure

College Store

Grammarly

Library Resources

My Online Courses — Click here to access your online courses

Online Tutoring

Order Your Cap & Gown Online

Rasmussen College Blog

Student Email / Web Mail — Click here to view your Rasmussen College Student Email (smail)

Typing Master Tutorial

My Progress Report — Click here to view your final grades

Confirm My Schedule — Click here to view and confirm your course schedule

Salliemae Site

Pay Online

# Learning Center Coordinator Additional Resources

To find additional resources not covered in this handout, access the Library and Learning Center Team Guide online at **guides.rasmussen.edu/llcstaff**  The username to access this site is your [firstname.lastname@rasmussen.edu](mailto:firstname.lastname@rasmussen.edu) and the password is Rasmussen.

# NOTES

# NOTES