



# College of Business, Education, and Professional Studies

Dr. Raphael Onyeaghala, Dean

Annual Report 2016-2017

## Department Chairpersons:

Dr. Susan Jones, Chair of Accounting, Finance and Legal Studies

Dr. Gerald Toland, Chair of Agriculture, Culinology® and Hospitality Management

Dr. Sonya Vierstraete, Chair of Education

Dr. Doug Simon, Chair of Management and Marketing

Laurie Johansen, Chair of Nursing

# Table of Contents

Accounting, Finance and Legal Studies .....	3
Agriculture, Culinary <sup>®</sup> and Hospitality Management .....	15
Education .....	49
Management.....	103
Nursing .....	140



Department of Accounting, Finance, and Legal Studies:

**Annual Report and Assessment Report for the  
2016—2017 Academic Year**

Department Faculty Members:

Dr. Glenn Bayerkohler, Accounting

Dr. Mark Goodenow, Legal Studies

Dr. Susan Jones, Finance and Chair

Dr. Will Thomas, Accounting

Dr. Matt Walker, Finance

Prepared:  
June 6, 2017

The 2016—17 academic year was a year of transition for the Accounting Program and the Finance Program and the Legal Studies area. During this academic year, these three areas formed a combined department: the Department of Accounting, Finance, and Legal Studies (AFLS). The Department consisted of five full-time faculty members, along with two adjunct faculty.

In the following sections of this report for the AFLS Department, the key accomplishments for the 2016—17 academic year will be highlighted. These accomplishments will be sub-divided into two sections: 1) Quantitative; and 2) Qualitative. The Annual Report section of this report will then conclude with a prospective view on future goals which the AFLS Department hopes to accomplish in both the short-term and the long-term. The second section of this report focuses on Assessment, highlighting the key accomplishments in this area which the AFLS faculty achieved during the 2016—2017 academic year, including Assessment Day goals that Department faculty identified on February 3, 2017, during the all-university Assessment Day.

**Quantitative Information: Accounting Program**

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the [www.smsu.edu](http://www.smsu.edu) Web site.)

Using the latest information posted to the “Data Management and Institutional Research Department” link at the SMSU Web site, the number of Accounting majors enrolled during each term of the 2015—2016 academic year is as follows:

Term	# of Finance Majors
Fall 2015	92
Spring 2016	86
Summer 2016	34

The number of Accounting majors during the 2015—2016 academic year is quite consistent with the enrollment levels during the previous two academic years. The Accounting Program typically offers “Principles of Accounting I” (ACCT 211) and “Principles of Accounting II” (ACCT 212) during each semester, including the summer term. This may have contributed to the fairly steady level of majors in the Accounting program, as ACCT 211 and ACCT 212 are pre-requisite courses for the upper-level Accounting courses. ACCT 211 and ACCT 212 are also part of the Business Core courses for several other business-area majors, including Finance and Marketing and Management.

In total, 19 students graduated with a Bachelor of Science degree in Accounting in the 2015—16 academic year. The head-count in the Accounting courses by term during the 2015—2016 academic year is as follows:

Term	Student Head-Count
Fall 2015	273
Spring 2016	211
Summer 2016	13

The head-count in fall semester 2015 particularly showed an increase over the prior academic year – 21 more students or an increase of 8.33%.

During the 2015–16 academic year, 18 Accounting courses were offered, as follows:

<b>Term</b>	<b>Accounting Courses Offered</b>
Fall 2015	10
Spring 2016	8

### **Quantitative Information: Finance Program**

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the [www.smsu.edu](http://www.smsu.edu) Web site.)

Again using the latest information posted to the “Data Management and Institutional Research Department” link at the SMSU Web site, the number of Finance majors enrolled during each term of the 2015–2016 academic year is as follows:

<b>Term</b>	<b># of Finance Majors</b>
Fall 2015	71
Spring 2016	68
Summer 2016	16

The number of Finance majors during the 2015–2016 academic year is quite consistent with the enrollment levels during the previous three academic years. However, it should be noted that there was a sizeable increase in spring semester enrollment:

- Spring Semester 2015: 52 students
- Spring Semester 2016: 68 students

This equates to a 30.77% increase in spring semester enrollment in just one year.

The Finance Department typically offers “Business Statistics I” (FIN 230) and “Managerial Finance” (FIN 350) during each semester, including the summer term. This may have contributed to the fairly steady level of majors in the Finance program, as “Managerial Finance” is a pre-requisite course for the upper-level Finance courses. “Business Statistics I” and “Managerial Finance” are also part of the Business Core for several other business-area majors, including Management and Marketing.

The number of students minoring in Finance increased quite significantly in the 2015—2016 academic year. The number of Minors taking courses for each term was as follows:

Term	# of Finance Minors
Fall 2015	25
Spring 2016	28
Summer 2016	9

The number of Finance minors enrolled in fall semester 2016, at 25, compares to 19 enrolled in fall semester 2014 – an increase of 31.58%. The number of Finance minors enrolled in spring semester 2016, at 28, compares to 23 enrolled in spring semester 2015 – an increase of 21.74%.

In total, 20 students graduated with a Bachelor of Science degree in Finance in the 2015—16 academic year; 3 students earned a minor in Finance. This represents a total of 23 graduates with either a major or a minor in Finance.

The head-count in the Finance courses by term during the 2015—2016 academic year is as follows:

Term	Student Head-Count
Fall 2015	222
Spring 2016	228
Summer 2016	23

The head-count in fall semester 2015 particularly showed an increase over the prior academic year – 8 more students or an increase of 3.74%.

During the 2015—16 academic year, 19 Finance courses were offered, as follows:

Term	Finance Courses Offered
Fall 2015	9
Spring 2016	8
Summer 2016	2

### **Quantitative Information: Legal Studies Courses**

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the [www.smsu.edu](http://www.smsu.edu) Web site.)

Although Legal Studies is not a separate program area or major area, information about enrollment in the legal studies courses is found under the “Business Law” heading at the “Data Management and Institution Research Department” link at the SMSU course Web site.

The head-count in the Business Administration (i.e., legal studies) courses by term during the 2015—2016 academic year is as follows:

Term	Student Head-Count
Fall 2015	88
Spring 2016	95
Summer 2016	22

The head-count levels in the 2015—2016 academic year are very consistent with the headcount levels in the prior academic year. BADM 305 “Business Law I” (note that this course is now designated BLAW 305 “Legal Environment and Contract Law”) is a required course in the Business Core for several business-area majors, including Accounting, Finance, Management, and Marketing.

During the 2015—16 academic year, 6 courses in the legal studies area were offered, as follows:

Term	Legal Studies Courses Offered
Fall 2015	3
Spring 2016	3

#### **Qualitative Activities and Accomplishments: Accounting Program**

During the 2016—2017 academic year, the Accounting Program and its faculty had several very notable accomplishments. These accomplishments are described in the following section of this report.

- Funding for Technology Equipment for CH 101: Funding totaling \$1,740 was obtained for the purchase of computer equipment and a large display screen for the Accounting Program outer office in CH 101. Half of this funding is provided by the Leveraged Equipment Fund. The other half of this funding was secured from outside sources, including two accounting firms: Christianson; and Hoffman & Brobst. The equipment is on order and it is hoped that it will arrive and be installed by the start of the 2017—2018 academic year.
- The Accounting Club had a very active, rewarding year. Under the direction of the four Club officers, several speakers were invited to present at Accounting Club meetings: a speaker from Kinner & Co., a public accounting firm; a speaker from Conway, Deuth, & Schmiesing; Ms. Amy Napolski of Becker Professional Education; and E.J. Moberg, Lyon County Auditor/Treasurer. These speakers provided Accounting Club members with insight into the profession and suggestions on how to prepare for a career in Accounting. Accounting Club members also attended the Accounting and Auditing Conference at the Minneapolis Convention Center in 2016. The Accounting Club members also tabulated silent auction results for the University Gala and the Prairie Home Hospice Ball.

Faculty in the Accounting Program were very active, both on campus and in the community and region during the 2016---2017 academic year.

- As part of the ACCT 445 “Accounting Capstone” course, students assisted with the IRS VITA Tax Clinic in cooperation with United Community Action Partnership. This is the 11th year of participation in this program.
- Accounting faculty member, Glenn Bayerkohler, sits on the Marshall City Council.
- Accounting faculty member, Will Thomas, assists with the Adult Literacy Program in the Marshall community.
- In addition, Accounting Internships are offered for credit each semester and summer term. Several students completed internships at various businesses for credit during the 2016—2017 academic year.

### **Qualitative Activities and Accomplishments: Finance Program**

During the 2016—2017 academic year, the Finance Program and its faculty members realized a number of significant accomplishments. These accomplishments are described in the following sections of this report.

- The Southwest Investment Group and Management Association (SIGMA) Club was active throughout the 2016—2017 academic year. The Club regularly met the first and third Thursday of each month at 12 noon. The SIGMA Club met in CH 127 – the Finance Department outer office, which is also the location of the Investment Research and Trading Center (IRTC). This office area contains a wealth of resources which students can use during the SIGMA meetings and also whenever it is convenient for them. During both fall semester and spring semester, the SIGMA Club ran a “Portfolio Challenge” competition. Students wishing to participate in this activity formed teams and then invested money in a portfolio of stocks of their choosing. This activity provided a wonderful opportunity for these student teams to work together toward a common goal – maximizing the value of their investment portfolios. Another activity which the SIGMA members participated in at the club meetings was an “In the News” sharing time. At each meeting, one or more students would share a current news item with the club members. Discussion about this news item would then follow. Several practitioners from the Finance industry were featured guest speakers at SIGMA meetings during the 2016—17 academic year. Among these guest speakers were Mr. Christian Becker, an insurance agent with the State Farm Insurance Agency; Mr. Justin Vanderwerf, a Sales Tax Analyst at the Schwan Food Company and also an SMSU alumnus; and Mr. Colby Staloch, a Financial Advisor with Northwestern Mutual Financial Network. Another key speaker whom the SIGMA Club members enjoyed hearing was Mr. Jacob Fahl, a Financial Advisor with Hitachi Capital America Corporation and also an SMSU alumnus.
- The Investment Research and Trading Center (IRTC) located in CH 127 continues to be a great resource for students. There is a three-station computer lab available to students at the IRTC. The Morningstar investment software is available on these lab computers. Also, large-screen viewing of the financial television stations is available in CH 127, as well. A ticker banner provides students with real-time stock quotations so that students can keep abreast of movements in the stock market throughout each trading day. The large table in the IRTC also serves as a very convenient meeting place and/or work space for students. Whether working on homework assignments or meeting with a class work team, students found this area to be very convenient and helpful.



- Increased financial software accessibility: In consultation with the University Librarians, Morningstar software is now accessible from the SMSU Library Web page. This allows SMSU students to access and use this software from any location – whether on-campus or off-campus – with their Star ID and password. Also, the on-line version of “The Value Line Investment Survey” database is also now available at the SMSU Library Web page. The annual subscription fees for these software packages will be paid each year by the SMSU Library, using funds available from the McFarland endowment. This software is now accessible in all of the classrooms on campus. Professors wishing to use this software as part of their class presentations can now easily do so in any classroom that has Internet access. Students doing class presentations can also access information from these software packages and display it as part of their presentations to the class. Access to these software packages on-line has proved to be very valuable to both students and professors.
- Changes in Finance course pre-requisites: During spring semester 2017, the Finance faculty brought a proposal to the Curriculum Committee that was unanimously approved. ACCT 212 “Principles of Accounting II” was removed as a pre-requisite for FIN 350 “Managerial Finance.” FIN 458 “Corporate Finance II” was removed as a pre-requisite for FIN 457 “Corporate Finance I.” These changes allow students to more expediently complete a major or minor in Finance.
- Finance Internships: Finance internship paperwork was revised at the start of the 2016—2017 academic year. This includes both the Internship Application and the end-of-internship Employer Evaluation Form. Several students completed Finance internships for credit during the 2016—2017 academic year.

Finance Program faculty members were also active on campus and in the community during the 2016—2017 academic year. For example:

- Finance faculty member, Matt Walker, Chairs the Marshall Public Housing Commission.
- Finance faculty member, Susan Jones, is an officer of the Southwest Coin Club of Marshall.

#### **Qualitative Activities and Accomplishments: Legal Studies Area**

Several significant accomplishments were made in the Legal Studies area during the 2016—2017 academic year. These accomplishments are described below.

- Approval was obtained from the Curriculum Committee to label the Business Law courses with the prefix BLAW, rather than BADM. In addition, “Business Law I” was re-named BLAW 305 “Legal Environment and Contract Law.” Business Law II” was re-named BLAW 355 “Commercial and Financial Law.”
- Legal Studies faculty Mark Goodenow participated in meetings to review the Business Law minor requirements. Approval for these curriculum changes were then obtained from both the Curriculum Committee and the Faculty Assembly.

Legal Studies faculty were also very active on campus and in the Marshall community during the 2016—2017 academic year.

- Legal Studies faculty member, Mark Goodenow, sits on the Library Board.
- Dr. Goodenow also sits on the Advanced Opportunities Board.
- Dr. Goodenow also lives in a house listed on the National Registry, which he coordinates with the Lyon County Historical Society.

The AFLS Department and its faculty also together accomplished several notable achievements during the 2016—2017 academic year, as follows:

- Course schedules among the faculty in the Finance and Accounting Programs and the Legal Studies area were coordinated to avoid conflicts between the courses offered in these disciplines. There are quite a few SMSU students who are majoring and/or minoring in both Accounting and Finance.
- Advising is provided to all Accounting and Finance majors and minors, as well as some pre-business students by the AFLS Department faculty. Faculty offer “user-friendly” advising by expanding “Advising Day” to “Advising Week” each semester to accommodate students’ schedules. Sign-up sheets for advising meeting times are posted to the office doors of the AFLS faculty members well in advance of “Advising Week.”
- Recommendation letters: The AFLS faculty wrote many recommendation letters for students as they pursued employment opportunities and applied to graduate programs of study. The faculty also provided many phone recommendations to prospective employers of graduates.
- New Course: FIN 330: “Financial Management for Small Business:” In conjunction with the Exercise Science Program, FIN 330 is now being taught on-line during fall semester and summer term each academic year. This course is required within the “Corporate Wellness” track of the Exercise Science degree. This course has been a great addition, as it is also listed as an elective course for the Finance minor, but had not been taught for many years until this collaboration project with Exercise Science. Students taking FIN 330 have been very complimentary of the course and have found its content to be valuable.
- Committee service: The AFLS faculty also participated in several campus committees during the 2016—2017 academic year, including all AFLS Department faculty serving on the Search Committee for the 50% Accounting/50% Finance Position. In addition, Dr. Matt Walker served on the Academic Appeals Committee and the Academic Affairs Committee; Dr. Will Thomas served as Chair of the Budget Committee; and Dr. Mark Goodenow served on the Cathy Cowan Award Committee and the Honors Review Board Committee.
- Position Search Committee: The Finance Program faculty participated on a Search Committee for a probationary 50% Accounting / 50% Finance faculty member during the 2016—2017 academic year. This search process resulted in the hiring of a new faculty member for fall semester 2017 – Dr. Lamine Conteh.

### **The AFLS Department – A View Toward the Future:**

Hiring the additional 50% Accounting/50% Finance faculty member will allow additional courses to be offered in the Accounting and Finance Programs. It is hoped that a course in “International Finance” can be added to the Finance curriculum offerings on a regular basis very soon. This course is already listed in the SMSU academic catalog as FIN 475: International Finance. In addition, it is hoped that the additional faculty member will allow sections of the Finance courses to be offered on-line more frequently. In conjunction with the SMSU Distance Learning Department, the Finance minor courses are now offered on-line. This minor requires completion of “Corporate Finance I” (FIN 457) and “Corporate Finance II” (FIN 458) and two upper-level Finance courses from among the elective courses listed in the SMSU catalog that count toward the Finance minor. The now-frequent offering of “Financial Management for Small Business” (FIN 330) in collaboration with the Exercise Science Program, has also assisted students wishing to earn a Finance minor on-line. FIN 330 is typically offered on-line and is an elective course within the Finance minor.

The addition of the new 50% Accounting/50% Finance faculty member will also allow for the development of new courses in the Accounting Program. Being considered is a forensic Accounting course that could possibly be open to both Accounting and Finance majors. Also, with the new ACCT / FIN faculty member, accounting elective courses can be offered with more frequency.

A goal for the upcoming 2017—2018 academic year is the development of an on-line concentration in ACCT/FIN within the Master of Business Administration (MBA) Program. This ACCT/FIN concentration would consist of two courses in the FIN area and two courses in the ACCT area. It is hoped that this ACCT/FIN concentration will be a popular option among students pursuing their MBA degree at SMSU.

The Accounting and Finance Program faculty members are also planning to put more emphasis on the Internship Program. Internships provide students with the opportunity to experience a work environment in a particular area of accounting and/or finance without having a long-term commitment. Students can complete these internships for credit, so the internship and the grade they earn will appear on the students’ transcripts. It is hoped that perhaps at some point in the future, all or nearly all SMSU Accounting and Finance graduates will have had an internship by the time they graduate from SMSU.

The consolidation of the Finance Program and the Accounting Program and Legal Studies into the new Accounting, Finance, and Legal Studies (AFLS) Department during the 2016—2017 academic year provided the opportunity for greater collaboration between these programs. This combination also facilitated service activities, such as prospective student events and committee service at the university – with more faculty in the Department, a broader range of service can be accomplished.

## **ASSESSMENT ANALYSIS: Spring Semester 2017**

An all-university Assessment Day was held on February 3, 2017. This event provided the faculty in the AFLS Department with the opportunity to meet and brainstorm on assessment. A wide variety of topics were discussed, including assessment goals, courses that could be assessed during the 2016–2017 academic year, and assessment techniques that could be used. In the following section of this report, the progress that was made on the goals set by the AFLS faculty on February 3 will be described.

### **Accounting Course Assessment**

At the Assessment Day meeting on February 3, the Accounting faculty identified four courses in which they would like to do assessment work during the 2016–2017 academic year:

- ACCT 340: Cost Accounting I
- ACCT 360: Accounting Information Systems
- ACCT 421: Auditing I
- ACCT 445: Senior Capstone

ACCT 340: Cost Accounting I. According to the Accounting Program Assessment Plan and Timetable prepared on February 3, ACCT 340 addresses the following Student Learning Outcomes (SLO's) in the Liberal Education Program (LEP): 1) Creative thinking; 2) Critical thinking; and 3) Moral reasoning. Level Two assessment methods that are used include specific assignments on relevant topics. According to the course syllabus, a wide variety of assignments are included in this course. Included are spreadsheet assignments, two mid-term exams, participation in the class, and homework assignments, as well as the final exam. All of these components of the course provided the opportunity for assessment. At Level 3 – the process for analyzing evidence – the correlation of the student outcomes over time will be compared to the standard, each time this course is offered.

ACCT 360: Accounting Information System: According to the Accounting Program Assessment Plan and Timetable prepared on February 3, ACCT 360 addresses the following Student Learning Outcomes (SLO's) in the LEP: 1) Communicate effectively; 2) Critical thinking; 3) Moral reasoning; and 4) Civic engagement. Here, also, Level Two assessment methods include specific assignments in the course on relevant topics. According to the course syllabus, assessment techniques used in this course have included case analyses, and a research project, as well as exams. At Level 3, the correlation in student outcomes over time will be compared to the standard.

ACCT 421: Auditing I: According to the Accounting Program Assessment Plan and Timetable prepared on February 3, ACCT 421 addresses the following Student Learning Outcomes (SLO's) in the LEP: 1) Communicate effectively; 2) Critical thinking; 3) Moral reasoning; and 4) Civic engagement. Level Two assessment methods include specific course assignments on relevant topics. According to the course syllabus, a wide variety of assessment methods are used in this course. These methods include chapter quizzes, two mid-term exams, class participation, homework assignments, client strategy analyses, reflection on group work, and a final exam. The client strategy analyses aspect of this course, in particular,

provides students with experience in teamwork, as students complete these five analyses in groups. At Level 3, the correlation of the student outcomes over time will be compared to the standard each time this course is offered.

ACCT 445: Senior Capstone: According to the Accounting Program Assessment Plan and Timetable prepared on February 3, ACCT 445 addresses the following Student Learning Outcomes (SLO's) in the LEP: 1) Communicate effectively; 2) Creative thinking; 3) Critical thinking; 4) Moral reasoning; and 5) Civic engagement. Here, also, Level Two assessment methods include specific assignments on relevant topics, as well as creating a learning portfolio. In this course, a wide variety of assessment methods are used, according to the course syllabus. These assessment methods include a research presentation, class participation, case analyses, and a standards presentation, among others. For the community service learning portion of the course, students are to meet with the governing board of a local non-profit organization. Students also conduct research and then prepare a poster for presentation at the Undergraduate Research Conference. Regarding Level Three assessment, the correlation of student outcomes over time will be compared to the standard. In addition, the students' learning portfolios are evaluated.

### **Finance Course Assessment**

At the Assessment Day meeting on February 3, the Finance faculty identified three courses in which they wish to do assessment work during the 2016—2017 academic year:

- FIN 458: Corporate Finance II
- FIN 375: Investments
- FIN 352: Analyzing Financial Statements

FIN 458: Corporate Finance II: According to the Finance Program Assessment Plan and Timetable prepared on February 3, FIN 458 addresses the following Student Learning Outcomes (SLO's) in the LEP: 1) Creative thinking; and 2) Critical thinking. Level Two assessment methods include the analysis of student assignments. According to the syllabus for FIN 458, a wide variety of assignments are included in FIN 458. Three mid-term exams are given, along with a final exam. In addition, five assignments are given throughout the semester containing a variety of problems and application of the course material covered. In addition, students complete a class project which is due at the end of the semester. At Level 3 – the process for analyzing evidence – the assignments described will be collected and analyzed.

FIN 375: Investments: According to the Finance Program Assessment Plan and Timetable prepared on February 3, FIN 375 addresses the following Student Learning Outcomes (SLO's) in the LEP: 1) Creative thinking; 2) Communicate effectively; 3) Critical thinking; 4) Civic engagement; 5) Diversity; and 6) Moral reasoning. Level Two assessment methods include the analysis of student assignments. According to the syllabus for FIN 375, a variety of assignments are used in this course to assess student learning. These include three mid-term exams, as well as a final exam. Five assignments are given throughout the semester that contain calculation problems, questions, and application of the course material covered. There is also a class project due at the end of the term that provides students with experience in conducting research and writing a comprehensive term paper. At Level 3, the assignments for this course are collected and analyzed to assess student learning.

FIN 352: Analyzing Financial Statements: According to the Finance Program Assessment Plan and Timetable prepared on February 3, FIN 352 addresses the following Student Learning Outcomes (SLO's) in the LEP: 1) Creative thinking; 2) Communicate effectively; 3) Critical thinking; 4) Civic engagement; 5) Diversity; and 6) Moral reasoning. Level Two assessment methods include the analysis of student assignments. In FIN 352 during spring semester 2017, each student was provided with an actual copy of the Pet Smart Annual Report. Students then worked together in teams of up to four students per team to complete worksheets using these Pet Smart Annual Reports. The worksheets provided students with the opportunity to apply the concepts and formulas learned in FIN 352 to an actual company. Students also completed homework problems for each chapter covered, and two mid-term exams, and a final exam. It is hoped that the hands-on experience students gain in this course will be valuable to them when working with financial statements in their careers in the years ahead. At Level Three, student assignments were collected and analyzed. Of particular interest during this spring semester was the finding that students would often compare the operating results for Pet Smart to other firms, using their cell phones to look up information, as they did their worksheets together in their teams in class. Students seemed to really enjoy this aspect of the course.

### **Assessment During the Upcoming 2017—2018 Academic Year**

During the upcoming 2017—2018 academic year, the AFLS Department faculty have identified several courses on which they would like to focus for assessment. In the Accounting Program, the following courses will be assessed:

- ACCT 340: Cost Accounting I
- ACCT 360: Accounting Information Systems
- ACCT 421: Auditing I
- ACCT 445: Senior Capstone

These are the same four Accounting courses that were assessed during the 2016—2017 academic year. Assessing these same courses during the upcoming academic year will provide a good basis for comparison of the student outcomes from year to year.

In the Finance Program, the following courses will be assessed during the 2017—2018 academic year:

- FIN 492: Financial Policy
- FIN 370: Capital Budgeting
- FIN 457: Corporate Finance I

These courses differ from the Finance courses that were assessed during the 2016—2017 academic year. Assessing these courses will provide Finance faculty with the opportunity to try difference assignments and assessment techniques to determine their effectiveness in maximizing student learning.

**Conclusion:**

The 2016—2016 academic year was a year of transition and change with the creation of the new Department of Accounting, Finance, and Legal Studies (AFLS) here at SMSU. Many things were accomplished by the AFLS Department and its faculty during the year which provide an excellent foundation for future growth and expansion of the AFLS Programs and courses. The AFLS faculty members are looking forward to the addition of our new ACCT/FIN faculty member, Dr. Lamine Conteh, with the start of fall semester 2017. We are very enthusiastic about what our Department has to offer SMSU students!

**2016-2017 Annual Report for the  
Department of Agriculture, Culinology® and Hospitality Management  
within the College of Business, Education and Professional Studies at  
Southwest Minnesota State University**

Prepared by  
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Department Chair

Submitted to the  
Dean's Office  
for the College of Business, Education and Professional Studies (BEPS)  
at Southwest Minnesota State University (SMSU)

May 25, 2017



## Table of Contents

<u>Topic</u>	<u>Page #</u>
<b>Introduction</b>	3
<b>Section I – Structure and Staffing of SMSU’s Department of Agriculture, Culinary<sup>®</sup> and Hospitality Management (ACHM Department)</b>	3
A. <i>Structure of SMSU’s ACHM Department During AY 2017</i>	3
B. <i>Upcoming Staffing Changes in SMSU’s ACHM Department</i>	4
C. <i>Creating a “One-Stop-Shop” Location for SMSU Agriculture Programs and Faculty</i>	5
D. <i>Identification of ACHM Departmental Programs</i>	6
E. <i>Enrollment Trends during 2005-2016 for ACHM Programs</i>	8
F. <i>Efforts Aimed at Improving Future ACHM Student Enrollment</i>	13
G. <i>Background on the ECON Program within the ACHM Department</i>	14
H. <i>ACHM Departmental Budgets and Expenses in 2016-2017</i>	16
I. <i>Workforce Demand for ACHM Majors</i>	17
 <b>Section II - Activities and Accomplishments of SMSU’s Agriculture, Culinary<sup>®</sup> and Hospitality Management (ACHM) Department in 2016-2017 (AY 2017)</b>	 17
A. <i>ACHM Departmental Achievements in 2016-2017</i>	17
B. <i>ACHM Departmental Distance Learning Efforts</i>	21
C. <i>Cooperative Scheduling</i>	22
D. <i>Scholarly and Creative Activity</i>	22
E. <i>Professional Development</i>	23
F. <i>Service to Students</i>	24
G. <i>Service to the University</i>	24
H. <i>Service to the Community at Large</i>	25
I. <i>Assessment</i>	25
 <b>Section III - Program Reviews and Long Term Planning</b>	 26
A. <i>Program Review Schedule</i>	26
B. <i>Long Term Planning</i>	26
 <b>Sources and References</b>	 27
<b>Appendices A – E</b>	28 – 34
<b>Endnotes</b>	35

### Introduction

This 2016-2017 Annual Report for SMSU’s Agriculture, Culinary<sup>®</sup> and Hospitality Management (ACHM) Department outlines our outcomes and accomplishments during the past academic year (AY 2016-17). We also use this report to identify future plans for the upcoming AY 2017-18.

This report is organized into three (3) sections. Section I describes changes in our department’s membership and structure over the past year. Student enrollment trends, departmental budgets and expenses are also reviewed.

Section II of the report examines successes and accomplishments of our ACHM Department’s academic programs and outreach activities during AY 2016-2017. Some of the highlights include:

- The MN Board of Teaching's (BOT's) first-ever Licensure Approval for SMSU's BS in Agricultural Education Program on August 12, 2016. The BOT also granted Continuing Initial Approval of our Agricultural Education licensure program through June 30, 2019.
- The Silver Medal earned by our SMSU Culinology® students, and their faculty coaches, at the Research Chefs Association (RCA) international competition held in San Juan, Puerto Rico in March 2017.
- The success of this year's Ralco/SMSU Ag Bowl Scholarship Invitational where 642 FFA Students visited our campus and competed in fifteen (15) Career Development Events (CDE's) in February 2017.
- We report on our department's progress in building key connections to other educational institutions within our state, and internationally.
- We also document our efforts in the areas of teaching/learning, scholarly/creative activities, professional development, and service to our students, university and community at large.
- We demonstrate our progress in the design and implementation of our program assessment plans.

Section III of the report addresses how our ACHM Department plans to move forward over the long term to capitalize on our past successes and address our challenges. We look further into the future by referencing the results of program reviews which occur on a five-year cycle for each academic program. Our goal is to extend our momentum to improve both the quality and growth of our ACHM Department. Our purpose is to offer valuable educational benefits for our students and for the Southwest Minnesota Region that we serve.

### **Section I – Structure and Staffing of SMSU's Agriculture, Culinology® and Hospitality Management (ACHM) Department**

**A. Structure of SMSU's ACHM Department during AY 2017.** During the 2016 Summer Session, SMSU implemented a department reorganization plan initiated during Spring Semester 2016. The restructuring linked a set of academic curricula that have inherent real-world connections. In particular, faculty who teach in the agriculture-related programs were brought together with the faculty guiding SMSU's Culinology® and Hospitality Management programs. We now think of our department as a provider of educational opportunities '*from the farm to the fork.*' Our department also greatly benefitted from the planning and activities organized by SMSU's Director of Outreach, Marketing and Recruitment for Agricultural Programs.

The 2016 reorganization created a 10-member ACHM Department.<sup>1</sup> We have:

- Three (3) professors (Drs. Davis, Jung and Toland) who jointly offer courses in Agribusiness Management, Agricultural Solutions, Economics, and Managerial Economics.
- One (1) professor (Dr. Kovar) who directs courses in Agricultural Education, Agronomy, Agricultural Solutions and Education.
- In the Agronomy Program, we have two (2) Professors (Profs. French and Tutt) teaching courses in areas such as Pest Management, Precision Agriculture, Soils and Fertility, and Experimental Design.
- Two (2) Professors (Drs. Hwang and Lim) who supervise our Hospitality Management Program. Dr. Hwang is the overall program coordinator for the Culinology® and Hospitality Management Programs.
- We also have one (1) Professor (Dr. Xiao) who directly oversees and teaches courses in our Culinology® Program.

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<sup>1</sup> See Appendix A for the ACHM Department's Faculty and Staff Roster and Contact Information.

- We also relied on our single (1) Director of Ag Program Outreach (Grant Will) to participate and offer input on marketing and recruitment during our department meetings and discussions.

In addition to our direct faculty and staff, we rely heavily on the support of our Administrative Assistant, Linda Baun. Linda helped us greatly in managing our department budgets, filing reports, awarding student scholarships, and many other duties.

Our ACHM Department also benefits from the teaching skills of two additional SMSU faculty who regularly offer courses within the AGBU, HOSP and the ECON curricula: Dr. Mark Goodenow and Prof. Lori VanOverbeke. Dr. Goodenow is a full-time SMSU faculty member who teaches AGBU 350: Agricultural Law and Environment and HOSP 320: Hospitality Law. Professor VanOverbeke is an adjunct faculty member who teaches ECON 201 (Microeconomics), and ECON 210 (Introduction to Cooperatives) for our department.

During Fall Semester 2016 and Spring Semester 2017, our ACHM Department held regularly scheduled bi-weekly meetings on Tuesdays, Noon to 1 PM.<sup>2</sup> All programs were represented and participated during these department meetings. We handled pre-announced agenda items as a cohesive group. We generally made decisions via consensus. Votes were taken to make decisions when required.

**B. Upcoming Staffing Changes in SMSU's ACHM Department.** On April 3, 2017, Grant Will officially resigned as our SMSU Director of Outreach, Marketing and Recruitment for Agricultural Programs. Our department is grateful to Grant Will for the contributions he made to increase the regional and national public recognition of our department's offerings during his term of service. However, as much as we miss Grant's assistance, we also must continue to look ahead.

Our ACHM Department wrote to our College Dean about the urgent need to begin a search to re-fill Grant Will's position. The SMSU Administration responded by redefining and re-advertising the job position. The search is currently underway. The new job appointment now includes recruitment responsibilities for all of our programs, including Agriculture, Culinology® and Hospitality Management. The post also has restructured responsibilities. The new Assistant Director's tasks now involve a 70% SMSU Admissions Office function, and a 30% Outreach and Marketing responsibility in support of our ACHM Department programs.

Another future change in our department's faculty membership will take place at the conclusion of Spring Semester 2018, when Professor Lee French will retire from SMSU. Our ACHM Department expects that we will request a job search to fill Lee's full-time faculty position as the primary faculty member coordinating SMSU's Agronomy Program. This faculty position is critical to the ongoing enrollment growth in all of our department's ag-related majors.

**C. Creating a "One-Stop-Shop" Location for SMSU Agriculture Programs and Faculty.** In addition to establishing our multi-program ACHM Department in Summer Session 2016, another beneficial change was relocating the offices of our Agriculture-Related Faculty into a single building on the SMSU Campus.

Thanks to this spatial rearrangement, offices for all full-time SMSU agriculture-related faculty now reside in SMSU's Science and Technology (ST) Building. These office spaces are conveniently located within a reasonable proximity of the laboratory classrooms needed for our Agronomy and Agricultural Solutions programs. In addition, the SMSU Agriculture-Faculty offices are now adjacent to Minnesota's Agriculture Utilization Research Institute's (AURI's) offices/laboratories and the Executive Director's office for the Minnesota Agricultural and Rural Leadership (MARL) Program. All of SMSU's Ag-Related programs now have a "real home" in SMSU's ST Building.

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<sup>2</sup> See Appendix B for samples of ACHM Department Meeting Agendas. The samples include department meetings at the beginning of Fall Semester 2016 and Spring Semester 2017.

The faculty office spaces for our Culinology® and Hospitality Management Programs remain in one SMSU building on campus (the Individualized Learning or IL Building). The first floor of the IL Building includes all of SMSU's kitchens, labs and restaurant facilities needed by our students in the food and hospitality related majors. The faculty offices for these programs should stay in the IL Building for obvious reasons.

Although ACHM is one Department, it makes sense to maintain the current geographic separation of the faculty offices for our Agriculture programs, as compared to those for our Culinology® and Hospitality Management Programs. From a broader perspective, the geographic separation of the offices is not a serious handicap. On the SMSU campus, it requires only five to ten minutes to move from one end of campus to the other. Most SMSU faculty offices are within a relative close proximity of each other.

**D. Identification of ACHM Departmental Programs.** In the 2016-2017 Academic Year, SMSU's ACHM Department offered eight academic majors at the Bachelor's level, one Associate in Science program (Agribusiness Management), and four different minors. These offerings are listed below:

- BS and an AS Degrees in Agribusiness Management
- BS Degree in Agronomy
- BAS Degree in Agriculture (*transfer program for AAS grads*)
- BS Degree in Agricultural Solutions
- BS Degree in Agricultural Education (*Teacher Licensure Program*)
- BS Degree in Agricultural Communication and Leadership
- BS Degree in Culinology®
- BS Degree in Hospitality Management
- Minors in Agribusiness Management, Agronomy, Economics, and Hotel/Lodging Management

Beginning in Fall Semester 2017, our department will begin offering a new minor in Agricultural Economics,<sup>3</sup> while placing the Economics minor in a "suspended status" because of low enrollment.

**E. Enrollment Trends during 2005-2016 for ACHM Programs.** One measure of the desirability and fitness of an academic program is student enrollment. Fortunately, we have data sources readily available to determine the number of students who are enrolled in SMSU's academic majors from one year to the next. On the SMSU Website, the Office of Enrollment Management and Student Success provides easy access to enrollment reports compiled by SMSU's Office of Data Management and Institutional Research (DMIR).

Of particular interest to the ACHM Department are the student enrollment trends in the majors that we offer. We should compare our department's enrollment performance outcomes to the University's enrollment patterns across all majors. We can learn how our department's programs may be influenced by larger-scale demographic patterns, and vice versa.

We also can examine whether there are smaller-scale "microeconomic" forces creating distinct or unique enrollment trends in ACHM Department programs. In some cases, our programs may be "opposing the general trend" in SMSU enrollments. We can propose plausible explanations or hypotheses to help explain why ACHM program enrollments are sometimes following overall SMSU patterns in some cases, while diverging from these tendencies in other instances.

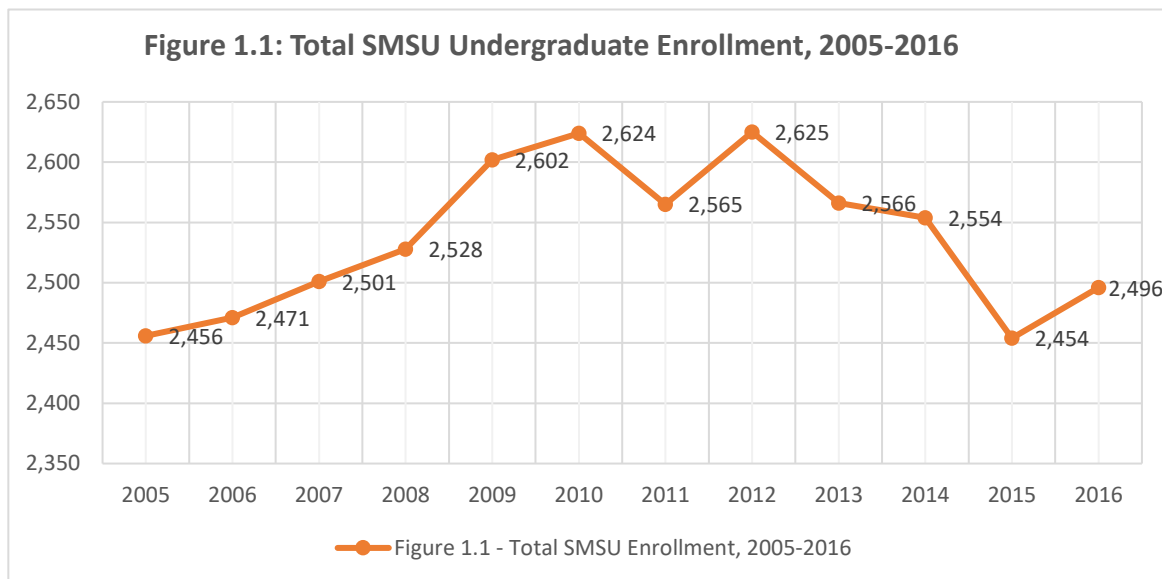
Using SMSU's DMIR Data, we review the student enrollments in ACHM Majors during the years 2005 to 2016. We organize the enrollment review as follows:

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<sup>3</sup> See Appendix C to see the course requirements for the new Agricultural Economics Minor at SMSU.

- We examine the student enrollments in all SMSU majors, and examine how changes in ACHM Program enrollments compare to developments in the University’s total student numbers.
- We break down the enrollments in SMSU’s Agriculture-related majors to uncover recent patterns within the different fields of agriculture.
- We also analyze changing enrollments in SMSU’s Culinary® and Hospitality Management programs over time.

Comparing SMSU Student Enrollments for all Majors to ACHM Program Enrollments. In Figure 1.1, we can examine how total SMSU enrollments changed between 2005 and 2016.



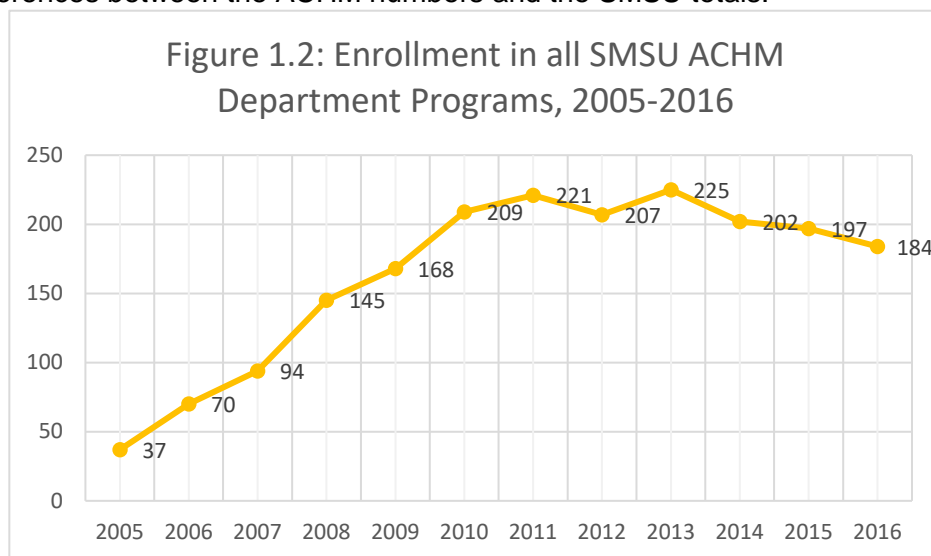
**Source:**  
<https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/>

A cursory review of Figure 1.1 reveals an up-and-down pattern to overall SMSU undergraduate enrollments across all majors during 2005-2016. Beginning in 2005, SMSU enrollments climbed and reached peak values in the years 2010 and 2012, and then declined until the enrollments in 2015 and 2016 were similar to those in 2005 at the beginning of the time-series. There was a small up-tick in total enrollment between 2015 and 2016. It remains to be seen as to whether this particular increase will evolve into a new upward trend.

Enrollment challenges faced by SMSU are not unique within Minnesota. In a 2015 report prepared for the Board of Trustees of the Minnesota State Colleges and Universities System (now known as the MinnState System), one demographic projection anticipated a declining pool of traditional-aged students who typically enroll in MinnState programs. The number of high-school graduates in MN is not expected to begin rising again until the year 2024.<sup>4</sup>

<sup>4</sup> Minnesota State Colleges and Universities. “Demographic Trends in Minnesota: Implications for Minnesota State Colleges and Universities – Board of Trustees Study Session, March 17, 2015.” St. Paul, MN: MNSCU. 2015.

Equipped with general SMSU enrollment information, we can now examine the ACHM Program enrollments, and compare the growth patterns. Let's examine Figure 1.2, and assess similarities and differences between the ACHM numbers and the SMSU totals.



**Source:**

<https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/>

If we associate the results displayed in Figures 1.1 and 1.2, we note the similar shape of the trends during the 2005-2016 period. ACHM enrollments initially rise, reach a peak in 2013, and then decline. But there are differences too. ACHM numbers decline at slower rate than do SMSU total student numbers. As a result, the ending value of 184 students majoring in ACHM programs is considerably higher than the initial number (37) in 2005. Despite some challenges, there has been noticeable net ACHM enrollment growth since 2005.

While university-wide enrollment tendencies deserve attention, it is also instructive to determine how the attractiveness of individual programs affect the volume of students choosing to pursue specific majors. Within the ACHM Department, it makes sense to jointly review the enrollments in Agriculture-related majors. Similarly we can jointly review the Culinary® and Hospitality Management enrollments.

Analyzing SMSU Student Enrollments in Agriculture-Related Majors. In 2016, SMSU was offering six undergraduate majors in Agriculture-related fields. The two largest student-enrolled programs are Agribusiness Management and Agronomy. Growth trends for these two majors explain most, but not all, of the Ag-enrollment patterns. We can learn about numbers of SMSU students choosing agriculture-related degree programs by examining a sequence of trend graphs. This sequence is:

- Figure 1.3 – Agribusiness Management (AGBU) Enrollment at SMSU, 2005-2016
- Figure 1.4 – Agronomy (AGRO) Enrollment, 2006-2016
- Figure 1.5 - Enrollment in all SMSU Agriculture Programs, 2005-2016

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Retrieved from

[https://www.bemidjistate.edu/faculty\\_staff/faculty\\_association/senate\\_agenda\\_attachments/docs/20150302/population.pdf](https://www.bemidjistate.edu/faculty_staff/faculty_association/senate_agenda_attachments/docs/20150302/population.pdf)

Figure 1.3 - AGBU Enrollment at SMSU, 2005-2016

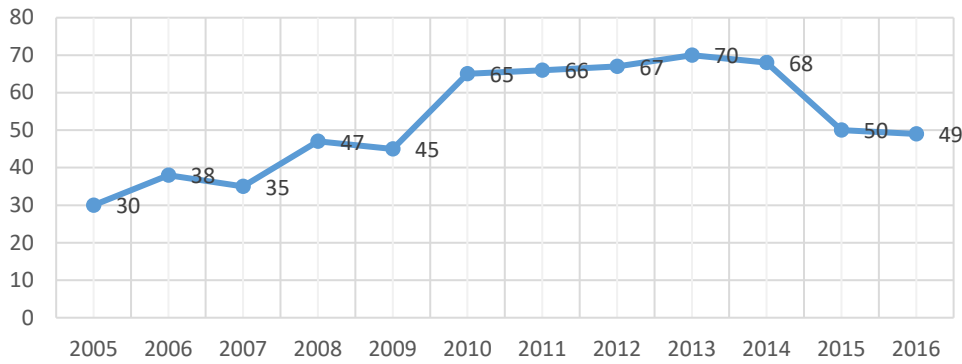


Figure 1.4 - AGRO Enrollment, 2006-2016

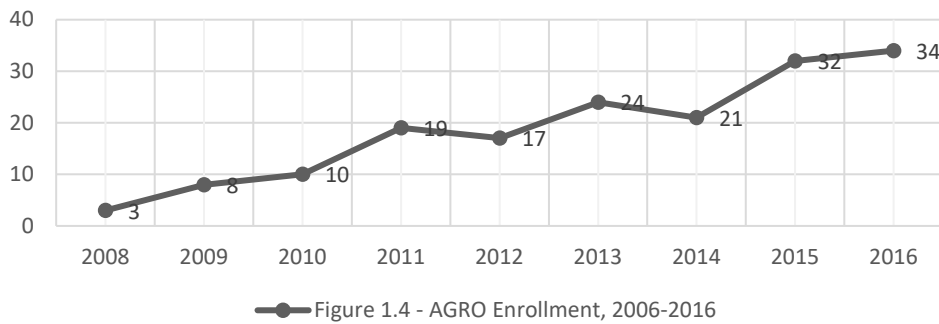
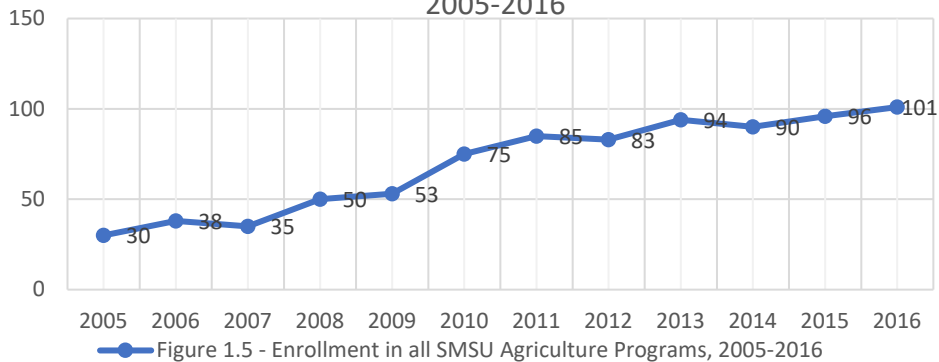


Figure 1.5 - Enrollment in all SMSU Agriculture Programs, 2005-2016



**Source for Figures 1.3, 1.4 and 1.5:**

<https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/Majors.pdf>

In Figure 1.3 above, we observe the enrollment trend for SMSU's longest-standing major in an Agriculture-area, Agribusiness Management (or AGBU). Similar to what we have seen earlier in this report for all of SMSU, the AGBU enrollment pattern shows rising numbers until 2013, and then the trend falters.

Where we have a break in the SMSU enrollment pattern is noticed in Figure 1.4. Students selecting Agronomy as a major is a variable on an upward trend from the date of the program's inception (2008) up to the year 2016. Industry demand for college graduates with agronomic training is expanding, and SMSU's decision to begin offering the major in 2008 has been rewarded with consistent enrollment growth.

Figure 1.5 (See above), where the tally of all Agriculture-related majors are included in the measurements, displays an upward trajectory during 2005-2016 that is similar to the Agronomy enrollment trend. While the attraction of the Agronomy major is playing a key role in the rising pattern, other factors must be mentioned. SMSU began offering two new majors in 2013 (these are the BAS in Agriculture and the BS in Agricultural Solutions).

In Fall Semester 2015, SMSU began offering courses for the pre-Agricultural Education program and the BS Degree in Agricultural Communication and Leadership. One year later, in August 2016, the MN Board of Teaching approved Teacher Licensure Status for SMSU's BS in Agricultural Education.

In summary, since Fall Semester 2013, SMSU has introduced four new Ag-related majors leading to the completion of a bachelor's degree. Assuming that these varied Ag-related majors can attract a larger cross-section of prospective students than can one major (e.g., Agribusiness Management), then SMSU's new line-up of Ag-Related majors have a better-than-average chance of generating an increasing enrollment trend. We observe that SMSU's "School of Agriculture" suite of diverse programs experienced increased enrollment even when the trend for all SMSU majors declined.

Analyzing SMSU Student Enrollments in the CULG and HOSP Majors. In July 2016, the Culinology® (CULG) and Hospitality Management (HOSP) Programs became part of SMSU's ACHM Department. As a result, the capacity for a well-functioning department to offer support to the CULG and HOSP Programs has been recent.

Before their entry into the ACHM Department, we can examine the 2005-2016 enrollment trends for the CULG and HOSP programs. We hypothesize that CULG/HOSP enrollments are influenced by the overall SMSU patterns affecting all majors during that time period. In addition, we can interpret the individualized programmatic influences that also modified student interest and enrollment in SMSU's CULG and HOSP majors during that academic era.

Before we can properly interpret the student enrollment data for SMSU's CULG and HOSP majors during 2005-2016, it is very important to understand the key role that faculty turnover had on these academic programs. The rapid changes in faculty leadership had sizable impacts on the attractiveness of these majors to prospective students.

Between Fall 2005 and December 2014, Professor Mike Cheng played a prominent role as the initiator ("founder") of SMSU's CULG program, and also as a leader in reviving SMSU's hospitality management program. Enrollment increased rapidly in SMSU's CULG and HOSP majors, as Dr. Cheng guided SMSU program development for nearly nine years.

Dr. Cheng left SMSU for a different university in the middle of the 2014-2015 academic year. Dr. Mark Traynor was hired to replace Dr. Cheng. But, Dr. Traynor similarly left SMSU for a new position mid-year during 2015-2016. All of these sudden transitions had negative effects on the ability of these programs to attract new student majors.

The future of SMSU's HOSP and CULG Programs now resides in the capable hands of Drs. Joyce Hwang, Yumi Lim and Zhenlei Xiao. Drs. Hwang and Lim were thrust into leadership roles as new faculty hires during Fall Semester 2015. Dr. Xiao began teaching in SMSU's CULG Program in Fall Semester 2016.

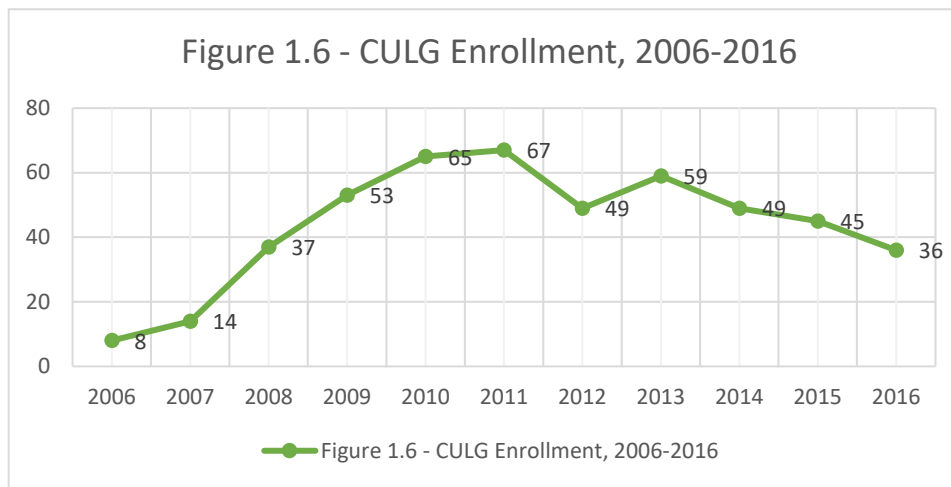
SMSU now has the assurance of a triumvirate of faculty members who are dedicated to the longer-term future success of our CULG and HOSP Programs. With a stable faculty future, the CULG and HOSP programs are in a now in a much better position to experience renewed increases in student enrollment.

Having offered the above observations, we should examine the existing enrollment data for CULG and HOSP at SMSU. We can interpret the meaning of these trends in light of program dynamics and SMSU's overall enrollment trends. As indicated earlier, a sequence of data displays can help educate us about what is happening with student interest in these programs over time. The sequence is:

- Figure 1.6 - CULG Enrollment at SMSU, 2006-2016
- Figure 1.7 - HOSP Enrollment at SMSU, 2005-2016

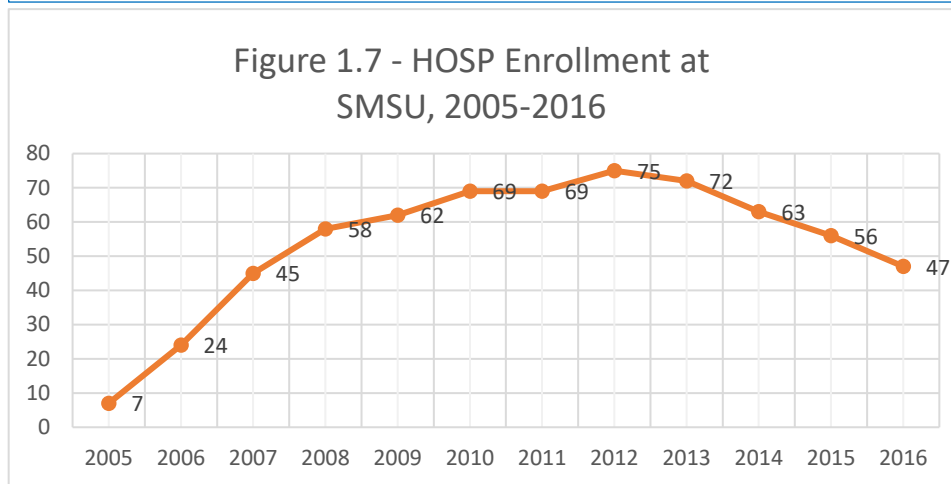


- Figure 1.8 - Sum of HOSP & CULG Enrollment, 2005-2016



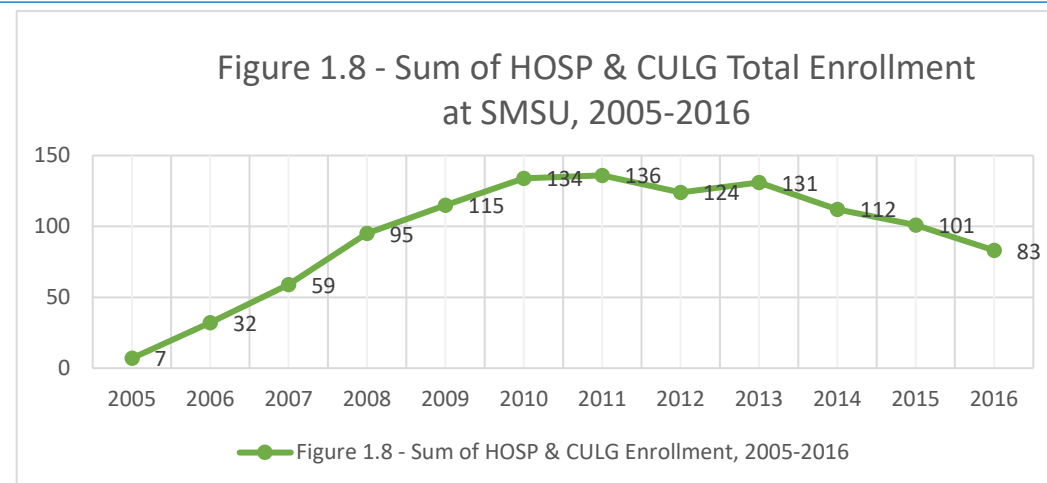
**Source:**

<https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/>



**Source for Figure 1.7:**

<https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/>



**Source for Figure 1.8:**

<https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/>

Given the above-mentioned faculty-changeover in SMSU's CULG and HOSP Programs, and the influence of the SMSU general trend factors, the shape of the enrollment patterns during 2005-2016 for CULG and HOSP (and their sum) is not surprising. We view a general rising enrollment trend up through 2012 or 2013, followed by an enrollment decline thereafter.

The post-2013 decline in the number of CULG and HOSP majors is more rapid than the drop in enrollments that SMSU experienced more generally at that time. The decrease in CULG and HOSP enrollments is especially acute, especially when compared to calculated enrollments that are measured as a percent of the base enrollments in these CULG/HOSP programs. During the 2005-2016 Period, there was an approximate 6.5% decrease in overall SMSU enrollment (when measured between the maximum and the minimum enrolled student majors). However, we estimate at 38.9% drop, when we track changes from the maximum value (136 majors in 2012) to the minimum value (83 majors in 2016) of combined CULG/HOSP enrollments.

The 2005-2016 CULG/HOSP enrollment losses do **not** reflect on the actions of any of the current CULG and HOSP faculty. Their faculty impacts on program enrollment are yet to be determined. Those effects are in the future, not the past.

***F. Efforts Aimed at Improving Future ACHM Student Enrollment.*** Ultimately, every collegiate program requires sufficient student enrollment, if it is to remain academically and economically sustainable. The majors offered by SMSU's ACHM Department are no exception to this rule.

ACHM faculty and staff understand our obligation to provide high-quality programs that meet the expectations of today's students. A student's decision to enroll in specific major at a particular university depends on a wide range of concerns. As we respond to these "market conditions", we know that our programs cannot possibly be "all things to all people." Instead, we should focus on the most salient factors.

We must strive to offer the academic majors and options that are relevant and "in-demand". We must also be actively engaged in marketing, student recruitment and student retention. There is no automatic escalator that improves student enrollment. Proactive effort is needed.

In this report, we just completed a review of ACHM program enrollment patterns during 2005-2016. While there are some promising trends, there are also some difficulties to overcome in the years ahead.

We have work to do, if we are to offset or reverse the drops in enrollment that some of our programs have recently experienced. One major challenge is to figure out how to counter the negative demographic patterns expected to dominate the pool of traditional-aged MN students through the year 2024.

In the upcoming 2017-2018 Academic Year, the ACHM Department will be strongly involved with the following activities that aim to build student enrollment in our programs:

- Our ACHM faculty and staff will consult with our two Advisory Councils (Agriculture Advisory Council; Culinology® and Hospitality Management Advisory Council) to ensure that our programs are relevant, meeting the needs of industry, and offering robust higher-educational programs.
- When the Assistant Director of Recruitment, Marketing and Outreach for ACHM Department is appointed, then our faculty and staff will offer our full support and input to the person occupying this key position.
- Our ACHM Department will participate in all scheduled recruitment events and activities, and cooperate with the SMSU Admissions Office to offer information and advice to prospective students.

- In the area of student retention, ACHM Faculty and Staff will maintain and improve our efforts in the following areas:
  - Provide accessible and accurate academic and related advice to our student majors and minors.
  - Actively participate as faculty advisors to the SMSU Ag-Club, Student Hospitality Organization (SHO) and the Culinology® Club.
  - Encourage student participation in the Agriculture and Hospitality “Houses” sponsored by SMSU’s Residential Life Office.
  - Encourage our ACHM students to participate in major SMSU events such as the Undergraduate Research Conference, Agriculture Career Fair, Homecoming, Ag-Bowl Football Weekend, and the February Ag-Bowl Scholarship Invitational.
  
- Our ACHM faculty and staff will work alongside SMSU’s Office of Distance Learning to help identify Two-Year College partners for creating articulation agreements and similar institutional arrangements to facilitate the transfer of students’ courses and credits into SMSU.

As our ACHM Department Faculty and Staff look to the future, we will be assessing the impacts of our efforts to boost our program enrollments. We will adjust our efforts as we determine those activities that are more or less effective in attracting and retaining students, and aim to develop and implement successful enrollment strategies.

**G. Background on the ECON Program within the ACHM Department.** The name of our ACHM Department does not directly communicate the key role of our department’s faculty as primary providers of the Economics courses that SMSU offers throughout the academic year. There are rational reasons for this omission.

In summer 2016, when SMSU’s Administration decided it was logical and appropriate to consolidate our department’s programs into one organizational unit, there was interest in economizing on the length of the new departmental name.

SMSU does not offer a major in economics because low enrollment patterns prevent the Economics major from generating an adequate positive “cash flow.” As a result, when the consolidation happened, our SMSU departmental faculty and administration judged that adding the label “economics” into the departmental name would have lengthened an already-long departmental name. The ACHM moniker was necessarily long-enough for most prospective students to use and remember.

Historically at SMSU, the primary academic role for our Economics Program has been to supply service courses for majors and minors in other related disciplines. The field of economics also provides “principles-level” courses that students can choose to partially fulfill the social science requirement within SMSU’s Liberal Education Program (LEP).

More recently, the ACHM Department has cooperated with properly-credentialed high-school teachers through SMSU’s College-Now Program to offer ECON 201 (Microeconomics Principles) and ECON 202 (Macroeconomics Principles) to qualified high-school students under the ultimate supervision of our SMSU Faculty.

Economics courses at SMSU are taught year-round (including summers). The ACHM Department intentionally creates a course schedule that is diverse and “spread-out” (including online), to ensure that students can take economics courses when they need them. Our scheduling goal is to make it convenient for SMSU students to complete their economics requirements and move forward with their programs of study.

In a similar fashion, when SMSU introduced an MBA program on campus in the year 2000, the ACHM Department faculty adjusted their course schedules to offer a graduate-level managerial

economics course (MBA 684) at night (and also as a blended-hybrid online course) to help graduate students finish their degrees.

In 2006, SMSU began to offer a Minor in Economics for the first time. Enrollments in the Economics minor were small. By 2016, after a 10-year experiment, it was clear that we could not recruit a sufficient number of students into the Economics Minor to make the necessary upper-division courses (central to the academic stature of the minor) economically sustainable. In Fall 2016, faculty in the ACHM Department initiated a curriculum process to suspend the Economics Minor. Concurrently, our department also introduced a formal curriculum proposal to create a new Minor in Agricultural Economics. Both of these Fall 2016 curriculum proposals were approved by the SMSUFA Curriculum Committee, and subsequently also ratified during an official meeting of the SMSUFA Faculty Assembly.

In Fall Semester 2017, our SMSU ACHM Department will formally begin to promote enrollment in the new Agricultural Economics Minor.<sup>5</sup> The advantage of the Agricultural Economics (Ag-Econ) minor, as compared with its Economics Minor ‘cousin’, is the Ag-Econ Minor’s reliance on a range of courses that SMSU already regularly offers to satisfy the requirements of related majors and minors offered at SMSU. If an SMSU student decides to earn an Agricultural Economics Minor, the courses needed to complete this minor will be offered on a consistent basis at SMSU.

During the 2016-2017 Academic Year, Dr. Stephen Davis cooperated with other economics faculty in the MinnState System to produce a statewide transfer pathway in the economics field. Many hours of work were needed to accomplish goal, and we are thankful to Dr. Davis and his colleagues for their efforts to make transfer of economic courses and credits more efficient.<sup>6</sup>

**H. ACHM Departmental Budgets and Expenses in 2016-2017.** In a typical academic year, the ACHM Department incurs basic expenses for photocopying (tests and assignments), printer ink, US Mail service, telephone service, and office supplies. Travel expenses associated with the department business also occur periodically.

Below is a summary of our budget and expenses in ACHM Department Programs during the 2016-2017 fiscal year:

<u>Account Number</u>	<u>Academic Program</u>	<u>Beginning Balance, 7/1/16</u>	<u>2016-2017 Expenditures</u>	<u>Ending Balance, by 4/30/17</u>
210108	Agribus.Mgmt.	\$1,323.00	\$1260.75	\$62.25
210110	Agronomy	\$1,462.00	\$1,141.41	\$320.59
210107	Economics	\$822.00	\$585.05	\$296.95
210300	HospitalityMgmt.	\$15,000.00	\$13,903.84	\$1,096.16
210360	Culinology®Equip.	\$9,700.00	\$9,813.79	\$(113.79)
210380	Culinology®	\$26,600.00	\$22,926.89	\$3,673.11

The budgets for Hospitality Management, Culinology® Equipment and Culinology® are naturally larger because the courses in these disciplines requires food orders, cleaning supplies, sanitation protocols and related overhead costs. Detailed records are kept on all of these expenses associated with managing kitchens, labs and a small university restaurant.

The above table indicates that our program budgets mostly covered our costs. We appreciate the support we receive to cover normal expenses that occur during the academic year. As much as possible, our faculty strive to avoid cost overruns and manage our funds as efficiently as we can.

**I. Workforce Demand for ACHM Majors**

Using survey data from SMSU’s Career Services 2015 Annual Employment Report<sup>7</sup>, graduates of our Agribusiness Management, Agronomy, Culinology® and Hospitality Management programs

<sup>5</sup> See Appendix C, page 31 of this report.

<sup>6</sup> See Appendix E (Page 33) for Email Notification from MinnState coordinators of approved Economics Transfer Pathway.

were 100% employed in their chosen fields. In addition, Minnesota State's *Agcentric.org*<sup>i</sup> and *Centerofagriculture.org*<sup>ii</sup> websites publish a career pathways booklet indicating that:

- Although agriculture majors comprise one-percent of all students enrolled in post-secondary programs, there are over two-times as many diverse job opportunities as there are qualified graduates to fill them.
- Another projection from the Agcentric.org website is that fifty-nine percent of agricultural companies expect their workforces to expand in the next two years.
- Within the Food Products and Processing Systems career pathway, there are open positions available for SMSU Culinary<sup>®</sup> and Hospitality majors in Culinary Arts, Food Science, Accounting/Finance, Food Processing Safety, Food Service Management, and Communications and Marketing.<sup>iii</sup>

## **Section II - Activities and Accomplishments of SMSU's Agriculture, Culinary<sup>®</sup> and Hospitality Management (ACHM) Department in 2016-2017 (AY 2017)**

**A. ACHM Departmental Achievements in 2016-2017.** Listed below is a summary of ACHM Department projects, accomplishments, and related items that occurred during the 2016-2017 Academic Year:

- On July 19, 2016, four SMSU Culinary<sup>®</sup> students (Hannan Dressen, Shakira Abu Samah, Payton Irlbeck and Joe Quinlan) were invited to the **Institute of Food Technologists (IFT) Conference** held in Chicago, IL. The *Global Pulse Confederation*, along with *Pulse Canada*, the *American Pulse Association* and *US Dry Pea & Lentil Council* sponsored a student food product competition using pulses. Our **SMSU Culinary<sup>®</sup> students** participated, and their entry of "Southwest Street Tacos" was judged as one of the top five finalists in the international pulse product competition. Retrieved from: [http://www.foodnavigator-usa.com/Suppliers2/LovePulses-Showcase-highlights-pulse-versatility-at-IFT/?utm\\_source=newsletter\\_daily&utm\\_medium=email&utm\\_campaign=05-Aug-2016&c=D5OLkNqUzhkbwUpSvqS8kd6Tw%2F2QKUae&p2=](http://www.foodnavigator-usa.com/Suppliers2/LovePulses-Showcase-highlights-pulse-versatility-at-IFT/?utm_source=newsletter_daily&utm_medium=email&utm_campaign=05-Aug-2016&c=D5OLkNqUzhkbwUpSvqS8kd6Tw%2F2QKUae&p2=)
- On August 12, 2016, the **Minnesota Board of Teaching recommended SMSU's BS in Agricultural Education as an approved Teacher Licensure Program.** Under the direction of Dr. Kristin Kovar, SMSU's Agricultural Education program has grown to an enrollment of 13 majors in one year. Throughout the 2016-2017 academic year, SMSU's agricultural education students have been advancing their teaching skills within the program and actively participating in civic engagement projects. On May 19, 2017, the MN Board of Teaching also granted "**Continuing Initial Approval**" of our SMSU Agricultural Education teacher-licensure program through June 30, 2019.
- On October 5, 2016, SMSU's ACHM Faculty shared information about our agriculture curricula and research with a **Delegation of Agriculture Officials from Mexico.** Subsequently, two of SMSU's Agronomy faculty were invited to visit with **José Antonio González Fuentes**, Secretario General (*Secretary General*) for the *Universidad Autónoma Agraria Antonio Narro [UAAAN]* (or *Autonomous Agriculture University Antonio Narro*). Unfortunately, a strike of academic workers in February 2017 at UAAAN meant that the SMSU visit to Mexico had to be postponed to a later date.
- In Fall Semester 2016, our ACHM Department cooperated with SMSU Office of Career Services, to offer the **Fourth Annual Ag Career Fair** at SMSU on September 21, 2016. This event saw 27 different organizations come to campus to recruit for internships and full-time job positions, and approximately 100 students participated in the event. The next SMSU Ag Career Fair for Fall Semester 2017 is scheduled for

Wednesday, September 20<sup>th</sup>.

- **Experimental Agronomic Field Plots and Trials.** During the Spring 2016 Planting Season, SMSU cooperated with private industry firms to initiate field trials/plots and then study the crop responses to a variety of field treatments during the entire growing season. On a small acreage (10-15 acres) north of the University, Professor Lee French and his agronomy students managed the trials throughout the summer of 2016. The crops were harvested during Fall Semester 2016. Some crops were intentionally planted late to enable SMSU students in the Fall Semester 2016 Pest Management course study the actual pests, treatments, crop damage and field effects. SMSU Students experienced a genuine setting of assessing crop conditions, and making pest management treatment recommendations based on their observations.
- After the success of the 2016 SMSU Field Trials, plans were set into motion to conduct **another round of agronomic trials in 2017**. Cooperation between the SMSU Foundation, SMSU, our agronomy faculty, and area equipment dealers has allowed SMSU to slowly but surely acquire needed farm equipment to further expand the field trials. Between 15 and 20 acres of plots are being prepared for the spring and summer of 2017. The acreages have been rotated to a new location across from the ADM Corn-Ethanol Plant.
- **SMSU's national certification as a "Non-Land Grant College of Agriculture (NLGCA)".** On March 24, 2016, SMSU received notification from the National Institute of Food and Agriculture (NIFA) of the US Department of Agriculture (USDA) that we had met the requirements of Section 7101 of the Agriculture Act of 2014. Consequently, SMSU now has NLGCA status, and therefore is eligible to make application for federal NIFA Capacity Building Grant funds.
- Agronomy Professor French is an active member of the **International Plant Resistance to Insects (IPRI)** Organization. IPRI meets biennially at different global locations. The IPRI workshop will be held in England in March 2018. Professor French is currently supervising **SMSU undergraduate agronomic research projects** that will qualify for presentation at the IPRI workshop. Two to three SMSU students, along with their research findings, will accompany Professor French to the March 2018 IPRI Conference in England.
- The SMSU Athletics Department and Ralco, in cooperation with the SMSU Ag Club and the ACHM Department, celebrated the importance of agriculture in our region with the **SMSU/Ralco AG Bowl** football game and associated festivities on Saturday, October 15, 2016. The next SMSU/Ralco Ag Bowl in 2017 is set for Saturday, September 16<sup>th</sup>.
- On December 15, 2016, the **Student Hospitality Organization (SHO)** provided tours of our SMSUHOSP/CULG facilities. The SHO also organized mini-events to introduce the program to MARL and SDARL program participants. After the event, SHO club received a donation of \$600 from MARL and SDARL program. HOSP faculty members helped SHO club to prepare for the event.
- In January 2017, **SMSU's Agricultural Education** Program was selected as the **MAAE Region 6 Outstanding Post-Secondary Program** for 2017. SMSU's Ag-Ed Program was officially recognized during the MAAE Ag Tech Conference held in St. Cloud, MN. The MAAE is the Minnesota Association of Agricultural Educators.<sup>8</sup>

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<sup>8</sup> See Appendix D (Page 32) to see MAAE Region 6 Email Notification of SMSU Ag Education Award.

- On January 12, 2017, the **Research Chef's Association (RCA)** national Competition's Committee selected **SMSU's Culinology® Team (known as "Pina Colada")** as a finalist to compete in the March 2017 Savory Culinology® Competition held in Puerto Rico. The RCA awarded our SMSU Pina Colada Team a **Silver Medal** for their performance at this prestigious event.<sup>9</sup>
- On February 17, 2017, the ACHM Department again teamed-up with Ralco, the SMSU Athletic Department and the SMSU Ag Club to sponsor the **Ag Bowl Scholarship Challenge** on February 17, 2017. There were 642 FFA Students on the SMSU campus, visiting from 28 Schools, and competing in 15 CDE's. The event was a tremendous success and a real team effort.
- On February 17, 2017, the ACHM Department also hosted a **Food Science Regional Career Development Competition** which is composed of product development, written exam, sensory identification, math problem solving, and food safety & sanitation sections. A total of 16 teams of 4 high school students who are members of FFA participated in this event. The ACHM faculty members helped with judging, arranging the space for those various competitions, and organizing SMSU student help supervise the competition areas.
- On March 30, 2017, SMSU acted as a host for the **Culinary Skills Challenge Event** that is jointly sponsored by the SouthWest/WestCentral (SWWC) Cooperative and the Schwan Food Company. Our ACHM Faculty act as judges for this event. The Challenge features high school students demonstrating artistic and scientific skills through hands-on competition. Our **SHO Club** provided a catered lunch for approximately 230 high school students. **SMSU Culinology® students** provided tours of the SMSU labs, and then helped the high-schoolers make ice cream using liquid nitrogen. Competitors in the Culinary Competition vie for SMSU Scholarships of \$2000, \$1000, and \$500.
- During Spring Semester 2017, SMSU and Central Lakes College (CLC) completed four addition **articulation agreements** to encourage transfer of courses and credits from CLC's AS in Agricultural Sciences to SMSU's BS Degrees in Agribusiness Management, Agricultural Solutions, Agricultural Education and Agricultural Communication and Leadership.
- Minnesota's **Agricultural Utilization and Research Institute (AURI)** and SMSU are acting jointly together to create productive and cooperative opportunities. During Spring Semester 2017, AURI interviewed SMSU students for important **internship projects** during the summer of 2017. Two SMSU students qualified for these positions. One student is an **agribusiness management** major, and the other is a **hospitality management** major. This outcome really shows the benefit of our ACHM Department offering "farm to fork" programs to meet industry needs.
- **Update on SMSU Ag Club.** SMSU Agronomy major Jakob Hicks took 1<sup>st</sup> place in the State MN Farm Bureau Federation Collegiate Discussion Meet. He is the first competitor not from the University of Minnesota to take the honor. Jakob also competed at the National Meet finishing in the top 16. The competition and competitors really showcase the diversity of Agriculture across the United States.

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<sup>9</sup> See Appendix D (Page 32) for RCA Email Notification of SMSU Pina Colada Team Invitation to 2017 Competition in Puerto Rico.

- At the **Ag Club Banquet** on April 6, 2017, thanks to many donations the SMSU Foundation, the ACHM Department was able to award over \$31,000 in scholarships to help our students defray college costs in the upcoming AY 2017-2018. The Ag Club took their Spring Semester 2017 trip to Denver, CO. They attended the Denver Stock Show, an ammunition factory, the Coors Brewery and the Denver Mint. The **Ag Club Officers** for 2017-2018 are:  
Cassie Mages, President  
Amanda Stafford Vice President  
Amanda Miller, Secretary  
Elizabeth Wiener, Treasurer  
Nick Schmitz, Banquet Chair
- **Post-Secondary Agricultural Students (PAS):** SMSU increased its presence within the MN PAS. We will have 3 State PAS Officers in 2017-2018: Shantel Koering- President, Ashle Lukes-Vice President and Amanda Stafford- Secretary. These three officers are all Agriculture Education Majors. SMSU will once again host the state PAS conference in January 2018. It is a great event for the students. SMSU had 9 students that went on to the National PAS Competition held in St. Charles, MO this spring.

**B. ACHM Departmental Distance Learning Efforts.** Distance learning includes all programs and course-delivery methods that help students advance their college education without necessarily being physically-present on the SMSU Campus. Below is a bullet-point list of distance-learning courses/programs that ACHM Department Faculty have facilitated and/or produced for SMSU in AY 2017:

**Asynchronous-online and hybrid-online courses - Fall Semester, Spring Semester and Summer Session**

- **ECON 201** – Principles of Microeconomics – Predominantly Online - Offered in Summer Semester 2017 (based on level of student demand)
- **ECON 380** - Public Finance - Asynchronous Online - Offered in Fall Semester 2016 (even # years) – To be offered again in Fall 2018.
- **ECON 351** - Public Budgeting and Finance - Asynchronous Online - Offered in Fall 2015. Alternating Fall Semesters (odd # years) – Scheduled for Fall 2017.

**Concurrent-enrollment college-credit Courses at MN high schools - Offered through SMSU's Nationally-Accredited College-Now Program**

- **ECON 201** - Principles of Microeconomics - College Now Offering - with approved supervision, and adequate enrollment, at the following MN high schools:
  - Lakeview High School - Cottonwood, MN
  - Windom High School - Windom, MN
  - Atwater-Cosmos-Grove City – ACGC
  - New Richland, Hartland, Ellendale, Geneva – NRHEG
  - Wabasso High School
  - Fillmore Central High School
  - Caledonia High School
  - Gibbon-Fairfax-Winthrop High School
  - Willmar High School
- **ECON 202** - Principles of Macroeconomics - College Now Offering - with approved supervision, and adequate enrollment at the following MN high school:
  - Dassel-Cokato High School - Dassel, MN



- Hutchinson High School - Hutchinson, MN
- Jefferson High School - Alexandria, MN
- Sleepy Eye High School - Sleepy Eye, MN
- Walker/Hackensack/Akeley(WHA) High School - Walker, MN

### **On- and Off-Campus MBA Cohort Programs**

- **MBA 684** - Managerial Economics - Hybrid Online - for off-campus MBA Cohorts - Summer Session 2016
- **MBA 684** - Managerial Economics – Taiwan Cohort – Spring Semester 2017

As we look to the future, the ACHM Department will likely expand our efforts to offer distance learning opportunities. The range of courses that we will offer online (both hybrid and asynchronous) will increase to meet the needs of our students who are off-campus.

If additional MN high schools will seek to offer college-level economics courses as part of SMSU's College Now program, our ACHM Department faculty will strive to meet that need. In addition, our MBA cohort program continues to attract new graduate students who are upwardly mobile but cannot physically attend class on campus.

**C. Cooperative Scheduling.** The ACHM Department worked alongside other SMSU departments in AY 2017 to:

- Offer a sufficient number of sections of high-demand courses at a variety of days, times and formats (such as ECON 201 and ECON 202).
- Schedule and publicize a regular yearly schedule of upper-division courses to ensure student degree completion, and to create a “critical mass” of enrollments to offer required courses efficiently.
- Work cooperatively with companion disciplines (e.g., accounting, finance, etc.), and the graduate MBA program, to prevent overlapping course schedules, so that students can take the required courses that they need to graduate.

**D. Scholarly and Creative Activity.** SMSU is located in the upper Midwest US where food and agriculture are key sectors of the regional economy. Our SMSU ACHM Department faculty have directed much of their scholarly activity towards research that is relevant to the needs of our region.

Below is a sampling of the scholarly works that have either been published, or are in the process of being reviewed for publication. These projects are an indication of the research goals that SMSU's ACHM Department faculty have been pursuing in the past year:

Xiao, Zhenlei (Co-Author). *“Red Cabbage Microgreens Lower Circulating Low-Density Lipoprotein (LDL), Liver Cholesterol, and Inflammatory Cytokines in Mice Fed a High-Fat Diet”*. **Journal of Agricultural and Food Chemistry** (Impact Factor: 2.857).

Xiao, Zhenlei. *“Microgreens of Brassicaceae: Phytochemical Concentrations and Antioxidant Capacity of 30 Varieties”*. **Submitted to the Journal of Food Composition and Analysis** (Impact Factor: 2.780). Current Status: “Decision in Process”.

Tutt, Samuel. *“UAAAN and SMSU: Exchange of Information - Agronomy Program and Selected Course Formats, ARM Data Management and Crop Impact Evaluations.”* PowerPoint Presentation. Prepared for **SMSU Visit to Mexico** in February 2017.

Toland, Gerald D. Jr. *“An Application of Production Function Analysis to Interpret the Effects of Alternative Agricultural Policies and Climate Change on Total Factor Productivity”*. Keynote Address. **2017 International Conference on Modern Management and Innovation**. Minghsin University of Science and Technology (MUST). Hsinchu County, Taiwan. April 28, 2017.

Toland, Gerald D. Jr. "An Intertemporal Analysis of Environmentally-Sustainable Agricultural Production Capacity and its Policy Consequences." PowerPoint Presentation. **Chung Yuan Christian University**. Taoyuan City, Taiwan. April 27, 2017.

Toland, Gerald D. Jr., William E. Nganje and Raphael Onyeaghala. **Agricultural and Food Policy: Economic Choices and Consequences**. Forthcoming Textbook. Routledge Publishing. Fall 2017 Expected Publication Date.

**E. Professional Development.** Prior to the first day of class each semester at SMSU, there are regularly scheduled days set-aside for faculty development. The themes of these professional development programs are to offer hands-on opportunities to advance classroom assessment techniques (CAT's), program assessment, effective academic advising, multi-disciplinary education, and other related topics. The ACHM Department faculty make it a point to be active participants in these professional development programs every semester.

Our department faculty are members of local, state and national associations that provide real opportunities to stay current with the most recent advances in their respective disciplines.

Evidence of additional professional development includes our ACHM Faculty involvement in the following organizations and activities:

- College Conference on Coops - Annual participants
- SMSU's Farm Outlook Seminar - Annual participants
- Updating teaching tools through effective use of software applications such as *Desire to Learn*, *Aplia*, *LearnSmart* and *Connect*.
- Luoma Leadership Academy (successful completion of all program requirements)
- Leading By Example Executive Summit, Organized by Southwest Initiative Foundation (SWIF), at MinnWest Technology Campus, Willmar, MN.
- MN eLearning Summit, July 27–28, 2016 at Minneapolis Community and Technical College for effective online and blended learning.
- 2016 AAEA Annual Meetings, July 30-Aug. 2 at Boston, MA.
- 2017 ASSA Annual Meetings, Jan. 6-8, 2017 at Chicago, IL

**F. Service to Students.** What are some ways that SMSU ACHM faculty demonstrated their focus on student development in AY 2017? Examples include:

- ACHM Department faculty served as advisors to the Ag Club, Post-Secondary Agricultural Students (PAS) Club, Student Hospitality Organization (SHO), and the Culinology®, and the Culinology House called Clapper Hall.
- Students in all of our programs are encouraged to participate in SMSU's Undergraduate Research Conference (URC). Students engage in research, and produce posters for the URC.
- ACHM Department faculty participated in the Fall Semester *Career Expo Event* in the R/A Facility
- ACHM Department faculty actively participated in the April, June, July and August Registration Days for new SMSU students.

- ACHM Department faculty actively participated in “*Mustang Days*”, “*A Day at SMSU*”, “*Junior Visit Day*”, the “*Spring Semester Getaway*” and all other recruiting events that help attract new students to SMSU.
- ACHM Department faculty actively participated in “*Admitted Student Day*” at SMSU during Fall Semester 2016 and Spring Semester 2017.
- ACHM Department faculty provided a drone demonstration and a Q&A Discussion about SMSU’s college programs and career opportunities for 9<sup>th</sup>-grade students from Marshall High School who visited our campus on May 18, 2017.
- ACHM Department faculty are present at the Spring Commencement ceremonies for students graduating from SMSU.

**G. Service to the University.** SMSU’s ACHM Department faculty have been very active in serving the University during the past year (2016-2017). We have served on a variety of committees and task forces, including those listed below.

ACHM Department Faculty’s Committee-Work and Direct Service to Southwest Minnesota State University

- Members of SMSUFA Academic Affairs and Executive Committees
- Member, SMSUA Curriculum Committee
- Member, SMSU Committee on Institutional Assessment (CIA)
- Participants, SMSU’s Mini-Grant Program for Program Assessment

ACHM Department faculty participated in the Fall Semester *Connecting Campuses and Colleagues* Program sponsored by SMSU’s Office of Distance Learning.

Agriculture faculty cooperate with the **SMSU Agriculture Advisory Council** to advance a forward-looking agenda to link students with industry representatives and SMSU Ag Alumni.

Culinology® (CULG) and Hospitality Management faculty cooperate with the **SMSU Culinology® and Hospitality Management Council** to advance a forward-looking agenda to link students with industry representatives and SMSU CULG Alumni.

**H. Service to the Community at Large.** SMSU ACHM Department faculty have also been energetic supporters of community and regional service during the past year (2016-2017). Our involvement in area activities include the organizations listed below.

- Faculty in our department volunteer in the community through their memberships in organizations such as Rotary and church-related volunteer groups.
- SMSU Ag Faculty participate in the FarmFest Event near Redwood Falls every August.
- Our Culinology® and Hospitality faculty open the SMSU restaurant to the general public every Spring Semester; our students also prepare and serve menu items for the SMSU Gala.
- SMSU AG Club actively participates in the Relay for Life fundraiser every year
- SMSU’s ACHM faculty serve as members of Ag Advisory Councils for Riverland Community College and Central Lakes Community College.
- SMSU’s ACHM faculty also serve as members of the Steering Committee for the Southwest Minnesota Clean Energy Resource Team (CERT), the South Dakota

Farmer's Union College Conference on Cooperatives, the Chair of the Stewardship Board for Good Shepherd Lutheran Church in Marshall, and the Program Director for the Marshall Sunrise Rotary Club

***I. Assessment.*** To help create a more effective program assessment plan, SMSU's ACHM Department faculty have participated in a variety of university-sponsored assessment opportunities and workshops.

The SMSU ACHM Department faculty submitted a CIA mini-grant proposal to make progress across the full range of programs that we offer. The SMSU Committee for Institutional Assessment (CIA) accepted and funded our mini-grant proposal. The ACHM Department faculty used the mini-grant funds to provide sustenance and support for a day-long assessment planning and implementation session held on January 4, 2017. During this productive day, ACHM faculty developed Program Goals, Student Learning Outcomes (SLO's) and Alignment Matrices for the following Bachelor of Science Degree Programs:

- Agricultural Education (teacher licensure program)
- Agricultural Solutions
- Agronomy

Files with the Program Goals, SLO's and Alignment Matrices for these three programs have been uploaded to the T-Drive in the T:\Assessment\Assess-Dept-Agri-Econ\ folder.

More work needs to be done, but the ACHM Department is moving forward to create and implement its Program Assessment Plans. Please also see the companion Program Assessment Report for ACHM Department that is being filed simultaneously with this ACHM Annual Department Report.

### **Section III – Program Reviews and Long Term Planning**

***A. Program Review Schedule.*** Faculty conduct program reviews based on a five-year planning cycle. Within the ACHM Department, there are currently two major academic areas where program reviews are included in SMSU's master schedule:

- Ag Business and Economics
- Culinology® and Hospitality

The Ag Business and Economics faculty completed a program review in the 2013-2014 Academic Year, and the next review will come due in the 2018-2019 Academic Year.

The Culinology and Hospitality Management faculty completed a program review in the 2012-2013 Academic Year, and the next review will take place in the upcoming 2017-2018 Academic Year.

***B. Long Term Planning.*** Students attend SMSU to be successful in the job market in a field related to their degree. Graduates of our ACHM Department Programs are largely experiencing those positive outcomes. Career Services data tell us that nearly all of our graduates are being hired into positions that directly relate to their chosen fields of study.

Can we do better? Yes, and we will. Among the areas where real progress is within reach include:

- Capitalize on the genuine opportunities to increase the integrity and visibility of agriculturally-related programs to potential students in SMSU's service region, and for the whole State of MN.

- Cooperate with Minnesota's Two-Year Colleges to help establish additional opportunities for students to pursue a career in agricultural education.
- Explore new pathways and initiatives to increase student interest in ACHM Department Programs.
- As justified by student enrollment growth, seek the faculty resources needed to meet the needs of an expanding program.
- Follow through on our commitment to fully integrate program assessment into the hearts and minds of our students and faculty for the purposes of creating an educational environment of ongoing program improvement.

The above bullet points are not intended to be an exhaustive list of how SMSU's ACHM Department can reach for a better future. But they are a real start. We will focus on plans and decisions that will indeed brighten the future of students, faculty and staff at Southwest Minnesota State University.

### **Sources and References**

2013 -2014 Annual Report for the Department of Agriculture, Culinology® and Hospitality Management, Southwest Minnesota State University (SMSU).

Higher Education Needs of Southwest Minnesota - Report Conclusions and Recommendations, Submitted to MNSCU's Office of the Chancellor by MGT of America, Inc., June 30, 2011, pp. 1-2 to 1-3.

Southwest State University: 1989-1991 Catalog - Direction for your Future, SSU Vice President for Academic Affairs, March 1989.

## **Appendix A: Faculty, Staff and Club Officers in SMSU's ACHM Department**

**Dr. Stephen Davis**  
Professor of Agribusiness/Economics  
Office Location: ST 259  
Office Phone: 507-537-7122  
SMSU Email Address: [steve.davis@smsu.edu](mailto:steve.davis@smsu.edu)

**Asst. Prof. Lee French**  
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**Dr. Sangnyeol Jung**  
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**Dr. Kristin Kovar**  
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**Dr. Gerald Toland**  
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**Mr. Grant Will**  
Director, Outreach, Mktg, Recruiting  
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**Adj. Prof. Samuel Tutt**  
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**Dr. Joyce Hwang**  
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**Dr. Yumi Lim**  
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**Dr. Zhenlei Xiao**  
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### **SMSU AG Club:**

President: Peter Scholtes  
SMSU Email Address for Ag Club President: [Peter.Scholtes@my.smsu.edu](mailto:Peter.Scholtes@my.smsu.edu)  
The SMSU Ag Club meets on Thursdays, Noon to 1PM.

### **SMSU SHO Club:**

Primary Contact: Samantha Pardy  
SMSU Email Address: [Samantha.Pardy@my.smsu.edu](mailto:Samantha.Pardy@my.smsu.edu)  
The SMSU SHO Club meets on Tuesdays, Noon to 1PM.

### **SMSU Culinology® Club:**

Primary Contact: Dylan Riggle  
SMSU Email Address: [Dylan.Riggle@my.smsu.edu](mailto:Dylan.Riggle@my.smsu.edu)  
The SMSU Culinology® Club meets on Thursdays, Noon to 1PM.

**Appendix B – Samples of ACHM Department Meeting Agendas  
During the 2016-2017 Academic Year:**

- **August 30, 2016 ACHM Meeting Agenda (Page 29)**
- **January 10, 2017 ACHM Meeting Agenda (Page 30)**

**Department of Agriculture, Culinology® and Hospitality Management****Department Meeting, Tuesday, August 30, 2016, 12 Noon to 1:15 PM, ST 102****Agenda (Example for Fall Semester 2016)**

- Program Updates
  - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung
  - Agricultural Education, Ag Leadership – Dr. Kovar
  - Agronomy – Prof. French, Adjunct Prof. Tutt
  - Culinology® and Hospitality Management – Drs. Hwang, Lim and Xiao
  - Recruitment, Outreach and Marketing – Director Grant Will
- Planning for Schedule of Classes, Spring Semester 2017
- Any upcoming Curriculum items?
- Upcoming Scheduled Events:
  - Sept. 7<sup>th</sup> (Wed.) – Meet with Jessica Anderson (SMSU Admissions) – Marketing our programs. 1PM to 2PM in Student Center 249.
  - Sept. 9<sup>th</sup> (Fri.) – Welcome Back – Culinology®/Hospitality Mgmt. – IL 116
  - September 16, 2016 (Fri.) – SMSU *Agriculture Advisory Council (AAC)* Meeting, 3:00 PM, Lower Level Conference Center)
  - September 21, 2016 (Wed.) – SMSU Ag Career Fair
  - September 22, 2016 (Thur.) – Dr. Uchenna Chukwu visits SMSU. Dr. Chukwu teaches at Riverland CC, Austin, MN. Center for Agriculture & Food Science Technology
  - September 23, 2016 (Fri.) – Connecting Campuses and Colleagues, Upper CC, 9:30-3:00
  - September 30, 2016 (Fri.) – SMSU Gala
  - October 1, 2016 (Sat.) – SMSU Homecoming; Fall Break is Oct. 10, 11 (Mon., Tues.)
  - October 12, 2016 (Thur.) – *Culinology® & Hospitality Mgmt. Advisory Council Meeting*
  - October 15, 2016 (Sat.) – SMSU/Ralco Ag Bowl
  - October 20-21, 2016 (Thur.-Fri.) – Mustang Days
  - November 19, 2016 (Sat.) – Day at SMSU
  - February 17, 2017 (Fri.) – SMSU/Ralco Ag Bowl Scholarship Invitational (There will be a committee planning meeting for this invitational during the week of Aug. 22<sup>nd</sup>)
  - Spring Semester 2017 – Restaurant Operation and Good Food!
- For the Good of the Order:
  - Department table at the SMSU Gala
  - Department “holiday season” get-together
- Other Agenda Items?
- Tentative Schedule for next Department Meeting: Tuesday, Noon-1:15PM, Sept. 6, 2016. Place: ST 102. First draft of Spring 2017 class schedule is due Sept. 9, 2016.





**Department of Agriculture, Culinary® and Hospitality Management**

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**Department Meeting**

**Tuesday, January 10, 2017**

**12 Noon to 1:15 PM, Room: To be determined; Requested ST 102**

**Agenda (Example for Spring Semester 2017)**

- Program Updates – News from any/all department programs
- Sign-up for Saturday Visit Day on January 28<sup>th</sup> - See attachment to E-Mail
- Sign-up for Admitted Student Day – February 10, 2017
- Any questions about the Summer Session 2017 schedule?
  
- Upcoming Scheduled Events through 5/6/2017:
  - Jan. 16<sup>th</sup> (Monday) – Martin Luther King Day, no classes
  - January 28<sup>th</sup> (Saturday) – Prospective Student Visit Day & SMSU Hawaiian Night
  - Feb. 3<sup>rd</sup> (Friday) – Assessment Day, no classes
  - Feb. 10<sup>th</sup> (Friday) – Admitted Student Day
  - Feb. 17<sup>th</sup> (Friday) – Ag Bowl Scholarship Invitational & ?Admitted Transfer Students
  - Feb. 20<sup>th</sup> (Monday) – Presidents’ Day, no classes
  - March 6<sup>th</sup> – March 10<sup>th</sup> – Spring Break, no classes
  - March 18<sup>th</sup> (Saturday) – Junior Visit Day at SMSU
  - March 22<sup>nd</sup> – All Student Advising – No daytime classes
  - March 31<sup>st</sup> (Friday) – Transfer Student Priority Registration for Fall 2017
  - April 3<sup>rd</sup> through April 14<sup>th</sup> – April Days Registration for Fall 2017
  - April 18<sup>th</sup> – last day for students to drop with a “W”
  - April 28<sup>th</sup> – last day of classes in Spring 2017
  - May 1 – 4: Final Exams
  - May 6<sup>th</sup> – Commencement
  
- Reminders:
  - Course Outlines, Assessment Planning, Programs of Study, Program Reviews
  - Advisory Councils – Meeting dates in Spring 2017 being planned
  
- Other Agenda Items?
  
- If needed, tentative schedule for next department meeting:  
Tuesday, January 17<sup>th</sup>, Noon-1:15PM, Place: To Be Determined

**Appendix C: CURRICULUM PROPOSAL OF MAJOR SIGNIFICANCE**

FROM: Agriculture, Culinology® and Hospitality (Name Gerald Toland)

PROVIDE: Signed original hard copy and one PDF file to Curriculum Committee, one hard copy to Academic Dean's Office.

IF CURRICULUM PROPOSALS OF LESS THAN MAJOR SIGNIFICANCE ARE REQUIRED TO SUPPORT THIS MAJOR CHANGE, PLEASE SUBMIT THEM TOGETHER WITH THIS PROPOSAL.

ESTIMATED DATE OF PROPOSAL IMPLEMENTATION (IF DESCRIPTION AND RATIONALE: Fall 2017)

**New Minor: Agricultural Economics:**

- ACCT 211 Principles of Accounting I (3) }
- ECON 201 Principles of Microeconomics (3) } These are all in the current Economics Minor;
- ECON 202 Principles of Macroeconomics (3) } These courses are regularly offered.
  
- FIN 230 Business Statistics I or MATH 200 Intro to Statistics (3) } FIN 230 required in the current Agribusiness Minor
- AGBU 330 Commodity Futures and Options Trading or } Both required in the current Agribusiness Minor.
- AGBU 440 Agricultural Marketing (3) } These courses are regularly offered.

**6 Credits from:**

- AGBU 365 Farm and Ranch Management I (3)
- Any ECON 3XX or ECON 4XX (3-6 cr.)

**Total: 21 Credits**

The Department of ACHM has not been able to staff the current Economics Minor, and this Minor in Agricultural Economics would provide support to our graduates,

DOES THIS COURSE, OR CHANGE, CREATE ANY COURSE OR PROGRAM No, as noted

HAVE YOU COMPLETED AND ATTACHED THE ADDITIONAL RESOURCE WORKSHEET?  YES  NO

(Must be completed for proposed new major, minors, or programs.)

This proposal is recommended by the sponsoring Department. Gerald D. Toland, Jr. Sept. 27, 2016

Chairperson's Signature Date

<b>CURRICULUM COMMITTEE ACTION:</b> <input type="checkbox"/> Forwarded to SmSUFA with positive recommendation <input type="checkbox"/> Forwarded to SmSUFA without recommendation <input type="checkbox"/> Forwarded to SmSUFA with reservations or conditions	<b>FACULTY ASSOCIATION ACTION:</b> <input type="checkbox"/> Approved by Faculty Assembly <input type="checkbox"/> Disapproved by Faculty Assembly
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Signature of Curriculum Committee Chairperson  
Date

Signature of SmSUFA President  
Date

ADMINISTRATIVE ACTION:

- Approved
- Recommendation for approval
- Recommendation for disapproval with explanation
- Returned to F.A. with recommended revision

This proposal requires:

- External approval
- No further approval

Signature of Academic Officer

Date

(Revised 9/13)

**Appendix D: Region 6 Ag Education Award, and RCA Notification of SMSU Culinology®  
“Pina Colada” Team Invitation to 2017 Competition in San Juan, Puerto Rico**

**From:** Jessica Daberkow <[jessicadaberkow@mcwmavericks.org](mailto:jessicadaberkow@mcwmavericks.org)>

**Sent:** Monday, January 16, 2017 7:43:49 AM

**To:** Kovar, Kristin A; Will, Grant M

**Subject:** Congratulations from Region 6

Congratulations! SMSU has been selected as our Region 6 Outstanding Post-Secondary Program this year from the Agriculture instructors from this area. You will be recognized this weekend at our MAAE Ag Tech Conference held in St. Cloud Saturday at our luncheon held at 11:45-1:30. If possible, it is nice to have a representative there to accept. Along with this nomination, there is also award application to complete to be in the running to win our state and be recognized this summer. If you have any questions, please feel free to contact me. Thanks!

Jessica Daberkow, Martin County West, Agriculture/FFA Advisor

**From:** RCA - Keryn Cannon <[kcannon@Culinology.org](mailto:kcannon@Culinology.org)>

**Date:** Thursday, January 12, 2017 at 3:01 PM

**To:** "Clark, Jordan E" <[Jordan.Clark@my.smsu.edu](mailto:Jordan.Clark@my.smsu.edu)>, "Lapprich, Justin F"

<[Justin.Lapprich@my.smsu.edu](mailto:Justin.Lapprich@my.smsu.edu)>, "Riggle, Dylan A" <[Dylan.Riggle@my.smsu.edu](mailto:Dylan.Riggle@my.smsu.edu)>, "Lam, Yin Keat" <[YinKeat.Lam@my.smsu.edu](mailto:YinKeat.Lam@my.smsu.edu)>

**Cc:** "Xiao, Zhenlei" <[Zhenlei.Xiao@SMSU.EDU](mailto:Zhenlei.Xiao@SMSU.EDU)>

**Subject:** Abstract Status Notification | RCA Student Culinology®® Savory Competition

Dear Pina Colada,

On behalf of the Research Chef's Association Competition's Committee, I am pleased to announce that your team has been selected as a finalist to compete in the 2017 Savory Culinology®® Competition. We are excited to see your product come to life in Puerto Rico.

Next steps:

- **Before February 10:** Submit an addendum indicating additional faculty and industry sources consulted, and/or new ingredients used. The addendum should be submitted with tracked changes to the original proposal provided.
- **Anticipate serving six people:** Finalists are asked to provide six servings of their commercialized concept, shipped to arrive in Puerto Rico. Precise shipping information will be provided prior to conference.
- **March 15:** Teams will be able to access kitchen space on the afternoon of March 15 to prep and become familiar with the space. Detailed instructions will be provided prior to the competition.
- **March 16:** The Student Competition will be held on the Thursday of the conference.

Please review the attached competition manual for on-site preparation of Gold Standard recipes and the list of equipment available. Thank you again for your participation in the 2017 Student Culinology®® Competition. If you have any questions, please contact me directly at

[kcannon@Culinology.org](mailto:kcannon@Culinology.org).

**Keryn Cannon** Education Senior Associate, Research Chefs Association, Tel. 312.673.5554  
[kcannon@Culinology.org](mailto:kcannon@Culinology.org) | [www.Culinology.org](http://www.Culinology.org)

**Appendix E: Notification of Approved MinnState Economics Transfer Pathway**

February 24, 2017

To: Members of Fall 2016 Transfer Pathway Teams

From: Glenn Merrick and Gregg Marg  
Transfer Pathway Coordinating Team (TPCT) co-chairs

RE: Your Transfer Pathway Templates

We are pleased to let you know that the Transfer Pathways Coordinating Team has approved the final version of your team's Transfer Pathway template. We want to once again acknowledge and thank you for your hard work on the Transfer Pathway templates. **Thank you very much for your efforts.**

The final version will be posted on the Transfer Pathway website and we encourage you to send it to your colleagues using the faculty listserv. Based on your work, we have updated the generic template to make it clearer for campuses. Brenda Lyseng will convert your transfer pathway into the new format and will post that as well.

We know that colleges are eager to see your work and are ready to begin the process to create degrees that ease student transfer and enhance student success. The Transfer Pathways Coordinating Team is reviewing several aspects of implementation including timeline details and so we will be encouraging campuses to review the pathway in light of their existing curriculum but to wait on the program approval process until they hear the system office is accepting program applications.

## Endnotes

<sup>1</sup> Survey results based on SMSU graduates who responded to survey and are employed in chosen career field (full/part-time).

<https://www.smsu.edu/resources/webspaces/campuslife/careerservices/Graduate%20Follow%20Up/2015AnnualReport.pdf>

<sup>1</sup> <http://www.agcentric.org/about/>

<sup>1</sup> <http://www.centerofagriculture.org/about>

<sup>1</sup> <http://www.agcentric.org/wp-content/uploads/2016/01/Ag-Career-Pathways-Booklet2-1.pdf>

*School of Education*  
Education Department Undergraduate &  
Graduate Programs AY2016-2017



## Section I. Department Description & Overview

The School of Education plays a vital role at Southwest Minnesota State University and in the region, preparing educators and professionals to positively impact the fields of education and physical education. Being a dynamic school within SMSU, the Education department has experienced changes in the 2016-2017 academic year. The faculty in the Education and Physical Education programs moved forward to enhance growth in our current programs and to develop new and improve existing programs at both the undergraduate and graduate levels.

At the undergraduate level, the Early Childhood Special Education degree for children with special needs from birth to age 6 was offered for the first time in the fall of 2014. It continues to grow, and the first ECSE teacher candidates successfully completed student teaching during the AY16-17.

The Para-to-Sped program was developed over the past three years by request and in collaboration with SouthWest/WestCentral Service Cooperative, and with legislative funding, an additional faculty member has joined the School of Education to coordinate and teach in this program, Dr. Chris J. Anderson. This program has been designed for paraprofessionals in mind who are working full-time in the field of special education, and have experience working with this specific population of learners. The student teaching requirement includes a year-long placement with a licensed classroom mentor to guide them while they are continuing to work in their own position. The nonconventional program is currently being reviewed by the Board of Teaching for official approval.

There were 84 student teachers during the 2016-2017 academic year. In the Fall of 2016, there were 50 student teachers. Areas of focus included: \*Early Childhood Education and/or Elementary Education - 27, TESL (Teachers of English as a Second Language) - 1, K- 12 PE - 1, Social Sciences - 2, Math - 1, Early Childhood Special Education - 4, and Early Childhood (Extended Learning) - 14. In the Spring of 2017, there were 34 student teachers.

Areas of focus included: Early Childhood Education and/or Elementary Education - 17, TESL (Teachers of English as a Second Language) - 1, P-12 PE - 3, K-12 Spanish - 1, Communication Arts - 1, SPED K-12 ABS (Academic Behavioral Specialist) - 1, Early Childhood (Extended Learning) - 8. \*A considerable number of candidates choose to double major in ECE/ELED with student teaching overlapping grade levels - thus the rationale for combining the numbers.

At the graduate level, the School of Education was pleased to receive approval from the Board of School Administrators (BOSA) to offer the Education Administration licensure for Principal, Superintendent, and Director of Special Education in April of 2014. The first cohort for this program began Fall 2015 utilizing the learning community format with the summer leadership institute in July of 2015. Candidates may earn the Education Specialist degree, or Ed.S. After receiving approval this past year, this is the first degree offered at SMSU beyond a master's degree.

The HLC - Higher Learning Commission has approved the graduate education programs with great reviews. Specific feedback included: amazing support services, response time is immediate, students express extreme satisfaction with the program and support services, and overall quality of learning communities is excellent!

The Graduate Learning Community Faculty have successfully offered AE - Adult Education courses that have assisted graduate students in earning credits to support their professional growth and provide an in-house feeder program to the graduate degree programs.

The School of Education hired one new faculty member for AY16-17, Dr. Chris J. Anderson. Dr. Anderson's focus is on the Para-to-Sped nonconventional program, serving as the advisor for the program. His areas of specialty include: Special Education and Literacy.

Ms. LeAnne Syring, who taught Special Education and Early Childhood Special Education undergraduate courses, has been moved to a probationary tenure-track position. She has played an integral part in further developing SPED programming.

The Director of Graduate Education was divided into two distinct positions – off campus and on campus/online. Dr. Debbie Van Overbeke serves as the Director for On Campus and Online Graduate Education while Dr. Tanya Yerigan serves as the Director of Graduate Education for Off Campus.

Although Dr. Sonya Vierstraete was on sabbatical during the fall 2016 semester, there was no replacement so courses and duties were absorbed by the department. Dr. Debbie Van Overbeke served as the chairperson for the School of Education while Dr. Vierstraete was on sabbatical.

During the spring of the year, SMSU administration approved the Director of Assessment and Accreditation for the School of Education position. This is a newly developed position that will encompass the work of the current director as well as the responsibilities of the Livetext and edTPA coordinator.

The *Education Programs* have developed the following mission and vision statements, along with the programs' core values. The Conceptual Framework was reviewed and faculty assisted in updating supporting research this academic year.

**Mission:** The mission of the Professional Education Program at SMSU is to create communities of practice where each learner is an active participant in the investigation of learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in education.

**Vision:** Communities of practice investigating learning and teaching.

**Seven Core Values:** The following core values provide the foundation and ensure the integrity of the Southwest Minnesota State University Teacher Education Program:

1. Inquiry
2. Human diversity
3. Socio-cultural interactions
4. Learning environment
5. Belief, value, and knowledge structures
6. Democracy
7. Leadership

The *Physical Education Programs* have developed the following mission and vision, along with program goals.

**Mission:** The Physical Education Program develops leaders in physical education, coaching, recreation and sports management. We are committed to preparing students to meet the complex challenges of our regional and global communities.



**Vision:** The Physical Education Program has a vision of a physically educated world where lifelong learning and physical activity are practiced by all. Our students are prepared to make lasting contributions to our profession, communities, and society.

***Physical Education Program Goals:***

A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (NASPE Standards 3 & 6)
- 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources
- 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (NASPE Standard 2)
- 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.
- 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
- 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

The coaching certificate was made available to students for the first time in 2015-2016. The certificate is fewer credits than the minor, and provides MSHSL – Minnesota State High School League certification. SMSU is currently the only higher education institution in partnership with the MSHSL. This 2016-2017 year a course was developed in collaboration with the MSHSL to provide a train-the-trainer model for athletic administrators to work with coaches to be successful.

***Faculty and Staff in the School of Education:***

During the 2016-2017 academic year, members of the School of Education included 17 full-time faculty, 10 coaches, and several adjunct faculty. Additionally, there are four key support staff – two administrative assistants, one coordinator, and one director as well as one graduate assistant, and one student worker.

**Department Leadership:**

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Debbie Van Overbeke, Director of Graduate Education – On Campus & Online; Interim Department Chairperson while Dr. Vierstraete was on sabbatical Fall 2016.
- Dr. Tanya Yerigan, Director of Graduate Education – Off Campus
- Dr. Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Rhonda Bonnstetter, Director of Assessment & Accreditation
- Dr. Amy Christensen, edTPA and Livetext Coordinator

*Faculty:* The following were members of the faculty of the School of Education in 2016-2017:

Dr. Francis Albitz – taught in the Physical Education – Teaching program & PECS – Physical Education: Coaching of Sport

Dr. Chris J. Anderson – taught in the Para-to-Sped undergraduate program in its inaugural year

Dr. Michelle Beach – taught in the 2 + 2 Early Childhood Distance program and Early Childhood Special Education

Dr. Rhonda Bonnstetter – taught in undergraduate programs

Dr. John Engstrom – taught in the off-campus graduate program

Ms. JoAnne Hinckley - taught in the undergraduate and on-campus graduate SPED program

Dr. Sharon Kabes - taught in both the on- and off-campus graduate programs

Dr. Dennis Lamb – taught in the off-campus graduate program

Dr. Lon Richardson - taught in the off-campus graduate program

Dr. Mary Risacher – taught and acted as Director for the 2 + 2 Early Childhood Distance Education program, and also taught in the undergraduate ECE and ELED programs

Dr. Wendy Schoolmeester – taught in the undergraduate ELED & ECE programs both on campus and online/distance 2+2

Dr. Paulette Stefanick - taught in the undergraduate ECE & ELED programs with a focus on Reading as well as on-campus graduate programs

Ms. Marilyn Strate -taught in the Physical Education-nonteaching program

Ms. LeAnne Syring – taught in the undergraduate SPED, ECSE, ECE programs

Dr. Debbie VanOverbeke - taught in the undergraduate ECE & ELED programs as well as on-campus graduate programs; served as Director of Graduate Education for on- campus and online learners; acting Department Chair in the Fall 2016 semester

Dr. Sonya Vierstraete – was on sabbatical the fall 2016 semester; served as Department Chair upon her return the spring 2017 semester, and taught in the undergraduate and on- campus graduate programs with focus on ELED, ECE, TESL, and PECs.

Dr. Tanya McCoss Yerigan - taught in the off-campus graduate program as well as off campus graduate

The following coaches are also affiliate members of the School of Education with their primary membership is in the Department of Athletics, and teach courses in various programs:

Daniel Allen – Physical Education & Cross Country/Track & Field Coach

Brad Bigler – Physical Education & Men’s Basketball Coach

Paul Blanchard – Physical Education & Baseball Coach

Terry Culhane – Education, Physical Education, & Volleyball Coach

Jamie Dunn – Education, Physical Education, & Softball Coach

Erin Kasmarik-Mallett – Physical Education & Soccer Coach

Tom Webb – Physical Education & Women’s Basketball Coach

Jesse Nelson – Physical Education & Wrestling Coach

Cory Sauter – Physical Education & Head Football Coach

Brian Frana – Physical Education & Assistant Football Coach

**Staff:** The following were staff members of the School of Education in 2016-2017:

Jennifer Swanson – Office & Administrative Specialist Senior; supervisor of 1 student worker

Dr. Amy Christensen - Director of Placement and Licensure, supervised these positions:

Jill Dopp - Customer Service Specialist Intermediate (50%) – resigned fall 2016

Judy Wallerich – hired as an interim late fall of 2016 – June 2017

Faye Johnson - Field Experience Coordinator

Customer Service Specialist Senior (70%)

Nicole Hoffman - Graduate Assistant, supervised by Drs. Debbie Van Overbeke and Tanya Yerigan, Directors of Graduate Education

**Undergraduate Education Programs:** The undergraduate education programs offer licensure to Teacher Education Program candidates at four different levels: Early Childhood, Elementary, Secondary, and K-12 programs. Additionally, the Educational Studies major offers university students an opportunity to pursue a 4-year degree focusing on education without student teaching and seeking licensure.

The licensure areas include:

Early Childhood Education (ECE) provides licensure for students ages birth – grade 3. ECE is offered in two formats: on campus and through the 2 + 2 distance learning program via articulation agreements with community/technical colleges in the Minnesota State system. Currently, the 2+2/Extended Learning Early Childhood Education program is awaiting official approval by the Board of Teaching as a nonconventional program as it was requested by the

BOT in February of 2016 that an application be submitted to address the articulation process and demonstrate how standards are being addressed. Additionally, Early Childhood Special Education provides licensure for teacher candidates to teach learners birth to age 6 with special needs.

Elementary Education provides licensure to teach students in grades Kindergarten – grade 6 with optional endorsements in the following areas: Pre-primary Education (adds ages 3-5), Communication Arts (adds grades 5-8), Mathematics (adds grades 5-8), Science (adds grades 5-8), Social Sciences (adds grades 5-8), and K-8 World Languages & Cultures – Spanish.

Secondary provides licensure to teach students in four content areas. They are licensed for varying grade levels as mandated by the Minnesota Board of Teaching. These licensure programs include: Biology Education (grades 9-12), Chemistry Education (grades 9-12), Communication Arts Education (grades 5-12) with emphases in either English Literature or Speech, Mathematics Education (grades 5-12), Social Sciences (grades 5-12),

K-12 Education provides licensure for teacher candidates in five content areas. They are licensed for K-12 grade levels as mandated by the Minnesota Board of Teaching. These licensure programs include: Art Education, Music with emphases in either Vocal or Instrumental music, Physical Education (PE), Special Education (SPED), and Teachers of English as a Second Language (TESL).

The licensure programs in the Education Department must demonstrate the ten Standards of Effective Practice:

1. Subject matter
2. Student learning
3. Diverse learners
4. Instructional Strategies
5. Learning environment
6. Communication/Technology
7. Planning instruction
8. Assessment
9. Reflection/Professional Development
10. Collaboration/Ethics

In addition to the majors offered, there are four minors also available: Special Education, which is a non-licensure minor; Developmentally Adaptive Physical Education, which is a licensure minor open to Physical Education majors; K-12 Reading licensure; and Teachers of English as a Second Language as a non-licensure minor.

**Graduate Education Programs:** The Graduate Education program offers master's degrees in both the traditional on-campus format and in the off-campus Learning Community format. Master's degrees in Education are offered with several different emphases areas: Teaching, Learning, and Leadership (offered on-campus and in Learning Communities); English (online format); Mathematics (online format); Sports Leadership; Reading (offered for licensure K-12 and/or as a master's degree); Special Education (SPED offered for licensure

K-12 and/or as a master's degree), and Teachers of English as a Second Language (TESL), both for licensure K-12 and/or as a master's degree.

SMSU was also the recipient of a second grant through MnSCU (Minnesota State system) to offer courses in teaching and pedagogy to train community/vocational college instructors throughout the state. This program has continued during the past academic year. Dr. Ellen Radel (retired) took on the responsibilities for directing this program this past year and also acted as an instructor for some of its classes. Dr. Patricia Linehan assisted in offering these courses along with Dr. Shannon Fiene.

An ongoing collaboration in the Graduate Education program with Doctoral students from Udonthani Rajabhat University in Thailand. The program is an intensive three-week class. The group visited schools in the area, along with selected businesses and non-profit organizations. The class was taught by Dr. Sharon Kabes in collaboration with Dr. Dennis Lamb and Ms. JoAnne Hinckley. Robert Larsen is also instrumental in this program. The graduate education programs model the National Board of Professional Teaching Standards and the National Partnership for Excellence and Accountability in Teaching Characteristics of Effective Professional Development.

**Standard 1. Educators are committed to students and their learning.**

- 1.1 Educators recognize individual differences in their students and adjust their practice accordingly.
- 1.2 Educators have an understanding of how students develop and learn.
- 1.3 Educators treat students equitably.
- 1.4 Educators' mission extends beyond developing the cognitive capacity of students.
- 1.5 Educators affirm the commonalities and differences of students and all humans.

**Standard 2. Educators know the subjects they teach and how to teach those subjects to students.**

- 2.1 Educators appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- 2.2 Educators command specialized knowledge of how to convey a subject to students.
- 2.3 Educators generate multiple paths to knowledge.
- 2.4 Educators use instructional technology effectively.

**Standard 3. Educators are responsible for managing and monitoring student learning.**

- 3.1 Educators call on multiple methods to meet their goals.
- 3.2 Educators facilitate learning in group settings.
- 3.3 Educators focus on student engagement.
- 3.4 Educators regularly assess student progress.
- 3.5 Educators emphasize principle/critical objectives.

**Standard 4. Educators think systematically about their practices and learn from experience.**

- 4.1 Educators regularly model ethically reasoned judgments as they engage in daily decision-making within their learning community.
- 4.2 Educators seek the advice of others and draw on education research and scholarship to improve their practice.
- 4.3 Educators make decisions based on knowledge of the historical, philosophical, and social foundations of education.

**Standard 5. Educators are members of learning communities.**

- 5.1 Educators contribute to school effectiveness by collaborating with other professionals.
- 5.2 Educators work collaboratively with parents and families.
- 5.3 Educators engage community resources to enhance learning.

**Leadership Proposition 6: Educators are leaders in their schools, districts and broader community.**

**Section II – Faculty Involvement & Activities Highlights**

Please find the following professional development highlights as submitted by individual faculty members. The faculty are dedicated with many identifiable accomplishments. Please note that this is a brief summary of faculty accomplishments.

**A. Teaching, Learning, and Additional Assignments Highlights**

All department faculty are involved in continually developing and revising the courses they teach to best serve their students. This area receives the greatest allocation of time from all faculty members. Additional responsibilities beyond teaching and supervising student activities are included below.

*Dr. Francis Albitz* continues to make arrangements for the students in her PE 156 Adventure Ropes course to use the Merit Center in Marshall, MN. The students rappelled from the second floor at 30 feet, and the fifth floor at 50 feet, of the Merit Center Tower. This was an important, hands-on exercise for the students.

*Dr. Chris J. Anderson* taught the first-year of the first Para-to-Sped cohort this past year. He has enhanced course syllabi to meet the Board of Teaching standards for this nonconventional program.

*Dr. Michelle Beach* integrated several types of accessibility features into her online courses to meet the needs of students with disabilities as well as to meet federal guidelines for online courses and provide student options for different types of learning styles. Dr. Beach evaluated her curriculum and integrated improvements into her online courses using Quality Matters rubrics.

*Dr. Rhonda Bonnstetter* developed and taught a new course, ED 483/583 Teaching with Technology, designed to help candidates build on the skills needed to teach effectively in a 21<sup>st</sup> century classroom. She integrated new Web 2.0 tools such as Padlet and others into teaching in all classes. As part of an assignment in Assessment & Accreditation, led the SMSU School of Education in the process of applying for approval of a non-conventional

program in Early Childhood Education, a non-conventional program in Para-to-Sped ABS, and a non-conventional program for dual licensure in PE and Health Education. She submitted the licensure programs in EPPAS for continuing approval and met with all departments individually as part of the Campus Liaison meetings to review data and determine 2-year goals for each licensure program. Dr. Bonnsetter coordinated the Teacher Education Advisory Council meeting on May 3<sup>rd</sup>, which was attended by over 50 area administrators, adjunct faculty, alumni, and current candidates.

*Ms. JoAnne Hinckley* co-facilitated a three-week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Sharon Kabes & Dr. Dennis Lamb during fall 2016.

*Dr. Sharon Kabes* launched the first Administrative Licensure program AY215-2016 with a five-day Leadership Academy. Fifteen students joined the Administrative Licensure Learning Community and began their two-year program for licensure as K-12 principals. The first cohort graduated this past spring 2017. Dr. Kabes was instrumental in the development and offering of the Specialist degree, which was approved in the 2017 academic year. Additionally, Dr. Kabes co-facilitated a three-week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Dennis Lamb and Ms. JoAnne Hinckley during fall 2016.

*Dr. Dennis Lamb* was the lead facilitator for two learning communities during the AY2016-2017. Additionally, he collaboratively facilitated a three-week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Sharon Kabes & Ms. JoAnne Hinckley during fall 2016.

*Dr. Mary Risacher* restructured course content for all coursework to ensure syllabi align to matrix. She implement strategies that support effective teaching methods and emphasize the goals of the school of Education. Additionally, she designed and adjusted assessments for courses updated/created rubrics for current and past assessment/assignments. Dr. Risacher made a concerted effort to remain up to date with technology platforms that will improve and guide my teaching practices, while additionally modeling use of technology for my students. She communicated to ECE Distance Learning 2+2 students and 2-Year Partners regarding the ongoing variance for online program moving from conventional to non-conventional.

*Dr. Wendy Schoolmeester* facilitated the Action Research Conference 2017 with the 2<sup>nd</sup> Annual Action Research Conference was held Friday, April 7 from 8 a.m. to noon. Thirty-one students showcased their action research projects conference using the platform of their choice such as Power Point, Weebly, S'More. Dr. Schoolmeester created a Stanger-mon Go Scavenger Hunt - which used the Augmented Reality App called Aurasma to incorporate a scavenger hunt in Social Studies Methods fall 2016 similar to the Poke'mon Go craze that happened in summer/fall of 2016. She connected with an elementary principal via Twitter who used this to implement it.

*Dr. Paulette Stefanick* taught undergraduate and graduate courses, both online and face-to-face. Her load consisted of 15 credits in the fall 2016 and 15 credits during spring semester of 2017. Additionally, she taught 6 credits in Summer 2017. Her main area of teaching

expertise are Reading/Literacy courses and Kindergarten Methods.

*Ms. Marilyn Strate* incorporated an e-folio in her classes as part of the PE programs assessment plan.

*Ms. LeAnne Syring* has updated syllabi for all of her courses this year. She examined textbooks to locate appropriate and up-to-date information and has reviewed course evaluations and applied suggestions to spring courses.

*Dr. Debbie VanOverbeke* taught undergrad courses including ED 361, ED 275, ED 430 and ED 450. In her undergrad courses, she modeled the flipped learning technique where students read and completed interactive notes with the material read prior to class. During in-class sessions, students engaged with the content they had read prior to class. This engagement included anticipation guide discussions, Socratic Seminars, Save the Last Word for Me discussions, jig sawing of material, speakers to expand on the topics, etc. She also taught the following research sequence grad courses, including: ED 622, ED 624, and ED 627 and the reading assessment course, ED 550. She developed and revised the online research sequence courses over a period of years. Dr. Van Overbeke uses student feedback to make changes to her courses. In addition, she served as the Interim Chair of the School of Education during fall 2016 and On-campus Graduate Director during spring 2017. Major accomplishment during this time for the School of Education were developing the add-on SPED licensures, the approval of an Assessment Coordinator, and the addition of an 18-credit graduate emphasis that can be petitioned in from other universities.

*Dr. Sonya Vierstraete* served as the Chairperson for the School of Education. She teaches and advises undergraduate and graduate students with a focus on elementary education, TESL, and literacy. She also served as SMSU's Faculty Athletic Representative. During the fall of 2016, Dr. Vierstraete taught full-time as an EL teacher in the Marshall Public School district.

*Dr. Tanya Yerigan* offered to teach the research course "ED 627 Action Research Project Design" to 20 online graduate students as an additional to her full-time teaching within her learning communities. At the request of her students, Dr. Yerigan authored three new graduate AE courses. As students requested, Dr. Yerigan developed and offered graduate course packages each semester including fall 16, spring 16, and summer 2017. These packages (10 semester credits-fall, 6 semester credits-spring, and 10 semester credits-summer) offered area educators an intensive and meaningful professional development opportunity while also making a contractual lane change. She incorporated a spiral-design curriculum along with detailed syllabi, and rubrics. These courses are student-driven/directed while maintaining rigor with relevance. Dr. Yerigan has collected data each term and presented the results to SMSU administration. The data supports that these courses have real meaning to the teachers taking them as well as their overall districts.



## **B. Scholarly and Creative Activity Highlights**

Education Department faculty are very active in sharing their knowledge with area teachers for in-services and at local, regional, state, national, and international conferences. Many presentations are collaborative efforts; samples of these presentations are listed below.

*Dr. Michelle Beach* was an editor and publication peer reviewer for *Journal of Research in Childhood Education*, a quarterly peer-reviewed Journal. Dr. Beach continues to serve as a member of the Editorial Board for Center of Scholastic Research; reviewing journal paper submissions is the responsibility of board members. Dr. Beach was also an invited editor and reviewer for an introductory special education textbook. She has published and presented this year: Beach, M. (2017). Practical Solutions to Include Students with Disabilities in Your Online Courses without Giving up Your Weekends. In *Proceedings of E-Learn International Conference 2017*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). *Implementing Flipped Classrooms*. Presented to the SMSU Technology Workgroup with Dr. Frankie Albitz, September 14, 2016. *How to Make Your Online Courses Accessible Without Giving Away Your Weekends*. Presentation accepted for the E-Learn International Conference, April, 2017, Brookings, S.D. (Conference cancelled).

*Dr. Rhonda Bonnstetter* led a day-long Curriculum Deep Dive session on the EdTPA at the College of St. Scholastica and a session on Using Local Evaluation Rubrics at the edTPA Summit. She presented with Dr. Mary Palmer on the Para-to-Sped initiative at the MREA Annual Conference. Additionally, she collaborated with colleagues in the English program on the Online Textbook for ENG 251 Writing in the Professions with a student entry and an example from my own professional writing. The online textbook can be viewed at <http://otb.smsu.edu/> Dr. Bonnstetter wrote and managed the grant for \$385,000 from the Minnesota Department of Education for the Para-to-Sped teacher education program.

*Dr. John Engstrom* co-authored with Dr. Lamb and Dr. Kabes, "Teaching for Transformation and Sustainability in Graduate Learning Communities" and presentation of the paper at the *Center for Scholastic Inquiry Conference*, Scottsdale, AZ.

*Dr. Dennis Lamb* co-authored with Dr. Engstrom and Dr. Kabes, "Teaching for Transformation and Sustainability in Graduate Learning Communities" and presentation of the paper at the *Center for Scholastic Inquiry Conference*, Scottsdale, AZ.

*Dr. Sharon Kabes* co-authored with Dr. Lamb and Dr. Kabes, "Teaching for Transformation and Sustainability in Graduate Learning Communities" and presentation of the paper at the *Center for Scholastic Inquiry Conference*, Scottsdale, AZ.

*Dr. Mary Risacher* submitted her dissertation to the Journal of Online Research. She was also accepted to present, "Surviving & Thriving: The Veteran and the First-Year Teacher" at the Student Leadership Conference - Unite, Inspire, Lead: Our Students Our Professions, Our Future in June 2017. Additionally, she presented, "Who 'Ya Gonna Call? Stress Busters; Because You Matter!" at the Minnesota Rural Education Association - Making Teaching Matter in November 2016. Dr. Risacher has written as a guest blogger for edUconnections.

Dr. Wendy Schoolmeester published or presented the following: educonnections.org, highlighting one titled "How to Conquer the edTPA: Two-cents Worth From SMSU Teacher Candidates." <https://educonnections.org/2016/12/05/ways-to-conquer-the-edtpa-smsu-teacher-candidates-share-their-2-cents-worth/>. Dr. Schoolmeester has sent the above blog to ASCD Update in January, and they have replied with interest.

Dr. Paulette Stefanick had numerous presentations and publications:  
(Accepted, but needed to cancel). *Use of Interactive Notetaking to Enhance Student Learning and Engagement*. International Literacy Association Annual Conference, Boston, Massachusetts. July 7-10, 2016. This proposal was accepted, but neither Dr. Van Overbeke or Dr. Stefanick could attend (International Presentation).  
(Summer 2017 Upcoming International Presentation). *Interactive Notetaking: Strategies to Enhance Student Learning and Engagement*. International Literacy Association Annual Conference (ILA), Orlando, Florida. July 14-17, 2017. Dr. Stefanick will present with Dr. Debbie VanOverbeke.

Ms. LeAnne Syring achieved ABD status in her doctoral work and continues to work on the dissertation towards earning her PhD. She has contributed to the Open Access Textbook: *Why Writing Works; Disciplinary Approaches to Composing Texts* that was completed for the English Department. There were 12 contributors across campus, and she was one of four that also consented to be videotaped for inclusion in the textbook. Bemmer, A., Baker, L.B., Lucas, L., & Smith, A.N. (Eds.). (2016). *Why writing works: Disciplinary Approaches to Composing Texts*. Department of English, Southwest Minnesota State University, Marshall, Minnesota.  
Additionally, she accepted a tenure-track position here and am proud of both the accomplishment and the opportunity. LeAnne was the keynote speaker for the Undergraduate Teacher Education Action Research Conference - "The Doors of Opportunity" in April 2017. She received an Excellence in Teaching Award from The National Society of Leadership and Success on campus, which is a student nominated award.

Dr. Debbie VanOverbeke will be presenting on Interactive Notebooks at International Literacy Association 2017 Conference in Orlando, FL in July 2017 with Dr. Paulette Stefanick.

Dr. Sonya Vierstraete co-authors a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living' with Dr. Wendy Schoolmeester, which launched in February 2014 at [www.educonnections.org](http://www.educonnections.org). She also presented at the SWMRC Workshop on culturally responsive teaching and literacy for ELs.

Dr. Tanya Yerigan founded a research organization that has continued to publish refereed and scholarly journals, fund and offer research endowments to colleagues across the nation, and organize/offer an annual international academic research conference. Dr. Yerigan has conducted research and continues to write on topics such as Facebook marketing, learning community program outcomes, and millennial information access. Additionally, Dr. Yerigan continues to focus on her long-term research projects which include childhood trauma, toxic stress, teacher sexual misconduct, facilitated learning, and reflective practice. This year, Dr. Yerigan has accepted several invitations to present on various topics of relevance. A few presentations she has given include: Education's

Silent Opponent: Toxic Stress...Changing Everything in January 2017 at the MELT Conference in Minnesota, in November 2016 at Ridgewater College in Hutchinson, Minnesota, in August 2016 at Clinton-Graceville-Beardeley School District in Graceville, Minnesota, and at Western Minnesota Schools Collaborative in Morris, Minnesota; Don't Hate the Messenger...Educator Sexual Misconduct: Media Hype or Epidemic at the MELT Conference in Minnesota; Educator Boundaries: A Professional Necessity & Student Safeguard! in October 2016 at the Lakeview School District in Cottonwood, Minnesota and at the Center for Scholastic Inquiry International Research Conference, Scottsdale, AZ; Navigating Life with Trauma-Induced Brain Damage, October 2016, Center for Scholastic Inquiry International Research Conference in Scottsdale, Arizona earning the *BEST PRESENTATION AWARD*; Connecting Campuses and Colleagues 2016, September 2016, SMSU Campus, Marshall, MN

### **C. Professional Development Highlights**

School of Education faculty work to keep abreast of changes in their fields. A partial listing of conferences, workshops, and other professional development activities is included as a sampling of these activities.

*Dr. Francis Albitz* continues to stay current with the Dartfish software program as it is a required component of the online Master of Science Degree in Physical Education: Coaching of Sport Program. Frankie serves as the lead facilitator of this program.

*Dr. Michelle Beach* attended a number of conferences and trainings during the 2016-2017 academic year, including highlights: Minnesota Department of Education (MDE) State Compliance Training for Special Education Providers, edTPA Summit hosted at Hamline, the Council for Exceptional Children Autism Conference (CEC DADD in St. Petersburg, FL, and the International Literacy Association Annual Conference (ILA) in Orlando, FL.

*Dr. Rhonda Bonnstetter* attended the Minnesota Rural Education Annual Conference at Cragun's Resort in Brainerd, MN, on November 13-15, 2017, with Dr. Mary Risacher and Dr. Wendy Schoolmeester. She attended the Minnesota Council of Teachers of Mathematics spring conference in Duluth, MN, on April 27-29, 2017 with Dr. Debbie VanOverbeke. Dr. Bonnstetter brought four Secondary Mathematics Education candidates to the conference as well: Shannon Gorter, Courtney Tolifson, Alana Christianson, and Kristen Bosveld. She attended several online webinars related to using technology in teaching, working with ELs, and the Power of the Adolescent Brain.

*Dr. John Engstrom* completed requirements to become a certified Gallup Strengths Coach.

*Dr. Dennis Lamb* collaboratively facilitated and participated in the Graduate Learning Conference at SMSU.

*Dr. Mary Risacher* has researched, reviewed, and incorporated a number of resources into her teaching: <https://www.edutopia.org>, educonnections.org, Twitter –Dave Burgess, Teaching Channel, Matt Miller, Zero to Three, Eric Sheninger, Ellen Gallinsky, STEM, ASCD, NAEYC, Todd Whitaker, and a variety of published texts. Additionally, she earned licensure renewal credits for MN licensure.

Dr. Wendy Schoolmeester participated in a webinar via Zoom (<https://zoom.us/>) with other Social Studies Methods Professors in the state of MN. She attended a day long workshop titled *How to Motivate Hard to Reach Students* by author/speaker Brian Mendler in Sioux Falls, SD. She gleaned knowledge in this workshop to incorporate into the ED 423 Classroom Management course. Dr. Schoolmeester also attended What's New in Children's Literature in May in Brandon SD offered by the Bureau of Educational Research, which increased her craft in preparation for the ED 346 Children's Literature course.

Dr. Paulette Stefanick attended a variety of conferences and workshops, including: Technology Professional Development Sessions offered at SMSU: D2L Brightspace *Organizing Content; News, Classlists, Email; Discussion Board Tool, and more*, Kaltura MediaSpace Services Training, D2L Brightspace Version, and D2L Brightspace Gradebook Tools. Additionally she has attended invited speakers to campus: Dave Burgess, author of *Teach Like a Pirate* – Presentation, Kristi Weiss, speaker in ED 450 – *Top 10 Tips for Working with English Language Learners*, and Teresa Hunt, speaker in ED 423 – *Positive Behavior Intervention and Support*. She is attending the Institute at the International Literacy Association Annual Conference in July 2017. The day-long pre-conference Institute is: *Word Study That Makes a Real Difference: Re-Envisioning Traditional Phonics, Spelling, and Vocabulary Instruction* by presenters: Shane Templeton (author of a textbook she uses for a summer reading course), Donald Bear, Karen Carpenter, and many more.

Ms. LeAnne Syring has updated several documents and programs for the Special Education Department, including: Special Education Lesson Plans and Forms with explanations within the framing and without; Special Education PSTE & ST Final Assessment Form in collaboration with Dr. Chris J. Anderson; Special Education Graduate license in the areas of Autism Spectrum Disorder, Emotional/Behavioral Disorder, and Specific Learning Disorder in collaboration with Ms. JoAnne Hinckley & Dr. Rhonda Bonnsetter; and the Special Education Master's Program created broader availability for potential candidates.

Dr. Debbie VanOverbeke attended the following professional development opportunities during the 2016/2017 year: Distance Education Professional Development Event (Quality Matters, Using MediaSpace with D2L) in August 2016 at SMSU; the Minnesota edTPA Summit VII Workshop at Hamlin University, St. Paul, MN in September; the Minnesota Association of Colleges for Teacher Education Fall and Winter Conference: Engaging All Voices: The Power of Professional Community in Plymouth, Minnesota in November and February; the SMSU Professional Development Day in January; the Assessment Day at SMSU in February; the Microsoft One Drive Workshop at SMSU in March; MCTM Spring Mathematics Conference at the Duluth in April; and the International Literacy Association 2017 Conference in Orlando, FL in July.

Dr. Sonya Vierstraete participated in professional development and experienced specific learning opportunities at Marshall Public School district inservices as well as conferences such as the Minnesota TESOL conference in October, the Southwest Minnesota Reading Council conferences in October 2016 and April 2017, and the NCAA Convention in Nashville, Tennessee in January.

Dr. Tanya Yerigan worked to improve quality opportunities for K-12 and higher education faculty to publish, Dr. Yerigan continues to study the publication process. This year, she has worked with two K-12 teachers and mentored them regarding the publication process including editing, typesetting, and illustrations. In addition, Dr. Yerigan entered the second printing of her book *Building Your Portfolio: What You Need to Know.* Additionally, she assisted with learning community marketing, and conducted a review of the literature on the following topics. This information was then utilized to design and implement separate research projects including the following: Facebook Marketing and Graduate Program Needs Assessment.

#### **D. Service to Students Highlights**

All School of Education faculty members provide advising to the teacher education candidates; many also act as chairs for graduate education students. In the past academic year, undergraduate department faculty signed up for one weekend per semester to provide student tours for recruiting, and also for one week during the summer. Undergraduate faculty members helped with registration days in April, June, July, and August. Graduate faculty in the learning communities volunteered to attend recruiting and marketing meetings for potential learning communities and assist in calling and emailing potential graduate students for marketing their programs.

#### **Scholarships**

The School of Education annually receives and reviews applications for a number of scholarships, each having individual criteria for eligibility:

Ann C. Peters Scholarship: (JR academic standing)

1 Secondary Mathematics Ed or Elementary Ed major working toward a mathematics endorsement (half distributed Fall; half distributed Spring)

Carr Properties Scholarships: (FR/SO/JR/SR academic standing)

2 Early Childhood, Elementary or Secondary  
(half distributed Fall; half distributed Spring)

Con and Marcy Eckstrom Family Scholarship: (SO/JR/SR academic standing)

1 Art Education or Physical Education major  
(half distributed Fall; half distributed Spring)

Education Department Scholarships: (FR/SO/JR/SR academic standing)

1 Early Childhood Education  
1 Elementary Education  
1 Secondary/ Education  
(half distributed Fall; half distributed Spring)

Geneva Emblem Education Scholarship: (FR/SO/JR/SR academic standing)

5 Early Childhood, Elementary, or Secondary  
(half distributed Fall; half distributed Spring)

Golden Rule Scholarships: (SR woman academic standing)

6 Early Childhood or Elementary Education Senior Women  
(one year non-renewable: half distributed Fall; half distributed Spring)

Keigh Hubel Rural Education Scholarships: (Admitted JR or SR standing)

2 Early Childhood, Elementary, or Secondary  
(half distributed Fall; half distributed Spring)

Robert Schwerin Memorial Scholarship: (SR Education Major)

2 Early Childhood, Elementary, or Secondary  
(half distributed Fall; half distributed Spring)

Kelsey Eberle: \$500 renewable

Dr. Sharon E. and David E. Kabes Graduate Education Scholarship: \$1,000 annually

Faculty members also support Action Research and Portfolio development and review at both the undergraduate and graduate levels. Many faculty members participate in the student mentee program.

The Education Minnesota Student Program (EMSP), a student organization sponsored by the Education Department, provides professional development, learning activities, grants, and social programming for all education students. Faculty members serving as advisors for this student group for 2016-2017 was Dr. Wendy Schoolmeester.

Faculty offer their time to meet with prospective undergraduate students as they consider their post-secondary options.

*Dr. Frankie Albitz* hosted three prospective student visits and assisted with five Registration Days as well as three Mustang Days and three Admitted Student Days. She advises more than 75 students.

*Dr. Chris J. Anderson* hosted seventeen prospective student visits. He serves as advisor to approximately 20 students and specifically, serves as the advisor for the Para-to-Sped program as it wraps up year one of the first cohort and is looking to begin the second cohort in the fall. Dr. Anderson assisted with six Registration Days, three Mustang Days, and three Admitted Student Days.

*Dr. Michelle Beach* conducted one prospective student visit as requested by the Admission Office. She assisted at two Registration Days hosted by the Admission Office. She also assisted with one of the Mustang Visit Days throughout the academic year, including the popular Hawaiian Night. She serves as advisor to approximately 70 distance learners. Dr. Beach served as Committee Chair for Research for two on-campus graduate students, and assisted with Grad portfolios and edTPA reviews. Dr. Beach conducted eight individual Graduate Portfolio Reviews required of candidates to meet part of Minnesota licensure requirements. Dr. Beach supervised one student-teacher, assisted five student teachers with edTPA remediation and assisted six PSTE students with edTPA remediation. Dr. Beach responded to numerous inquiries about the 2 + 2 program and the ECSE program via phone and e-mail throughout the academic year, and distributed brochures advertising several SMSU programs and majors throughout the state. Dr. Beach and served as the advisor for Early Childhood distance and ECSE majors.

*Dr. Rhonda Bonnstetter* hosted four students in visits to SMSU's School of Education. She assisted with three of the SMSU Registration events and arranged individual advising sessions for

over 80 advisees, and also participated in Meet Your Advisor Day. She participated in the Big Even, hosted by the SMSU Honors Club, and shared information on the various types of graduate programs and careers available to Education majors.

*Dr. John Engstrom* serves as an advisor to approximately 25 graduate students. He collaboratively coordinated the annual Learning Community Research Conference at SMSU.

*Ms. JoAnne Hinckley* conducted four student visits as requested by the Admission Office, and assisted with the evaluation of transcripts for many Special Education graduate students who contacted the School of Education directly. She serves as advisor to approximately 40 students, and she acted as the graduate advisor to many students in Special Education, and also conducted the Graduate Portfolio Review required of each of these candidates on an individual basis as part of the licensure requirements.

*Dr. Sharon Kabes* serves as the advisor for the Administrative Licensure Program. She has chaired many on campus graduate committees and provide feedback on research projects. Sharon attended the undergrad research presentations and clinicals as well.

*Dr. Dennis Lamb* advises 50 graduate students. In support of extending his students' learning, he has invited guest speaker, Mike Heikes, to the Park Rapids Learning Community.

*Dr. Lon Richardson* advises 36 graduate students in the Learning Communities.

*Dr. Mary Risacher* met with three prospective students and assisted with one Registration Day as well as one Admitted Student Day. She advises more than 70 students, supplies them with information that will enable them to pursue their own path more independently. Additionally, she mentors students on their educational path and is even more intentional and cognizant of feedback provided to students by creating detailed rubrics for every assignment. Dr. Risacher has provided EdTPA support and remediation.

*Dr. Wendy Schoolmeester* conducted nine prospective student visits and assisted with one Registration Day. She advises more than 75 advisees with a focus on elementary and physical education students. She attended the edTPA Support Session held by Dr. Amy Christensen for the student teachers. She worked specifically with Physical Education Student Teachers on assisting them with their edTPA narrative and analysis. Importantly, Dr. Schoolmeester serves as the EMSP Advisor. The club sponsored author and speaker Dave Burgess in October 2016. She collaborated with SW/WC as they assisted with registration and invited other MN EMSP Groups to attend.

*Dr. Paulette Stefanick* conducted four prospective student visits as requested by the Admission Office. She assisted with three Registration Days. Dr. Stefanick assisted student teachers with questions on the Elementary Literacy edTPA during three support sessions offered throughout the year. She serves as a graduate advisor for reading licensure candidates and conducted Reading Licensure portfolio reviews as well as chairing and serving on action research committees. She served as an action research reviewer and clinical supervisor.

*Ms. Marilyn Strate* met with two prospective students, and advises approximately 40 students. She supervised approximately 30 internships for students in Recreation and Sports Management over the past 5 years.

*Ms. LeAnne Syring* hosted 15 prospective student visits, and she assisted with five Registration Days as well as three Mustang Days and two Admitted Student Days. She developed a Special Education Facebook page. Ms. Syring has participated in the ED 301 High School Clinical, Elementary Clinical Experience, and the Early Childhood Clinical Experience, and the Action Research Conference presentations. She attended the SMSU Athletics Leadership Dinner as a guest of one of our student teacher candidates who is also an athlete. Additionally, Professor Syring serves on three graduate students research committees as well as the Liaison between the Graduate Studies Office and the Special Education Programs

*Dr. Debbie VanOverbeke* hosted nine prospective student visits, assisted with seven Registration Days, and participated in one Admitted Student Day. She advises more than 90 undergraduate and graduate students and has chaired the final research papers of ten graduate students and six students writing their proposals. She chaperoned, with Dr. Rhonda Bonnstetter, four math students at the MCTM Spring Mathematics Conference at the Duluth , MN Entertainment and Convention Center in April.

*Dr. Sonya Vierstraete* was on sabbatical fall semester teaching ELs in an area school. During that time, she mentored a student teacher who had been her advisee for four years, thus working collaboratively for her capstone experience. Upon returning to campus, she conducted six prospective student visits as requested by the Admission Office. She assisted at three Registration Days hosted by the Admission Office and assisted with one Admitted Student Day. She assisted student teachers with questions on the Elementary Literacy edTPA during the support sessions offered in the spring semester. She advises approximately 50 students, and serves as the advisor for the TESL program. Dr. Vierstraete acted as the graduate advisor to several students in the areas of Reading and Teachers of English as a Second Language; she conducted licensure portfolio reviews for the TESL program. She is also an active supporter of SMSU Mustang athletics, attending SAAC - Student-Athletes Advisory Council meetings.

*Dr. Tanya Yerigan* serves as advisor to more than 30 graduate students. Last fall of 2016, she invited the Thai students to her home for an authentic meal consisting of the most popular MN hot dishes. She also arranged for them to visit the farm and a local cattle operation. Additionally, Dr. Yerigan chairs 35 off-campus graduate research projects. As a service to the online math and English students, Dr. Yerigan continued to chair an additional 14 research committees. As a service to her students, Dr. Yerigan continued to conduct free inservices within their home districts. She also used these inservices as opportunities to share about the learning community program. Importantly, Dr. Yerigan has volunteered to write nearly a dozen letters of recommendation for former students who were seeking different employment and/or attempting to gain entrance to doctoral programs. Dr. Yerigan has scheduled and plans to organize as well as host two of her "Writing Right Retreats". These lakeside retreats are offered at no charge to students seeking to gain mastery of the research and writing process.



## **E. Service to University & Community Highlights**

The School of Education faculty members have been active in a number of ways in their service to SMSU as well as where they reside.

*Dr. Francis Albitz* served as the faculty program advisor for online Master of Science Degree in Physical Education: Coaching of Sport Program.

*Dr. Chris J. Anderson* served as the School of Education representative on the CIA – Committee of Institutional Assessment. He also served as the department liaison with the SouthWest/WestCentral Service Cooperative for the Para-to-Sped program.

*Dr. Michelle Beach* served on several committees, including the Diversity and Inclusion Committee, the Disability Awareness Committee, the Student Technology and Fee Committee, and the University Advisory Technology Committee. Dr. Beach also served on the Cultural Diversity Committee, the Academic Technology Committee, the Multicultural Issues Committee and the Academic Technology Work Group. At the state level, Dr. Beach served as a university representative for the Early Childhood Transfer Pathways Committee; Dr. Beach was one of two faculty representatives on the MnSCU Online Technology Workgroup, and a member of the state Campus Academic Technology Team (CATT). Additionally, she was also a member of the Southeast Technical College Advisory Board, the Hennepin Technical College Advisory Board, and Child Aware – T.E.A.C.H., which is the state advisory for Early Childhood Professionals.

*Dr. Rhonda Bonnstetter* updated all of the program advising guides for undergraduate programs in Education and created 4-year plans for all of the undergraduate programs in Education. She served on the University Technology Committee and the SMSU School of Ag Advisory Council. She chaired the search committee for a new faculty member in SPED (Dr. Chris J. Anderson). Additionally, she served on the Marshall Public Schools Technology Advisory Committee, the Minnesota Council of Teachers of Mathematics (MCTM) CONNECT Committee, and the MCTM Foundation Board as well as serving as the treasurer for the Minnesota Association of Colleges of Teacher Education (MACTE). Dr. Bonnstetter served on the National Academy of Ed Teacher Performance Assessment Consultants to provide professional development to faculty, university supervisors, classroom mentor teachers, student teachers, etc.

*Dr. John Engstrom* served on the Graduate Council, and is a member of an area district K-12 Continuing Education Committee.

*Dr. Sharon Kabes* worked with Dr. Dennis Lamb and Ms. JoAnne Hinckley to launch the Administrative licensure program at SMSU. She also served as Director of the Graduate programs in Education. She chaired the Graduate Council and the chaired the Graduate Curriculum Committee. She served on the Provost Search Committee, the Spanish Program Committee and the Indigenous Student Committee. Dr. Kabes is also a member of the Executive Committee. Dr. Kabes is a member of the Marshall Community Orchestra, the SMSU University band and the Tracy Community Band where she plays the clarinet.

*Dr. Dennis Lamb* served as a Graduate Council Member, Graduate Curriculum Committee Member, and the Past-President of the Kiwanis Club of Brainerd.

*Dr. Mary Risacher* served as the Director of Distance Learning 2+2 Early Childhood Education, and as the acting liaison for students and 2-year partners, providing current information to partners regarding BOT requirements; she addressed questions and concerns raised by partners and oversees student issues; provide written communication as needed by newsletter or email. She connects via technology with partner classrooms to share information with potential students about SMSU ECE online program, provides information to new student inquires, coordinates Syllabi and credential collection as evidence of faculty qualifications and implementation of SEP's in the community college coursework, address Board of Teaching inquiries regarding program, for PRP, and attended BOT meetings as necessary. She completed course equivalency forms for distance learners transfer coursework including assistance with petitions. Also, Dr. Risacher spent time in a surrounding community school as classroom volunteer and attended at student events when possible. She served on the following committees and volunteer opportunities: TEAC, Physical Plant, Graduation Line-Up coordinator, Accreditation and Assessment work in preparation for the fall 2017 site visit by the Board of Teaching, and assisted in EdTPA student support sessions. Dr. Risacher received the Leadership Award: *Excellence in Service to Student*.

*Dr. Wendy Schoolmeester* served the Pipestone area community as a school board member for the past four years and School Board Chair for the second year in a row. Much training is involved with this responsibility. Phase I training (what it means to be a school board member) and Phase II training (finance, open meeting laws, governance), attend MN School Board Association (MSBA) Conference in January, Roberts Rules of Order training, etc. Dr. Schoolmeester represents the School of Education by attending the National College Fair at the Minneapolis Convention Center with folks from SMSU Admissions.

*Dr. Paulette Stefanick* served on the Professional Improvement Grant committee. She served on the SPED search committee during the fall of 2016 with the successful hire of Ms. LeAnne Syring. Dr. Stefanick is serving her second 4-year term as an elected member of the City Council for Garvin, Minnesota, attending monthly meetings as well as special meetings such as Board of Appeals and Community Information meetings. She is a member of the Garvin Auxiliary and is active in guild work at St. Mary's Catholic Church in Tracy, MN.

*Ms. Marilyn Strate* works with Boy Scouts of America and the Special Olympics.

*Ms. LeAnne Syring* has participated in Casino Night as a volunteer and has contributed to the Faculty & Staff Art Show in April. She is involved in EMSP and Modern Woodmen quilts for soldiers. She taught Junior Achievement as a volunteer for the third year, and she presented Special Education program materials to Superintendents Meeting.

*Dr. Debbie VanOverbeke* served on the Strategic Planning Committee as the chair of Long-Range Planning at SMSU. A result of serving in this capacity for the past years has been the rollout of SMSU's Strategic Plan with priorities. The Strategic Planning Committee has evolved into the HLC Criterion Committees. She volunteered to serve on Criterion Three. Teaching and Learning: Quality, Resources, and Support. In this capacity, the

committee has identified the evidence and who has the evidence for the core components of this criterion. As the Long-Range Planning chair, she attended weekly executive meetings in addition to attending the monthly Meet and Confer meetings. She is also a member of the Institutional Review Board. Dr. VanOverbeke serves on the Graduate Curriculum Committee and the Graduate Council. This year we reviewed and approved several Adult Education courses and reviewed and updated the Graduate Policy Handbook. In regards to community involvement, she was appointed to serve as a Board of Director and then elected to be the secretary for the Lake Shaokatan Lake Improvement District, where the main goal this year was to develop the Improvement District and then develop and implement a Lake Vegetation Management Plan in tandem with the DNR.

*Dr. Sonya Vierstraete* served on the SmSUFA Executive Committee as Vice-President. She chaired the Intercollegiate Athletic Advisory Committee. Additionally, she served on the search committee for the Director of Assessment and Accreditation for the School of Education. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools). Dr. V. is a member of the Holy Redeemer Parish Council. She has enhanced relationships with the Marshall Public Schools while teaching ELs during her sabbatical and participating in district professional learning communities, inservices, and conferences. She also volunteers in various classrooms at area schools.

*Dr. Tanya Yerigan* has worked with the entire LC faculty to author the HLC report, provide requested documents, and host site visits which together resulted in a very positive report from HLC. Additionally, Dr. Yerigan has been engaged in the community to develop new and fortify existing K-12 relationships with off campus graduate programs, Dr. Yerigan scheduled and visited with K-12 administrators around the state. This year, Dr. Yerigan served on the graduate curriculum committee and as a member of the graduate council. Dr. Yerigan assisted with marketing by attending special meetings and working closely with Cori Ann on marketing endeavors, publication, timelines, and incentives. While Ms. Dahlager was in Taiwan, Dr. Yerigan volunteered to assist with answering prospect emails and other needed tasks. At the urging and request of her Dean, Dr. Yerigan volunteered to serve as the Off-Campus Graduate Education Director. Dr. Yerigan operates the joint learning community Facebook page. This year, she added the administrative program as one of the LC's highlighted within the page. In addition to the full LC Facebook page, Dr. Yerigan maintains a LC Faculty page of her own. Both pages are utilized for sharing educational information and marketing.

### SECTION III: Assessment

This section describes each program area's assessment plan, results, and how the results impacted or will impact teaching and learning.

**Undergraduate Education Programs.** The undergraduate programs in Education are accredited by the Minnesota Board of Teaching. Our last Board of Teaching site visit was December of 2010, and received full approval for all of our licensure programs. The program applications have been submitted via the EPPAS – Educator Preparation Program Application system, and have been approved until 2019. The Board of Teaching site visit will take place in November of 2017.

**Assessment Plan.** The assessment plan consists of the following checkpoints:

#### Checkpoint I: Admission to the Teacher Education Program

Candidates apply for admission to the Teacher Education Program typically at the end of their sophomore year. Criteria for admission include the following:

- 1.) Must have completed 45 semester credits, and will have completed 60 credits by the end of the term in which the student is applying.
- 2.) Must have a minimum cumulative GPA of 2.8, with specific minimum grade requirements in the following courses: ENG 151 Academic Writing (or ENG 251), B- ; COMM 110 Essentials of Speaking and Listening, B- ; MATH 110 College Algebra, C (or passing of the Math MTLE for ECE and Secondary majors); all Education and Special Education courses must have a minimum grade of C. A student can be considered for conditional admission under Option B if they have a cumulative GPA of 2.8 in two of the last 4 full-time semesters.
- 3.) Must have taken the Basic Skills tests of the Minnesota NES Essential Academic Skills (replacing the MTLE Basic Skills previously required) in Reading, Writing, and Math; these three tests must all be passed for admission, or must have a minimum score of 500 for conditional admission. Also accepted – the ACT with writing if the composite score is 22 or higher with a combined ELA (English/writing) score of 21 or higher (all taken the same day).
- 4.) Students complete a biographical data form, write an essay, and submit three positive recommendations: one from an education faculty member, one from an academic reference, and one from their ED 101 Introduction to Education field experience mentor teacher. Candidates are asked to provide Verification of Experience in working with Children from two references as well. Another form relates to professional dispositions, and candidates rate themselves and list three areas for improvement.

The advisor for the candidate reviews the application to determine whether all minimum criteria have been met. If so, the faculty advisor moves the application forward to be considered by the Undergraduate Licensure faculty, and recommends the candidate for admission to the Teacher Education Program. The candidate's qualifications and

dispositions are reviewed by all faculty, and a vote is taken. Candidates are informed of the result of the admission decision and any remediation needed.

Admission to the Teacher Education Program allows students to register for methods courses at the 300-400 level and to progress towards recommendation for student teaching.

### Checkpoint II: Application for Student Teaching

Candidates apply for student teaching approximately 9-12 months prior to their placement.

Candidates must meet with their advisor(s) to document that they've met the following criteria:

- 1.) Minimum cumulative GPA of 2.8.
- 2.) Completion of all courses in the Liberal Education Program and all courses required for their licensure program.
- 3.) Completion of a Degree Check.
- 4.) Completion of a course completion plan for courses remaining prior to placement for student teaching.
- 5.) Recommendation by the candidate's advisor(s) for student teaching.
- 6.) Completion of all courses in Education and Special Education with a minimum grade of C; other specific program criteria are also required.
- 7.) Successful passage of the Basic Skills Tests of the NES Essential Academic Skills is required by the state. Candidates can move forward with student teaching with notification that they can obtain a limited license for one academic year while working towards passage of the remaining Basic Skills tests. They must attempt the test/s within that year to be granted another year of the limited license; three years is the maximum for teaching with the limited license so candidates must pass the exam/s to continue teaching beyond the three years.

To be recommended for student teaching, candidates must have successfully completed a 10-day pre-student teaching experience, and have received positive recommendations from their mentor teacher and university supervisor. Candidates complete a full semester of student teaching at the grade level(s) required for licensure. Candidates must complete all requirements of student teaching, including the Teacher Performance Assessment, and receive a positive recommendation from their mentor teacher and their university supervisor.

### Checkpoint III: Graduation

Candidates for graduation must have successfully completed student teaching. On the Monday of finals week following student teaching, candidates participate in a Graduation Portfolio Review, where they meet with an education faculty member to review their Livetext Teaching Portfolio. This portfolio documents that the candidate has met all of the Standards of Effective Practice as required by the Minnesota Board of Teaching. Candidates are scored 1-4 with a rubric developed by the education faculty.

### Licensure:

Following the posting of their degree, candidates must pass the final MTLE requirements for their licensure area; this includes tests in Pedagogy and Content for the grade level/content area they will be licensed in. When all requirements are met, candidates work through the Placement and Licensure Office to complete the application for licensure.

**Results.** Education faculty members meet several times per year to review various portions of the undergraduate assessment program. All faculty members participate in the review of applications from candidates for the Teacher Education Program and in the Graduation Portfolio Review. The focus of our review this year was again on the results of the NES EAS and

MTLE tests. We found that students struggle most with the basic skills exam even with the adoption of the MN NES EAS – Minnesota National Evaluation Series Essential Academic Skills (formerly MTLE) Basic Skills tests in Reading, Writing, and Math as compared to the content and pedagogy exams. This struggle has been noted as a statewide trend. Although we have seen an increase in scores on average, the exams continue to be a struggle for some candidates. It is important to note that the state average is somewhat skewed in that it includes both undergraduate programs and masters plus licensure programs from universities across the state.

The MN NES EAS passing scores have been set at 520 for reading, writing, and math respectively. Details have been posted to the MTLE website:

[http://www.mtle.nesinc.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_AnnounceBasicSkills.html](http://www.mtle.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceBasicSkills.html)

SMSU teacher candidates do well overall on the pedagogy and content tests. Scores for the pedagogy tests range in the 90-100% passage levels. Scores in the content tests have varied by content area. One area of need that was noted in our review was that of subtest 3 for the Elementary Content tests. This area consists of knowledge of science and social science content. Many times this content is taken during the candidates' freshman and sophomore years as part of their Liberal Education Program (LEP). To help in this area, education faculty put together a suggested list of courses that Elementary Education candidates could take in their LEP to provide the background knowledge needed. They have also made a more concerted effort to include a review of the content in the teaching methods courses for these areas, to provide a more current review prior to when candidates would take these tests.

As of this past year, the School of Education has aligned the SEPs – Standards of Effective Practice with the university's Liberal Education Plan Student Learning Outcomes. As the NES basic skills test consider reading, writing, and math skills, the assessment of the SEPs and SLOs are related to this content as well. Please find this initial work as an appendix of this report. This work aligns with our preparation for the Board of Teaching Accreditation Site Visit occurring in November 2017. The reporting should be complete as we prepare the Institutional Report for the Board of Teaching.

A main area of focus in assessment for the 2016-2017 academic year continues to be the capstone for initial licensure, the implementation of the edTPA (Teacher Performance Assessments). The edTPA takes place during the student teaching experience, where teacher candidates write lesson plans for a unit or learning segment, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written commentaries in response to a number of prompts, and these materials are scored based on fifteen rubrics in the areas of Planning, Instruction, and Assessment. The edTPA is required for all initial licensure candidates and is not required for teachers seeking additional licensures. During the methods year, pre-student teaching candidates do a practice edTPA and submit their practice edTPAs to their university supervisors for review using the local evaluation. (The local evaluation tool will not be used beginning AY17 as the department has approved the use of the standard edTPA evaluation tool in order to maintain consistency and improve reliability.) In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. During the 2016-2017 academic year, all student teachers were required to submit their edTPA portfolios to Pearson, for an external review by a Pearson-trained scorer. Scores were then reported back to the student, SMSU Education, and to the Minnesota Board of Teaching. Should the candidate not pass the edTPA, he or she is remediated with faculty at an edTPA support session or individual meetings and then the candidate resubmits to Pearson. The implementation and integration of the edTPA content into the methods courses continued throughout the academic year and will be reviewed during the professional development day at the start of the term once all edTPA scores have been returned to SMSU. Scores from the edTPA for student teachers, along with the GPAs and MTLE scores, are part of the assessment program for all licensure programs.

***Undergraduate Programs in Physical Education:*** The Physical Education program includes majors in Physical Education-Teaching and Physical Education with emphases in either Recreation or Sports Management.

Faculty members and coaches involved in teaching in the Physical Education programs developed a new mission, vision, program goals, and a program assessment plan, which were implemented in the 2012-2013 academic year. The Physical Education-Teaching major was included in the Board of Teaching accreditation review done in December of 2010 and the pending site visit in November of 2017. The Physical Education: Recreation emphasis and Physical Education: Sports Management emphasis programs completed a program review in the spring of 2014.

**Assessment Plan- meeting and results.** The assessment plan developed by the members of the Physical Education programs includes the following mission, vision, and program goals.

Mission: The Physical Education Program develops leaders in physical education, coaching, recreation and sports management. We are committed to preparing students to meet the complex challenges of our regional and global communities.

Vision: The Physical Education Program has a vision of a physically educated world where lifelong learning and physical activity is practiced by all. Our students are prepared to make lasting contributions to our profession, communities, and society.

- Physical Education Program Goals. A student with a Physical Education major:
- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (NASPE Stds. 3 & 6)
  - 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources.
  - 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (NASPE Std. 2)
  - 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.
  - 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
  - 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

Assessment criteria:

Portfolio – started in PE 108, finished in either PE 497 (Physical Education: Recreation or Physical Education: Sports Management) or in ED 304: Professional Development and Classroom Applications (Physical Education -teaching). Components of the portfolio were identified, along with the courses within the majors that would be responsible for developing those components.

GPA of majors

Exit survey – include the number of students going on to further degree programs Students recognized for Academic Excellence by various outside groups (i.e., Academic All American; CoSida; National Wrestling Association; NSIC conference; ESPN award).

***Graduate Programs in Education and Special Education:*** The graduate programs in Education include a Master of Science in Education with several emphasis areas: Teaching, Learning, and Leadership, offered both on-campus and in off-campus Learning Community formats; K-12 Reading; K-12 Teachers of English as a Second Language (TESL); and Sports Leadership. Another graduate program offered is a Master of Science in Special Education, with emphasis areas in Autism Spectrum Disorder, Developmental Delays, Emotional Behavior Disabilities, and Learning Disabilities. The K-12 Reading, K-12 TESL, and Special Education programs can

include licensure in these areas, and are accredited by the Minnesota Board of Teaching. We underwent our most recent review in December of 2010, and received full approval for all of our licensure programs. The on-campus Teaching, Learning, and Leadership and Sports Leadership emphasis areas completed their most recent program review in the spring of 2011, and the off-campus Teaching, Learning, and Leadership program was reviewed by the Higher Learning Commission on Distance Learning in the spring of 2010. Due to changes in licensure requirements for Special Education, these programs made revisions which were approved by the Minnesota Board of Teaching during the 2013-2014 academic year. Any program changes are submitted through the curriculum process, and also through Minnesota State system (formerly MnSCU) if changes in the degree are required.

**Assessment Plan.** The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year. The Graduate programs will undergo a review in AY2018.

### **CHECKPOINT ONE: Admission to Master of Science: Education and Master of Science Special Education and Master of Science in PE: Coaching of Sport**

1. A Bachelor's Degree (B.S. or B.A.) from an accredited college or university
2. A minimum cumulative GPA of 3.0 overall (on a 4.0 scale) or a minimum cumulative GPA of 3.0 for the last two semesters of fulltime collegiate study
3. A copy of teaching license is required for Special Education, Reading, and Teachers of English as a Second Language licensures

#### **CHECK POINT TWO: Per Semester**

1. Demonstrate adequate progress on course completion
2. Maintain a minimum cumulative GPA of 2.67 (B-) per semester until the last semester when a minimum cumulative GPA of 3.0 (B) is required to graduate
3. Graduate Policy is followed to maintain eligibility in program

#### **CHECK POINT THREE: Completion of Graduate Program**

##### ***Master of Science: Education***

1. Completion of 34-35 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of portfolio showing competence in the National Board of Professional Teaching Standards
3. Research project approved and completed
4. Post-Graduate Survey of Program Effectiveness completed

##### ***Master of Science: Special Education***

1. Completion of 34 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of portfolio review showing competence in the Special Education Standards
3. Research project approved and completed
4. Post-Graduate Survey of Program completed

##### ***Masters in PE: Coaching of Sport***

1. Completion of 34 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of Portfolio Capstone showing competence in the National Association of Sport and Physical Education (NASPE) Standards
3. Post-Graduate Survey of Program completed



## CHECK POINT FOUR: Program Graduates (2 years after graduation)

### 1. Alumni Survey

All graduate programs also include a Research Project and a graduation portfolio requirement.

Teaching, Learning, and Leadership, and Sports Leadership: These emphasis areas include a portfolio requirement for their candidates and a graduation portfolio review. The results are kept in a form in Livetext for easy access and review.

K-12 Reading, K-12 TESL, and Special Education: Since these candidates may also apply for licensure, they take an MTLE Content test in the area of licensure. They also complete a Graduation Portfolio Review that documents that they have met the Minnesota Board of Teaching requirements in their area of licensure. Scores for this review are kept in Livetext.

**Results.** All programs in Graduate Education have had recent program reviews.

High levels of completion and satisfaction were noted, particularly in the off-campus Teaching, Learning, and Leadership programs.

led with the BOT in March of 2012, the Graduate Programs in these licensure areas have moved to requiring the use of Livetext for the teaching portfolios required of these candidates. The K-12 Reading licensure program used these for the first time in the spring of 2012, and the remaining programs moved to this beginning in the fall of 2012. The K-12 Teachers of English as a Second Language program also began using Livetext for the capstone licensure portfolio in 2013.

The Graduate Education Programs secured approval for a new program in Education Administration for Principal, Superintendent, and Director of Special Education licensure. The Board of School Administrators did an on-campus review of this program in April of 2014. In the upcoming year, this program will apply for an Education Specialist degree with the Minnesota State College and University (MnSCU – now Minnesota State) system.

The Graduate Education Programs received MnSCU, or Minnesota State, approval to offer a Master of Science in Physical Education: Coaching of Sport (PECS) beginning in fall of 2013. This online program advances the knowledge, skills, and philosophies of students in the profession of coaching. Every course is guided by the NASPE (National Association of Sport and Physical Education) coaching standards. Courses in the program are infused with project-based learning, and there are two practicum experiences included to document the application of the knowledge and skills learned. Throughout the program candidates will develop a portfolio utilizing Livetext documenting the NASPE standards accomplished.

Candidates will demonstrate mastery of the program goals in a graduation portfolio review. PECs has offered a cohort each fall since its conception in the fall of 2013.

#### **Section IV: Strategic Plan**

The School of Education updated a strategic development plan during the 2014-2015 academic year and again in AY2016. This plan contains the following goals and methods for achieving these goals.

##### ***Goal Areas:***

1. Develop and support state of the art programs that enhance learning, teaching, and leadership.
  - a. Prioritize selection and development of innovative and research-based programs;
  - b. Provide and advocate for diverse, multicultural and global education;
  - c. Develop structure for more faculty credits for licensure evaluation, accreditation/assessment for ED, and edTPA.
  - d. Continue to develop policies and procedures for the School of Education;
  - e. Promote and enhance awareness of the School programs internally and externally;
  - f. Recruit faculty, adjuncts, or co-facilitators who possess the knowledge and skills necessary to actively teach and promote the philosophy of the Education Department;
  - g. To decrease the School of Education's environmental footprint by reducing energy use and the waste stream.
2. Continue collaborating with stakeholders.
  - a. Promote continued strong partnerships with cooperating schools, programs, and agencies;
  - b. Promote strong support, involvement, and advisement for pre-service and in-service teachers;
  - c. Seek and develop new partnerships and programs with stakeholders.
3. Expand personally and professionally through Communities of Practice (Professional Education Faculty).
  - a. Participate in and facilitate learning, scholarship, personal, and professional development;
  - b. Encourage formal and informal development of our faculty through department faculty development; the sharing of resources, processes, and ideas; mentoring new colleagues, and providing assistance in difficult teaching situations;
  - c. Create community and nurture relationships among faculty and staff.

With the addition of the faculty from the Physical Education programs and nine coaches, the School of Education also needed to update the Faculty Requirements for teaching in the various programs within the School of Education. The latest revision is listed here.

**Southwest Minnesota State University  
Education Department  
Marshall, Minnesota 56258**

**Standards for Faculty Qualifications – Revised October 9, 2012; April 2016**

As of Fall 2011, the School of Education now includes all Education Programs along with the Physical Education – teaching, Physical Education with Recreation Concentration, and Physical Education with Sports Marketing Concentration.

<b>Full Graduate Education Program Faculty</b>	<b>Associate Graduate Education Program Faculty</b>	<b>Undergraduate Education Program Faculty</b>	<b>Clinical Education Program Faculty</b>
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	If no terminal degree, can teach or supervise only in area(s) of specialty, according to the IFO/MnSCU Contract	If no terminal degree, can teach or supervise only at levels of licensure.
Earned terminal degree	Earned Master's degree	Doctorate preferred; terminal degree required at the time of tenure application	Earned Master's degree
Earned teaching license	Earned teaching license	Earned teaching license	Earned teaching license
Minimum of 3 years contemporary E-12 classroom teaching experience.	Minimum of 3 years contemporary	Minimum of 3 years contemporary E-12 classroom teaching experience is required for full-time positions; faculty teaching individual courses may have a minimum of one year teaching experience in the E-12 setting per BOT rule.	Minimum of 3 years contemporary E-12 classroom teaching experience.
Engaged in scholarship	Engaged in scholarship	Engaged in scholarship	
<b>Full Graduate Physical Education Program Faculty</b>	<b>Associate Graduate Physical Education Program Faculty</b>	<b>Undergraduate Physical Education Program Faculty</b>	<b>Clinical Physical Education Program Faculty</b>
* Meet SMSU	* Meet SMSU	Master's degree	Master's degree

requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	minimum required in related area. If no master's degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	minimum required in related area.
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\* Lead Facilitators in Learning Communities must have Full Graduate Faculty Status as defined by the School of Education. It is understood that the degree of the person hired is the same as or related to the academic discipline where hired.

\*The full department voted in April 2016 to follow the Board of Teaching language to allow professors to have the minimum of one year teaching experience in a particular discipline to be allowed to teach methods in licensure programs. When hiring faculty for full-time positions, the department continues to require three years E-12 teaching experience.

**Engaged in scholarship:** Has an established record of published and/or presented research, creative and scholarly projects, curriculum development, funded grant writing projects, etc. as defined by the IFO contract in the five criterion areas.

**Contemporary Experience:** Depending on the type of discipline or field. For Education licensure programs, faculty must meet BOT requirements as listed in MN Rule 8710.

SMSU Requirements:

**Full Member of Graduate Faculty:** Full members of the graduate faculty shall hold the doctoral degree, or another degree nationally recognized as the terminal degree in that discipline. In addition to academic preparation, full members of the graduate faculty shall demonstrate a record of ongoing scholarly activity. Full members of the graduate faculty may teach any level of graduate courses, may be advisors of graduate students, chair student examining committees, and direct theses or alternate plan papers.

**Associate Member of Graduate Faculty:** Associate Member Graduate Faculty shall have a master's/specialist degree and/or professional expertise in an area of specialization. However, a minimum of a Master's Degree is required for all instructors of record. Associate status may be established based on a special expertise. Such special expertise shall be documented and accompanied with a letter of support from the department chair. Associate Member Graduate Faculty may include, but are not limited to, fixed-term or adjunct. They may also have other rights, privileges, and/or limits determined as appropriate by the department. Associate members of the graduate faculty may teach any 500-600 level graduate course and serve on student examining committees in their area of specialization as determined by academic achievement, professional training, and/or experience.

## Appendix

### Alignment of the Standards of Effective Practice and the Liberal Education Plan Student Learning Outcomes

The School of Education has aligned its foundational Standards of Effective Practice with the University mission, specifically, the Liberal Education Plan Student Learning Outcomes.

This is demonstrated in the SEPs/SLOs Alignment Matrix as developed by faculty in AY2016 and furthermore elaborated upon in AY2017. This alignment has offered the department an opportunity to review our strategic plan and how it aligns with the university goals.

A major focus for the university as well as the School of Education at both the undergraduate and graduate levels is critical and creative thinking. We aim to offer opportunities that allow our students to grow as learners and professionals in their current and future careers. Writing is specific area of focus for the teacher candidates as we look to support teacher candidates in the edTPA – Teacher Performance Assessment as there is much writing and reflecting in the capstone assessment.

Data drives our programming. For teacher licensure, we triangulate NES/MTLE test scores, edTPA scores, and portfolio scores as well as surveys to inform us on our programs. We consider the basic skills – reading, writing, and math as well as content and pedagogy for the teacher candidates. We conduct TEAC – Teacher Education Advisory Council meetings annually or bi-annually as well as Campus Liaison meetings to share out data and gather feedback on programs. Graduate faculty host focus sessions to gain feedback from stakeholders and consider changes to the programs as needed. Based on the information gathered, we set goals in collaboration with stakeholders, and this drives programmatic changes.

The School of Education is focusing on three main areas in preparation of the Board of Teaching site visit in November of 2017 and the program reviews during AY2018. These areas include: undergraduate licensure programs, undergraduate nonlicensure programs (Ed Studies, PE non-teaching/Sports Management), and graduate programs (On Campus, Online, and Learning Communities). As we specifically focus on the university's Student Learning Outcomes, the analysis will be specific to the undergraduate studies with particular focus on the Standards of Effective Practice as the data is compiled for the pending Institutional Report to be published September 2017. In the future, our goals may include mapping the Student Learning Outcomes beyond the education foundation courses, considering the NES/MTLE exams and scores as well as how the SLOs align with the edTPA, which focuses on critical thinking. It may prove valuable to triangulate the data – SEPs/SLOs with scoring in Livetext, NES/MTLEs scores, and edTPA scores.

*DEPARTMENT of MANAGEMENT & MARKETING ANNUAL REPORT*  
**2016-2017 ACADEMIC YEAR**

**Report Authored By:**

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**Chair of Department of Management & Marketing**

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Prepared:  
June 15, 2017

## 2016-2017 ACADEMIC YEAR

### Section 1: Description of Department

The Department of Management and Marketing at Southwest Minnesota State University (SMSU) became a recognized department on July 1, 2016. From July 1, 2012 to July 1, 2016, the Management and Marketing Programs held separate departmental status. Prior to July 1, 2012, the Marketing and Management Programs belonged to the Department of Business and Public Affairs. Since July 1, 2012, both programs have been organizationally aligned with the School of Business and Public Affairs.

The Department of Management and Marketing has its own department chair who earns four credit hours of release time to perform departmental duties. In addition to the department chair, who carries a full teaching load, the Department is served by four additional full-time faculty members and two phased retirement faculty members whose areas of expertise are in the fields of Management and Marketing.

SMSU's Department of Management and Marketing offers programs that align with SMSU's Mission Statement. Through internships, applied research and updated curricula, students who major in the Department's academic programs engage in practical professional development. In relation to SMSU's well-designed Liberal Education Program (LEP), our students not only acquire and use the disciplinary knowledge of their chosen majors, minors, and concentrations, but they integrate the comprehensive perspectives of the Minnesota Transfer Curriculum (MTC) into their programs of study. Faculty and students in our departmental programs utilize an assessment system to achieve program goals, measure student-learning outcomes, evaluate areas of needed improvement and utilize the process to advance ourselves further.

In relation to outreach, the Department of Management and Marketing serve various student populations, to include undergraduate and graduate and on and off campus. With the latter, the Management Program has a strong entrepreneurial tradition in relation to the form, variety and geographic delivery of its program. For instance, the Office of Extended Learning and Academic Outreach has allowed the Management Program to establish formal relationships with many of the two-year community and technical colleges within the Minnesota State system. The following schools are those in which formal articulation agreements are in place: Mesabi Community College, MSCTC Detroit Lakes, MSCTC Wadena, MSCTC Brainerd, Alexandria Technical College, Pine County Technical College, Ridgewater Willmar, Ridgewater Hutchinson, MnWest, St. Cloud Technical College, South Central North Mankato, South Central Faribault, Riverland, Century, Dakota Tech and Inver Hills.

The Management Program offered the following majors, concentrations, and minors in the 2016-2017 academic year:

- Bachelor of Science, Management
  - General Management Concentration
  - Human Resource Management Concentration
  - International Management Concentration
  - Supply Chain Management Concentration
  
- Bachelor of Applied Science, Management
  
- The Management Program offers the following minors:
  - Management
  - Human Resource Management
  - Supply Chain Management

The Marketing Program offered the following majors, concentration, and minors in the 2016- 2017 academic year:

- Bachelor of Science, Marketing
  
- Bachelor of Applied Science, Marketing
  
- Minor, Marketing

**Section 2: Quantitative Information**

**Management Program**

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the [www.smsu.edu](http://www.smsu.edu) Web site.)

Using the latest descriptive information posted to the “Data Management and Institutional Research Department” link at the SMSU Web site, the number of Management majors enrolled during each term of the 2015 – 2016 academic year is as follows:

<b>Term</b>	<b>Management Majors</b>
Fall 2015	298
Spring 2016	234
Summer 2016	106

The number of Management Majors has decreased in the current academic year, and this is consistent with general downturn in enrollment since Fall 2010. From Fall 2010 (where there was 401 majors) to Fall 2015 (with 298 majors) there was a total cumulative reduction of 103



majors). The reduction in majors reflects a downturn in distance learning enrollment and an indicator of staffing shortages and turnover.

In total, 54 students graduated with a Bachelor of Science degree in Management in the 2015– 16 academic year and 22 students graduated with the Bachelor of Applied Science. The head- count in the Management courses by term during the 2015–2016 academic year is as follows:

<b>Term</b>	<b>Student Head-Count</b>
Fall 2015	603
Spring 2016	580
Summer 2016	138

During the 2015–16 academic year, 47 Management courses were offered; those numbers are as follows:

<b>Term</b>	<b>Management Courses Offered</b>
Fall 2015	25
Spring 2016	22

#### Marketing Program

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the [www.smsu.edu](http://www.smsu.edu) Web site.)

Using the latest descriptive information posted to the “Data Management and Institutional Research Department” link at the SMSU Web site, the number of Marketing majors enrolled during each term of the 2015–2016 academic year is as follows:

<b>Term</b>	<b># of Marketing Majors</b>
Fall 2015	95
Spring 2016	85
Summer 2016	25

The number of Marketing Majors has remained relatively stable since 2011, observing only a slight decrease from 111 enrolled majors in Fall 2011 to 94 in Fall 2015 (a decrease of 17 students).

In total, 25 students graduated with a Bachelor of Science degree in Marketing in the 2015-16 academic year and one student graduated with the Bachelor of Applied Science. The head-count in the Marketing courses by term during the 2015-2016 academic year is as follows:

<b>Term</b>	<b>Student Head-Count</b>
Fall 2015	300
Spring 2016	247
Summer 2016	45

During the 2015 – 16 academic year, 47 Marketing courses were offered; those numbers by term are as follows:

<b>Term</b>	<b>Marketing Courses Offered</b>
Fall 2015	10
Spring 2016	9

### Section 3: Qualitative Activities and Accomplishments

During the 2016-2017 academic year, the Management and Marketing programs realized a number of significant accomplishments. These accomplishments are described in the following sections of this report.

#### **Faculty Engagement, Recruitment and Retention of Majors**

Throughout each academic and fiscal year, SMSU’s Department of Management and Marketing actively participated in the recruitment and retention of students in our programs. Evidence of our efforts include:

- Fall Semester *Career Expo Event* in the R/A Facility
- Fall Semester *Connecting Campuses and Colleagues* Program
- October *Mustang Days*
- Fall and Spring Semester All-Day Advising
- November – *A Day at SMSU*
- *Prospective Student Visit Day & SMSU Hawaiian Night*
- *Admitted Student Days* – Fall and Spring Semesters
- Junior Visit Day at SMSU
- April, June, July, August, December and January *Registration Days*

- Pizza Night Recruiting (February 7, 2017): Marathon calling with faculty and students.
- Attendance at Casino Night
- Sam Walton Fellows for SMSU ENACTUS

### **Faculty Engagement in Academic Advising**

Throughout each academic and fiscal year, SMSU's Department of Management and Marketing actively advised the students in our programs.

There is overlap between our retention efforts and academic advising. Evidence of our efforts include:

- Fall and Spring Semester All-Day Advising.
- April, June, July, August, December and January *Registration Days*.
- SMSU's Department of Management and Marketing has completed first drafts of 4-year program-of-study guides for its majors.
- Active review of DARS Degree Checks.

### **Faculty Engagement in Student Success**

In the 2016-2017 academic year, the faculty and staff in SMSU's Department of Management and Marketing actively promoted opportunities for student success in a variety of ways. Some notable co-curricular examples of our efforts include:

- Southwest Marketing Advisory Center (SMAC). The mission of this student-centered organization is to "service the marketing and research needs of Southwest Minnesota, while giving 'real-world' experiences to undergraduate and graduate level student employees."<sup>1</sup> This is an exemplary organization and a model on how to enhance the skills of students to meet the challenging demands of business and industry.
- SMSU ENACTUS. This organization is a 501(c)(3) that is anchored in the Management Program. The Management faculty serve as advisors for the SMSU ENACTUS service projects. Projects entail developing and implementing a city-wide composting program, developing and implementing intervention programs to reduce recidivism, perform business and financial consulting to local communities in need, and developing an international program that seeks to empower women in developing countries. Dr. Doug Simon and Professor Kathy Schaefer serve as the Sam Walton Fellows. SMSU ENACTUS' notable achievements including winning Regional Competition in Chicago and placing at the ENACTUS National Exposition in Kansas City, MO.
- American Marketing Association (AMA). The AMA is a professional organization that promotes the leading perspectives on marketing excellence. The SMSU AMA is a

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<sup>1</sup> Southwest Minnesota State University (2014). *I Am SMSU: 2014 Self-Study, Prepared for the Higher Learning Commission*. Marshall, MN. Retrieved January 3, 2016. ([https://www.smsu.edu/resources/webspaces/administration/hlc/SMSU\\_SelfStudyReport\\_10-14.pdf](https://www.smsu.edu/resources/webspaces/administration/hlc/SMSU_SelfStudyReport_10-14.pdf)).

collegiate chapter that permits students to access a number of benefits that AMA offers, like career resources, professional development, and experiential learning.

- Society of Human Resource Management (SHRM). The club engages in volunteer work on campus and in the community throughout the academic year. Club members attend the annual MN SHRM conference, along with several hundred practicing human resource professionals. Dr. Stacy Ball-Elias, who was on sabbatical for the 2016-2017 academic year, and adjunct professor Heather Rickgarn serve as the advisors.
- DECA. SMSU DECA chapter promotes, through competition the preparation, an emergence of new business leaders and entrepreneurs. Through Dr. Chukwuba's leadership, the SMSU DECA team participated and performed well at the DECA National Conference in Anaheim, CA.

## **Section 4: Faculty Achievements and Service**

### **Teaching and Learning**

The faculty members in the Department of Management and Marketing are active in the pursuit of excellence in teaching and learning. The Department's faculty members attend industry conferences, keeping current on industry matters. These conferences are valuable and provide relevant and real time examples to incorporate into the classroom allowing for enhanced student learning. Department faculty members engage in research through the examination of industry publications, membership in industry organizations and by staying current in management and marketing topics. Faculty members supervise internships, and independent studies, as well as mentoring opportunities for students.

### **Scholarly and Creative Activity**

In the 2016-2017 academic year, Dr. Gochenouer was accepted to present at two conferences. First, Dr. Gochenouer will present a paper at the 12<sup>th</sup> Annual London Business Research Conference. The topic is her present research, titled "*An Exploration of Body Art in Retail Advertising.*" Second, Dr. Gochenouer will present at the 2017 Marketing Management Fall Educator's Conference, where she will participate in a discussion titled "*Panel Discussion paper on running small departments.*"

Dr. Gochenouer contributed one chapter to the Open Textbook.

Professor Schaefer contributed to the paper submitted by the AHA Team on Moral and Ethical Reasoning.

During the Fall 2016 term, Dr. Douglas Simon successfully defended his dissertation "Dual Enrollment and Its Impact on College Freshman Persistence: A Reconceptualization of Tinto's Model of Student Departure." He received his Ph.D. in Sociology from South Dakota State University in May 2017.

Douglas L. Simon participated in a panel discussion at the Humphrey School of Public Affairs: Center for the Study of Politics and Governance on April 18, 2017. The event title, "An Untold

Story: The Civic Capacity of Veterans,” highlighted the significant impact veterans make in their communities and why veterans can play a key role with civic capacity and engagement.

### **Professional Development**

Faculty members in the Department of Management and Marketing used their contractual travel funds to travel to professional and industry meetings and conferences, to maintain their memberships in professional associations, and to purchase research materials for ongoing study.

Professor Schaefer attended a conference held by the Council of Supply Chain Management Professionals with students in April 2017.

Douglas Simon attended three conferences/training programs in the 2016-2017 academic year: They are as follows:

- The 16<sup>th</sup> Domestic Operational Law Course. This event was held at The Judge Advocate’s General’s Legal Center and School (co-located with the University of Virginia in Charlottesville, VA) in January of 2017.
- The Equipment Leasing Financing Association (ELFA) Legal Forum held in Tampa, FL. This continuing legal education (CLE) event highlighted industry trends and updates on Article 2A and Article 9 of the UCC. This event was held in May 2017.
- The 2017 National Guard All States Legal Update held in Norman, OK. This national conference provided updates for senior leader judge advocates in the areas of cyber law, ethics, investigations, sexual assault, and domestic operations.

Dr. Kenneth Chukwuba presented a paper at the Annual Joint Meeting of Academic Business World International Conference and International Conference on Learning and Administration in Higher Education in Nashville, TN in May of 2017. The topic Dr. Chukwuba presented was “The Effects of Transformational Leadership on Job Satisfaction.”

Dr. Kenneth Chukwuba attended the New Directions in IT Education Conference held at Winona State University in May of 2017. The theme for the conference was “Building Bridges between Academia and Industry.”

### **Service to Students**

Members of the Department are actively engaged with students and student organizations in the following ways:

- Dr. Stacy Ball-Elias and adjunct professor Heather Rickgarn are the acting advisors to the campus chapter of SHRM.
- Dr. Stacy Ball-Elias directs undergraduate and graduate student community service projects.
- Dr. Stacy Ball-Elias mentors SMSU students who are involved in human resource internships throughout the region. This did not occur this year because of Dr. Ball’s sabbatical.

- Professor Kathy Schaefer and Dr. Doug Simon serve as the Sam Walton Fellows for ENACTUS.
- Professor Schaefer traveled with students to Bloomington, MN, to attend the annual CSCMP Professional Development Conference.
- Dr. Chukwuba served as a Proctor for Collegiate DECA at National and International. In that role, he traveled with students to Minneapolis, MN, and Anaheim California for the Collegiate DECA Conferences.

### **Services to the University and Community**

Dr. Stacy Ball-Elias, while on sabbatical, updated course outlines for the following courses:

- MGMT 333: Conflict Resolution.
- MGMT 450: Diversity Management.
- MGMT 454: Labor Relations.

Professor Kathy Schaefer provided this service to the university and community:

- Member, Academic Appeals Committee.
- Member, Grade Appeals Committee.
- Member, Transfer Pathways Committee representing the SMSU Management Program.
- Member, Three Management Position Search Committees.
- Member, Scholarship Application Review Committee.
- AHA Team for Moral and Ethical Reasoning.
- Southwest Minnesota Arts Council Grant Panel.
- Updated course outlines for MGMT 300: Management Principles and MGMT 221: Computer Concepts and Applications.

Dr. Douglas Simon provided these services to the university and community:

- Douglas Simon holds the rank of colonel with the Minnesota National Guard. With this promotion, Douglas Simon became the State Staff Judge Advocate for the State of Minnesota, a position that is responsible for policy and administration of the Minnesota Judge Advocate Corp, comprising of both Army and Air Force National Guard Judge Advocates. In relation to personnel, there are approximately 35 judge advocates and 30 paralegals that comprise the Minnesota Judge Advocate Corp. The State Judge Advocate also serves as the primary legal advisor to The Adjutant General (TAG), currently held by Major General Richard Nash, who serves as the executive officer of the Department of Military Affairs (otherwise referred to as the Minnesota National Guard).
- Dr. Doug Simon serves on the SMSU Executive Committee. With that position, he serves as the co-chair of the IFO statewide Governmental Relations Committee.
- Dr. Doug Simon chaired three Management search committees.

Dr. Jeanetta Chrystie's service to the department and university is exemplary. In times of significant staffing shortages, Dr. Chrystie agreed to a fixed term contract for Spring 2017 teaching exclusively online courses. Without Dr. Chrystie for the spring term, it would have been extremely difficult for the Department to offer essential courses for its students.

## **Section 5: Assessment**

Department members have convened on numerous occasions to work on the Department's assessment plans. The assessment plans have undergone numerous revisions, tear downs, and rebuilds since the work on this project first began. The programs have worked to develop a course map, plan for assessment, and a process to inform decision-making in relation to student learning outcome measures. Appendix 1 is the completed assessment plan for the Management Program. Appendix 2 is the completed assessment plan for the Marketing Program.

## **Section 6: Five-Year Plan**

As the Department reviews its courses and continues to offer its programs, the programs are committed to considering strategic initiatives that will emphasize recruitment, retention, and graduation. Long-term partnerships with the two-year institutions need strengthening and renewal in order to maintain a robust 2+2 program.

# **Management Program Assessment Plan**

**Written and Compiled by:**

**Dr. Doug Simon**

**Prof. Deb Buerkley**

**Dr. Stacy Ball-Elias**

**Prof. Kathy Schaefer**

**Dr. Ken Chukwuba**



# Southwest Minnesota State University

## Mission of SMSU and the Management Program

The central mission of the management program is to prepare students for successful careers in the private sector, but also in the public and nonprofit sectors. Our emphasis is to direct teaching, research, and service activities toward developing and enhancing the skills of our students. This requires a strong foundation in major theories, research methods, and the practical application of our discipline. Our students will gain an understanding of how to identify, assemble, and coordinate the skills and resources needed to create economic wealth within ethical and societal boundaries.

### Management Program Mission Statement:

To provide the finest quality education possible that will be responsive to the requirements of an ever-changing and diverse student body and prepare them for success in the rapidly changing global market.

The mission of the Management Program is consistent with SMSU's mission.

### Southwest Minnesota State University Mission Statement:

Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world. (SMSU, September 17, 2008).

The Management Program at Southwest Minnesota State University, building on the University's mission, continues to provide high quality undergraduate degree in Management with concentrations in General Management, Human Resource Management, International Management, and a concentration and minor in Supply Chain Management.

This includes:

- A curriculum founded on a strong foundation of Business Management core courses that are necessary in today's competitive economic environment.
- Content that focuses on practical skills that bridge classroom student learning to successful careers and opportunities.
- Content in theory and research methods that prepares students in the common core of Business Management and related fields.

In addition to the high-quality degree program, the Management Program's curriculum design and structure is well suited to transfer students who have course work and earned degrees from other colleges and universities. The inclusion of these students offers greater opportunities for them to earn a four-year degree and gain valuable skills in their future professions.

## **Management Program Goals and Student Learning Outcomes**

### **Goal 1: Students will demonstrate competence in the Business Management discipline.**

#### **Student Learning Outcome(s)**

- 1.1 Students will define management terms, concepts, models, and theories.
- 1.2 Students will effectively apply management concepts and models in workplace settings.
- 1.3 Students will translate productivity, quality and/or efficiency concepts to current business environment.
- 1.4 Students will develop strategies, policies, and practices that meet global challenges in workplace settings.
- 1.5 Students will utilize software applications to solve business problems.

#### **Liberal Education Program Goal(s)**

N/A

### **Goal 2: Students will be competent critical thinkers.**

#### **Student Learning Outcome(s)**

- 2.1 Students will examine the contextual nature of assumptions and positions in an employment setting.
- 2.2. Students will apply sound solutions within an organizational framework.

#### **Liberal Education Program Goal(s)**

LEP 3: Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.

### **Goal 3: Students will be competent, creative thinkers in solving problems.**

#### **Student Learning Outcome(s)**

- 3.1 Students will prepare and defend an effective solution to a business case or problem.

**Liberal Education Program Goal(s)**

LEP 2: Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives.

**Goal 4: Students will be competent in the business core.**

**Student Learning Outcome(s)**

4.1 Students will demonstrate understanding of core disciplinary concepts and theories in business.

**Liberal Education Program Goal(s)**

N/A

**Goal 5: Students will be effective written and oral communicators.**

**Student Learning Outcome(s)**

5.1 Students will write competently in the discipline using appropriate organization, expression, and mechanics.

5.2 Students will make an effective business presentation.

**Liberal Education Program Goal(s)**

LEP1: Communicate effectively.

**Goal 6: Students will develop understanding of ethical practices.**

**Student Learning Outcome(s)**

6.1 Students will recognize and analyze legal, social and/or sustainability issues from ethical perspectives.

**Liberal Education Program Goal(s)**

LEP 6: Analyze moral judgments and engage in moral discourse.

## Course Map for the B.S. in Management\*

Management Student Learning Outcomes (SLOs)	MGM T	MGMT 300	MGMT 350	MGM T	MGM T	MGMT 492	BUSINESS CORE**
SLO 1.1: Students will define management terms, concepts, models, and theories.			<b>R</b>			<b>A</b>	<b>I</b>
SLO: 1.2 Students will apply management concepts and models in workplace settings			<b>R</b>			<b>A</b>	<b>I</b>
SLO 1.3: Students will develop strategies, policies, and practices that meet global challenges in workplace settings.				<b>I</b>	<b>R</b>	<b>A</b>	
SLO 1.4: Translate productivity, quality, and/or efficiency concepts to current business environment.				<b>R</b>		<b>A</b>	<b>I</b>
SLO 1.5: Students will utilize software applications to solve business problems.	<b>I</b>			<b>R</b>		<b>A</b>	
SLO 2.1: Students will examine the contextual nature of assumptions and positions.		<b>I</b>	<b>R</b>			<b>A</b>	
SLO 2.2: Students will apply sound solutions within an organizational framework.		<b>I</b>	<b>R</b>	<b>A</b>			
SLO 3.1: Students will prepare and defend an effective solution to a business case or problem.		<b>I</b>	<b>R</b>			<b>A</b>	
SLO 4.1: Students will demonstrate understanding of core disciplinary concepts and theories in business.				<b>R</b>		<b>A</b>	<b>I</b>

SLO 5.1: Students will write competently in the discipline using appropriate organization, expression, and mechanics.		<b>I</b>	<b>R</b>	<b>A</b>	
SLO 5.2: Students will make an effective business presentation.		<b>I</b>	<b>R</b>	<b>A</b>	
6.1 Students will recognize and analyze legal, social and/or sustainability issues from ethical perspectives		<b>I</b>	<b>R</b>	<b>A</b>	

**\*Note:** Data collected and analyzed for the B.A. in Management will also be used to assess the B.A.S. in Management. The only exception is that the B.A.S. in Management will not assess SLO 1.4, which is nested in MGMT 440 International Management.

**\*\*Note:** The Business Core refers to 33 common credits that serve as the foundation for students majoring in Business Management, Marketing, or Finance.

Competency: I=Introduced (exposure to general concepts)

R= Reinforced (moderate emphasis and iteration of concepts)

A= Advanced (command or mastery)

## Plan for Assessment of Student Learning (PASL)

### Management Program Assessment Plan and Timetable, 2016-2020

	Level 1	Level 1	Level 2	Level 2	Level 2	Level 3	Level 4
Courses in the major	SLOs addressed by course	LEP SLOs addressed by course	Assessment Methods	Timeline	Person Responsible for collecting evidence	Process for analyzing evidence	Documentation of continuous improvement
Business Core	4.1		Senior Exam	Annually	Department Chair	Reviewed annually and reported at the end of the 4-year assessment cycle	Department Minutes and/or Annual Report will reflect improvement changes. Repository is D2L and T Drive.
MGMT 221 Computer Concepts and Applications	1.5		Case Study and/or reflection paper	2017-18	MGMT 221 Instructor	Data reviewed annually reported in Annual Report	Department Minutes and/or Annual Report will reflect improvement changes. Repository is D2L and T Drive.
MGMT 300 Management Principles	1.1, 1.2, 5.2, 6.1	Analyze Moral Judgments; Communicate effectively	Exam and/or Short Essay	1.1, 1.2: 2017-18 6.1: 2016-2017 5.2: 2019-2020	MGMT 300 Instructor	Data reviewed annually and reported in Annual Report	Department Minutes and/or Annual Report will reflect improvement changes. Repository is D2L and T Drive.
MGMT 350 Human Resources	1.2, 4.1		Exam and/or Short Essay	1.2: 2016-17 4.1: 2019-2020	MGMT 350 Instructor	Data reviewed annually and reported in Annual Report	Department Minutes and/or Annual Report will reflect improvement changes. Repository is D2L and T Drive.
MGMT 422 Productions and Operations Management	1.3, 2.2	Physical and Social Aspects	Case Study and/or Group Project	1.3, 2.2: 2019-20	MGMT 422 Instructor	Data reviewed annually and reported in Annual Report	Department Minutes and/or Annual Report will reflect improvement changes. Repository is

							D2L and T Drive.
MGMT 440 International Management	1.4		Case Study and/or Group Project	2018-19	MGMT 440 Instructor	Data reviewed annually and reported in Annual Report	Department Minutes and/or Annual Report will reflect improvement changes. Repository is D2L and T Drive.
MGMT 492 Business Policy	2.1, 3.1, 4.1, 5.1, 5.2	Communicate effectively; creative thinking; critical thinking	Case Study Presentation and Written Business Plan	3.1: 2016-17 5.1: 2017- 2018 5.2: 2018- 2019	MGMT 492 Instructor	Data reviewed annually and reported in Annual Report	Department Minutes and/or Annual Report will reflect improvement changes. Repository is D2L and T Drive.

# **Data Collection and Assessment Methods: Closing the Loop on the Assessment Cycle**

## **Introduction**

The Management Program's assessment plan employs two broad assessment methodologies to enrich the quality of the educational environment. **Formative assessment**, or the day-to-day processes and methods faculty use to evaluate student comprehension, is used to assess learning needs and monitor academic progress during the college course's life cycle. The second assessment methodology featured primarily in this report is **summative assessment**, which evaluates student learning in relation to the SLOs in order to measure the extent of student learning and achievement. With the latter, the summative assessment employed in the plan measures course-to-course and year-to-year academic progress of the students in relation to the program's SLOs.

## **Data Collection and Analysis**

Student Learning Outcomes (SLOs) one through six and their complement sub-goals are assessed in accordance with the PASL. A number of methods are employed to gather the data, to include the Senior Exam, case study, group projects, course exams, short essay, reflection papers, and the writing of a Business Plan. The data collected for each SLO is performed by the instructor of record for courses designated in the PASL. The instructor of record will provide a short summative report that captures the data and indicates progress towards student learning in relation to the SLO assessed.

The Senior Exam and the manner of data collection is different. The Senior Exam is a comprehensive undergraduate business exam that is provided by the ETS Major Field Tests. The department chair on the campus facilitates the Senior Exam, and completed exams are sent to ETS, where they generate a report that evaluates student comprehension in the major field of study. These reports serve as an excellent basis for comparison from graduating class to graduating class as well as comparison with similar institutions. Consistent with SLOs assessed by the faculty, data and analysis from the Senior Exam report will be used by the department to inform decision-making on the efficacy of the business core and courses that specifically assess SLO 4.1.

## **Data Repository and Closing the Loop**

Summative reports and raw data will be uploaded to D2L Brightspace, the online course delivery platform for SMSU. The Department maintains a space where department materials and assessment documents are held. Within this space, assessment data and reports are organized pursuant to the six SLOs and their sub-goals. The D2L Brightspace repository is a convenient technique that permits any member of the department to upload raw assessment data and reports to D2L, which can then be reviewed and examined by the Department as a whole. Any assessment data or reports will also be placed in the SMSU T-Drive.



In relation to closing the loop and having a process that informs future curriculum adjustments or teaching methods, the Department will meet annually in the fall semester to discuss and make decisions on the prior year's assessment findings. The discussion and decisions that originate from that department meeting will be reflected in the minutes and the Management Program's Annual Review. In addition, the Management Program's annual reviews will be used for the 5-year program evaluation and will serve as one of the primary documents for submission to HLC.

# **Marketing Program Assessment Plan**

**Written and Compiled by:**

**Dr. Michael Rich**

**Dr. Denise Gochenouer**

# **Southwest Minnesota State University**

## **Mission of SMSU and the Marketing Program**

The marketing program provides a discipline of courses that will equip the graduate to effectively excel in the competitive job market that exists today. All courses offer a balance of theory coupled with practical examples, exercises and group work. These key elements become part of the student's working knowledge needed for successful career development following graduation. The field of marketing impacts all aspects of business in the global economy today. Success or failure of a product or service in today's highly competitive marketplace depends on a well-executed marketing program.

### **Management Program Mission Statement**

To provide a comprehensive foundation of marketing principles tempered with proven practitioner experience to effectively prepare graduates to compete in today's dynamic marketplace. Our graduates receive an ample application of marketing theory in tandem with an emphasis on critical thinking that is necessary to survive and thrive within the practical reality of today's contemporary business culture. Our graduates deliver proven value to those who secure their services.

### **Southwest Minnesota State University Mission Statement:**

Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world. (SMSU, September 17, 2008).

The Marketing Program at Southwest Minnesota State University, building on the University's mission, continues to provide high quality undergraduate degree in Marketing.

This includes:

- A curriculum founded on a strong foundation of marketing core courses necessary for understanding events occurring on a daily basis in today's dynamic global marketplace
- Quality content in marketing research which prepares students for their future careers as successful marketers.

# Marketing Program Goals and Student Learning Outcomes

**Goal 1.** To understand the basic elements of marketing and the details of planning the 4Ps in Marketing; Product, Price, Place and Promotion

## **Student Learning Outcome 1.1**

- Explain the scope and the basic functions of marketing

## **Student Learning Outcome 1.2**

- Apply the elements necessary to assure a successful approach to marketing a product or service in today's marketplace

**Goal 2.** To apply the basic principles associated with the selling process

## **Student Learning Outcome 2.1**

- Demonstrate competence in the actual role of a professional salesperson in an industrial setting including acting as a team coordinator, assuming responsibility as a revenue generator, becoming a sales forecaster and functioning as a market researcher to improve sales presentations

**Goal 3.** To understand the fundamentals of advertising management and be able to evaluate advertising campaigns

## **Student Learning Outcome 3.1**

- Understand the real economic, social, and cultural role of advertising and conversely, the impact of a society's values on advertising

## **Student Learning Outcome 3.2**

- Illustrate the global effects of marketing and advertising on business, industry, and national economies

**Goal 4.** To understand the contemporary marketing strategies that are essential for today's business graduates

## **Student Learning Outcome 4.1**

- Differentiate between consumer and business marketing practices, to highlight the similarities and explore the points of departure in depth

## **Student Learning Outcome 4.2**

- Comprehend the impact of derived demand on business marketing and how consumer marketing's implementation of the marketing concept for survival is rapidly becoming necessary for business customers as well

### **Student Learning Outcome 4.3**

- Clarify the role of competition in forcing adoption of the marketing concept within the business marketing community

**Goal 5.** To develop an understanding of consumers' buying behavior and the impact that cultural differences have on consumption patterns.

### **Student Learning Outcome 5.1**

- Understanding consumer behavior and how experts use this knowledge to develop strategies and policies

### **Student Learning Outcome 5.2**

- Comprehending the importance of consumer perception, attitudes, motivation, personality and emotions

**Goal 6.** Develop the quantitative and qualitative skills necessary to pursue a technical understanding of the marketing research

### **Student Learning Outcome 6.1**

- Illustrate the nature and scope of marketing research, explain the importance of ethical behavior as it relates to research, describe a conceptual framework for conducting marketing research and explain the components of a well-defined marketing research problem

### **Student Learning Outcome 6.2**

- Explain the difference between qualitative and quantitative research, including the basic sampling procedures

**Goal 7.** To apply marketing management principles, not only to specific managerial environments, but also to understanding events occurring on a daily basis in today's dynamic global marketplace.

### **Student Learning Outcome 7.1**

- Develop case studies that demonstrate marketing opportunity analysis, product strategy, promotional strategy, distribution strategy, pricing strategy, ethical issues, and strategic marketing issues

Marketing Program Assessment Plan and Timetable 2016-20							
	Level 1	Level 1	Level 2	Level 2	Level 2	Level 3	Level 4
Courses in the Major	SLOs addressed by course	LEP SLOs addressed by course	Assessment Methods	Timeline	Person Responsible for Collecting Evidence	Process for Analyzing Evidence	Documentation of Continuous Improvement
MKTG 331 - Personal Selling	SLOs 2.1	Communicate effectively	Sales presentation	2016-2017	Rich	oral presentation rubric	Longitudinal study to judge progress and analyze changes in teaching
MKTG 301 - Principles of Marketing	SLOs 1.1, 1.2,	Critical thinking, communicate effectively	Case presentation /case paper	2016-2017	Gochenouer	pre-post test, scoring rubric for written assignment and case presentation	Longitudinal study to judge progress and analyze changes in teaching
MKTG 381 - Advertising Management	SLOs 3.1, 3.2	Be creative thinkers, Communicate effectively	Ad campaigns	2017-2018	Gochenouer	oral presentation rubric	Longitudinal study to judge progress and analyze changes in teaching
MKTG 421 - Business-to-Business	SLOs 4.1, 4.2, 4.3	Critical Thinking	Case analysis	2017-2018	Marketing faculty	case analysis rubric	Longitudinal study to judge progress and analyze changes in teaching
MKTG 391 - consumer Behavior	SLOs	Embrace similarities among people, appreciate diversity	Qualitative studies of different ethnic groups	2019-20	Gochenouer	research analysis rubric/Under grad research conference	Longitudinal study to judge progress and analyze changes in teaching
MKTG 441 - Marketing Research	SLOs 6.1, 6.2	Critical thinking, Communicate effectively	Research paper	2019-20	Gochenouer	Undergrad research conference	Longitudinal study to judge progress and analyze changes in teaching
MKTG 491 - Strategic Marketing Policy	SLOs 7.1, 7.2	Critical thinking, Communicate effectively	Case studies	2019-20	Marketing faculty	case analysis rubric	Longitudinal study to judge progress and analyze changes in teaching

## Course Map for BS in Marketing

Marketing Student Learning Outcomes (SLOs)	MK T G 301	MK T G 331	MKTG 381	MKTG 421	MKTG 391	MKTG 441	MKTG 491	400 Level Elective
SLO 1.1: Explain the scope and the basic functions of marketing	<b>I</b>							
SLO 2.1: Demonstrate competence in the actual role of a professional salesperson in an industry		<b>I</b>						
SLO 3.1: Understand the real economic, social, and cultural role of advertising and conversely, the impact of a society's values on advertising			<b>A</b>					
SLO 4.2: Comprehend the impact of derived demand on business marketing				<b>A</b>				

SLO 5.1: Understanding consumer behavior and how experts use this knowledge to develop strategies and policies					<b>A</b>			<b>A</b>
SLO 6.1: Illustrate the nature and scope of marketing research						<b>A</b>		
SLO 7.2: Develop case studies that demonstrate marketing opportunity analysis, product strategy, promotional strategy, distribution strategy, pricing strategy, ethical issues, and strategic marketing issues							<b>A</b>	

Competency: I=Introduced (exposure to general concepts)

A=Advanced (command or mastery)



# **SOUTHWEST MINNESOTA STATE UNIVERSITY**

## **DEPARTMENT OF NURSING**

### **ANNUAL REPORT SPRING 2017**

**Submitted by Laurie Johansen Date: 5-31-17**

The academic year of 2016-2017 was the fourth year of the SMSU RN to BSN Program. The RN to BSN Program (Bachelor of Science in Nursing) is an accredited baccalaureate nursing program that began the fall of 2013, with a curriculum designed to provide a broad base of principles from science and liberal arts including additional specialized courses in leadership and management, healthcare delivery systems and informatics, community and public health nursing, nursing research, and evidence based practice. Throughout the curriculum, aspects of rural nursing flow through the course content. Students come to the program with real-world experiences and pre-existing abilities that are foundational for their learning in and out the classroom. The BSN graduate embraces the nursing profession as a nurse generalist with a strong foundation for developing specialized clinical practice and other advanced practice roles, prepared to function effectively in ambiguous, unpredictable and complex environments; demonstrate critical thinking and flexibility, and; translate, integrate, and apply knowledge to enhance patient care quality and safety.

#### **Section I – Description of Department**

The mission of the SMSU Department of Nursing is to provide leadership in nursing education, scholarship, and practice that reflects cultural, ethical, and compassionate presence in the preparation of nurses that will serve with excellence in a diverse and ever changing society.

The goals of the SMSU Department of Nursing are to:

- 1) Integrate nursing knowledge, liberal arts, cultural awareness, and caring through collaboration with the health care team to provide patient centered and holistic care.
- 2) Provide competent and meaningful care to clients and communities who are healthy, ill, or dying.
- 3) Combine critical thinking, health care information technology, and evidence based findings to make decisions that promote safety and quality to improve patient outcomes.

4) Demonstrate collaborative leadership through communicating verbally, nonverbally, and through technological means with individuals, families, communities, and healthcare systems to achieve mutually determined health related goals.

### **Faculty members in the Department of Nursing:**

Dr. Laurie Jo Johansen is the Chair and Director of Nursing for the Department of Nursing. Dr. Johansen has practiced nursing since 1981, keeping current with nursing practice through many venues, including her completion of the PhD in Nursing at the University of North Dakota and service on the Avera Marshall and Avera Tyler Board of Directors. Areas of expertise include rural nursing, community health, and professional nursing.

Dr. Nancyruth Leibold is the fulltime faculty member for the Department of Nursing. Dr. Leibold has also been practicing nursing since 1981, keeping current with nursing practice through many venues, including her advanced preparation in Holistic Nursing. Areas of expertise include public/community health, holistic nursing, informatics, and professional nursing.

Dr. Ruth Van Heukelom is the adjunct faculty member for the Department of Nursing. Dr. Van Heukelom has been practicing nursing since 1975, keeping current with nursing practice through many venues, including teaching nursing assistant courses in her community, and working with the Certification Center at the University of Iowa. As an adjunct instructor, Dr. Van Heukelom's areas of expertise include gerontology, wound and ostomy care, and professional nursing.

Ms. LeeAnn Teig is the Office and Administrative Assistant for the Department of Nursing. Ms. Teig has been working with the Department of Nursing for over two years. Her expertise in administrative and clerical support significantly adds to the quality program provided to students in the RN to BSN Program.

During the past year, a major activity of the Department of Nursing was to continue to develop a quality curriculum for the students in the nursing program. An ongoing assessment process continued within the nursing program, with continual improvements being made in the nursing courses. Additionally, beyond enhancing the quality of the educational experience to the currently enrolled nursing students and prospective nursing students, rigorous recruitment efforts continued to increase enrollment. At the Spring 2017 SMSU Commencement Ceremony, the Department of Nursing celebrated the 50<sup>th</sup> nursing student graduating from the RN to BSN Program.

## **Section II – Current Year’s Activities**

### **A) Teaching and Learning**

The following are the courses currently being offered through the RN to BSN Program:

NURS 300 Transitions to Baccalaureate Nursing  
NURS 310 Transcultural Nursing  
NURS 320 Chronic Illness in Rural Settings  
NURS 330 Healthcare Policy and Informatics  
NURS 375 Pathophysiology  
NURS 400 Prevention and Population Health  
NURS 410 Practicum Seminar  
NURS 430 Evidence Based Practice  
NURS 435 Clinical Reasoning and Judgment (elective)  
NURS 436 Advanced Health Assessment (elective)  
NURS 440 Organizational and System Leadership  
NURS 450 Clinical Practicum

NURS courses continue to develop as they are offered and evaluated. Student input has been valuable in the development of the nursing curriculum. Student surveys of faculty/course content have occurred at the completion of each NURS course. Additionally, at the end of each NURS course, faculty evaluate the course for successes and needs for improvement. The results of the surveys and evaluations have led to improvements in future courses. In general, student surveys are positive towards the courses and faculty. Additionally, the use of student representatives started in the summer of 2014, with student representatives being included in department team meetings and Nursing Program Advisory Council meetings. Student input is sought to include them in the governance, growth, and improvements to the RN to BSN Program.

Students enrolled in the RN to BSN Program are offered flexible options to complete the nursing program, with some students taking one course at a time, while others take courses at a full time pace. One area of concern that students highlight is the ability to progress through the program at a rapid pace, with some of the NURS courses only being offered once a year. With the increased enrollment in the RN to BSN Program, plans have been made to offer all NURS courses, with the exception of elective courses, twice a year, dependent on adequate numbers of enrolled students.

The RN to BSN Program continues to collaborate with community clinical sites and develop new affiliations with future community clinical sites. A total of 28 clinical sites were collaborated with this spring, with the Department of Nursing currently having 40 Memorandums of Agreements with clinical agencies.

The RN to BSN Program has an active Nursing Program Advisory Council (NPAC), which meets at least twice a year to seek input, and involve, our communities of interest. The NPAC met twice this year. The NPAC offers valuable insights that are utilized to govern the Nursing Program, and create avenues to increase the public’s awareness of the SMSU RN to BSN Program.

**Dr. Laurie Johansen also participated in the following learning opportunities to improve teaching skills:**

9/20/16: Webinar: *Innovative Teaching Strategies to Embed QSEN into Student Teaching*, hosted by AACN, 1 hour

10/26/16: Webinar: *How to Effectively Teach Ethics to Nursing Students*, hosted by the American Nurses Association, 1 hour

4/6/17: Health Educator Conference 2017: Engage in the Future of Nursing Education, 5 ½ hours

**Dr. Nancyruth Leibold also participated in the following learning opportunities to improve teaching skills:**

Title of Education Activity	Contact Hours	Date
Quality Matters Master Reviewer Recertification		Starts May 10, 2017
Minnesota Health Educators Conference		April 6, 2017
Diversifying Academia: Challenges & Opportunities	1.0	March 23, 2017
Star Symposium		February 10, 2017
National League for Nursing (NLN) Summit 2016	11 contact hours	September 21-23, 2016
Innovative Teaching Strategies to Embed QSEN into student teaching American Association of Colleges in Nursing	1.0	September 20, 2016
Professional Development Day, Southwest Minnesota State University		August 16, 2016
Distance Education Professional Developmental		August 15, 2016

Event, Southwest Minnesota State University		
Minnesota eLearning Summit 2016	11 contact hours	July 27 and 28, 2016
Attended 3 <sup>rd</sup> Annual Nurse Educator Conference at Sea	16 contact hours	June 7-14, 2016
Evidence to Guide Your Teaching in Nursing	1 contact hour	May 23, 2016
Community Health Nursing: Innovative and Inexpensive Learning Experiences	1.25 contact hour	May 23, 2016
Informatics Across the Curriculum	1.25 contact hour	May 23, 2016

- Maintained National Board Certification as Nurse Educator, National League for Nursing
- Certified Master Reviewer, Quality Matters—Renewed in May 2017

### **B)Scholarly/Creative Activity**

**Dr. Laurie Johansen contributed to nursing through the following scholarly activities:**

#### **DISSERTATION**

Title: *Commuting Away: The Experiences of RNs Who Live in Rural Communities and Commute Away for Employment in Non-Rural Communities*

#### **PUBLICATIONS**

##### **Peer Reviewed**

Mennenga, H., Johansen, L., Foerster, B., & Tschetter, L. (2016). Using simulation to improve student and faculty knowledge of telehealth and rural characteristics, *Nurse Education Perspectives*, 37(5), 247-304.

#### **PODIUM PRESENTATIONS**

##### **Peer Reviewed**

7-20-16: 2016 International Rural Nursing Conference – Title: *Development and Psychometric Evaluation of the Telehealth Knowledge Scale*

3-31-17: 27<sup>th</sup> Annual Nursing Research Symposium: Phi Chapter and Zeta Chapter, Sigma Theta Tau International – Title: *Experiences of Registered Nurses Community Away from the Rural, Home Communities for Employment in Non-rural Communities*

##### **Invited**

3-23-17: Guest lecturer at Ridgewater Community College senior nursing students – titled: *Rural Populations and Rural Nursing*

## **COMPETITIVE PRESENTATIONS**

4/7 -4/10/17: University of North Dakota (UND) Three Minute Thesis (3MT) competition – Finalist Award

## **POSTER PRESENTATIONS**

### **Peer Reviewed**

4-8-17: Midwest Nursing Research Society 41<sup>st</sup> Annual Conference – Title: *Commuting Away: The Experiences of RNs Who Live in Rural Communities and Commute Away for Employment in Non-Rural Communities*

### **Invited**

3-29-17: Southwest Minnesota Nursing Honor Society 2017 Summit – Title: *Experiences of RNs Who Live in Rural Communities and Commute Away for Employment in Non-rural Communities*

**Dr. Nancyruth Leibold contributed to nursing through the following scholarly**

### **activities: PUBLICATIONS**

#### **Peer Reviewed**

Leibold, N., & Schwarz, L. M. (2017). Virtual simulation: A creative, evidence-based approach to develop and educate nurses. *Creative Nursing*, 23(1), 29-34.  
doi:10.1891/1078-4535.23.1.29

#### **Multimodal Publications (Magazines, Virtual Simulations, Websites, Videos, Technology, Other)**

Leibold, N. (2017). Population health interventions: Health education and social marketing. Retrieved at  
<https://www.softchalkcloud.com/lesson/serve/C3ePZu4cWLHRdI/html>

Leibold, N. (2016). How to write community health education behavioral objectives. Retrieved at <https://storybird.com/books/how-to-write-community-health-education-behavioral/?token=ah8suhsyfb>

Leibold, N. (2016). Path to civility (Featured Article). *Reflections on Nursing Leadership*. Retrieved from  
[http://www.reflectionsonnursingleadership.org/features/more-features/Vol42\\_4\\_path-to-civility](http://www.reflectionsonnursingleadership.org/features/more-features/Vol42_4_path-to-civility)

Leibold, N. (2016). How to write paragraph summaries of nursing research studies for your review of literature section of the evidence-based paper 2.0. (Storybird Software

Online Book). Retrieve at <http://storybird.com/books/how-to-write-paragraph-summaries-of-nursing-resear/?token=fj48q535rr>

Leibold, N. (2016). Delegation for Nurses 2.0. (SoftChalk Interactive Lesson and Case Study Virtual Simulation). Retrieve at <https://www.softchalkcloud.com/lesson/serve/5meFr9DadQu8by/html>

Leibold, N. (2016). Nurse Scholar Café Website. (Creator, Director, and Editor) This website includes a variety of resources and information in nursing and nursing education. Revised (3<sup>rd</sup> edition). Retrieve at [nursescholarcafe.com](http://nursescholarcafe.com)

Leibold, N. & Schwarz, L. (2016). Keep calm and assist learners with developing multimodal writing. Publication from Minnesota eLearning Summit 2016. Creative Commons. University of Minnesota Libraries.

Schwarz, L. & Leibold, N. (2016). Online learner discussion self grading: Sharing of an innovative teaching/learning strategy. Publication from Minnesota eLearning Summit 2016. Creative Commons. University of Minnesota Libraries.

#### **PRESENTATIONS** [\*data-based]

##### **Invited**

Leibold, N. & Schwarz, L. (2017). *Lead the Way: Nurses Need Care, Too!* Podium Presentation at the Southwest Minnesota Nursing Honor Society Conference, 2017 Summit: Excellence in Rural Nursing, Marshall, MN. March 29, 2017.

Schwarz, L. & Leibold, N. (2017). *Online learner discussion self grading: Sharing of an innovative teaching/learning strategy*. **Invited to Re-Present this Session as part of the Best of the Summit Series**. Original Podium Presentation at 2016 Minnesota eLearning Summit. Minneapolis, MN.

Leibold, N. (2017). Love, Honor, and Courage in Nursing: A Nurse Named Betty. Presented at Southwest Minnesota Nursing Honor Society, Virtual Webinar Education Meeting, February 13, 2017.

Leibold, N. & Schwarz, L. (2016). Free and Inexpensive Instructional Technology Tools. Guest Presentation at Professional Association for Computer Training Meeting, Golden Valley, MN, September 9, 2016,

Leibold, N. & Peterson, S. (2016). Teaching Online: Peer Perspectives. Presented at two different breakout sessions at the Professional Development Day, Southwest Minnesota State University, Marshall, MN, August 16, 2016

Leibold, N. (2016) Faculty Panel Presentation: Introduction to the Quality Matters Rubric. Presented at two different breakout sessions at the Distance Education

Professional Developmental Event, Southwest Minnesota State University, Marshall, MN, August 15, 2016

### **Competitive Presentations \* Data Based**

#### *International:*

Bemker, M. & **Leibold, N.** (2016). *Top 10 Tips for Nursing and Allied Health Education Programs Undergoing Accreditation* Podium Presentation on the Carnival Legend, June 7, 2016 (3rd Annual Nursing & Allied Health Educators Conference at Sea).

Leibold, N. (2016). *Evidenced Based Teaching Practice Using Virtual Simulations* Podium Presentation on the Carnival Legend, June 7, 2016 (3rd Annual Nursing & Allied Health Educators Conference at Sea).

#### *Regional:*

Leibold, N. & Schwarz, L. (2016). *Keep calm and assist learners with developing multimodal writing.* Podium Presentation at 2016 Minnesota eLearning Summit. Minneapolis, MN.

Schwarz, L. & **Leibold, N.** (2016). *Online learner discussion self grading: Sharing of an innovative teaching/learning strategy.* Podium Presentation at 2016 Minnesota eLearning Summit. Minneapolis, MN.

### **Poster Presentations**

Leibold, N. & Schwarz, L. (2016). *Writing and Diversity: Developing Multimodal Literacy in Nursing Students*, 2016 NLN Education Summit Poster Presentation, September 21-23, 2016.

Leibold, N. (2016). *Sail Away with a Recipe for Using Virtual Simulations in Your Teaching Practice* on the Carnival Legend, June 7, 2016 (3rd Annual Nursing & Allied Health Educators Conference at Sea; Alaska Cruise)

### **Journal/Publications Reviewer**

2015 to present	Reviewer, Journal of Effective Teaching
2014 to 2015	Review Board, Journal of Online Learning and Teaching (JOLT)

## **C) Professional Development**

**Dr. Laurie Johansen continued to advance her professional development** as a researcher and nurse scientist, as she graduated with her PhD in Nursing through the University of North Dakota. During this past year, she has successfully defended her dissertation for the University of North Dakota (UND) PhD in Nursing program.



Additionally, Dr. Johansen participated in the following seminars, workshops, and conferences regarding nursing in general:

- a. 6/20 – 6/21/16: Conference: *Minnesota Rural Health Conference: Cultivating Resilient Communities*, hosted by the Minnesota Department of Health – Office of Rural Health & Primary Care, Minnesota Rural Health Association, and the National Rural Health Resource Center, 9.25 hours
- b. 7/19 – 7/21/16: Conference: *2016 International Rural Health Conference: Rural Nursing and Healthcare in the New Frontier*, Rapid City, SD, 9 ½ hours
- c. 7/5/16: Online course: *Handling MN Information Securely*, hosted by the Department of Health and Human Services, 2 hours
- d. 11/14/16: Webinar: *Meaningful Mentoring*, by Dr. Laura Schwartz, Associate Professor of Nursing at Minnesota State University, Mankato. Hosted by Southwest Minnesota Nursing Honor Society, 1 hour
- e. 11/28/16: UND Dissertation Defense via Adobe Connect, *The Meaning of Nursing Education as Described by Students with Learning Disabilities*, Jaci Reep-Jarmin, 1 hour
- f. 11/30/16: Webinar: *How to Expertly Manage Students with Unsafe Behaviors in the Clinical Setting*, hosted by the American Nurses Association, 1 hour
- g. 1/10/17: Webinar: *Evidence-Based Strategies for Achieving Optimal Wellness While Balancing the Faculty Role*, hosted by the AACN, 1 hour
- h. 1/20/17: Online employee training: *Shots Fired*, hosted by MnSCU, 1 hour
- i. 3/22/17: Webinar: *Preparing a Strong Rural Health Message by the Rural Health Research Gateway*, Shawnda Schroeder, PhD, Assistant Professor for Rural Health Research Gateway, 1 hour
- j. 3/29/17: Conference: *2017 Spring Summit: Excellence in Rural Nursing*, hosted by Southwest Minnesota Nursing Honor Society, 4 hours
- k. 3/31/17: Conference: *The 27<sup>th</sup> Annual Research Symposium: Living Nursing Scholarship: Research, Theory, and Practice*, hosted by Phi Chapter and Zeta Zeta Chapter Sigma Theta Tau International, 4.6 hours
- l. 4/6/17 – 4/9/17: Conference: *Midwest Nursing Research Society (MNRS) 41<sup>st</sup> Annual Research Conference: Harnessing Big Data and Nursing Science to Improve Health*, hosted by MNRS in Minneapolis, MN, 11 ½ hours
- m. 4-18-17: UND Dissertation Defense via Adobe Connect, *Postpartum Weight Retention in First time Mothers and Weight Outcomes in their Offspring*, Kelly Gallagher, 1 hour
- n. 4/19 - 4/22/17: Conference: *50<sup>th</sup> Annual Communicating Nursing Research Conference – 50 Years of Leadership: Continuing the Vision*, hosted by the Western Institute of Nursing in Denver, Colorado, 10 ¼ hours
- o. 5/10/17: Webinar: *A Nurse's Guide to Preventing Compassion Fatigue, Moral Distress, and Burnout*, hosted by the American Nurses Association, 1.9 hours

Ms. Laurie Johansen's involvement in professional organizations includes:

- a. Membership in Sigma Theta Tau Phi chapter
- b. Membership in the American Nurses Association and
- c. Membership in Minnesota Organization of Registered Nurses
- d. Membership in the Association of Community Health Nursing Educators
- e. Membership in the Midwest Nursing Research Society
- f. Membership in the Western Institute of Nursing

- g. Membership in the Southwest Minnesota Nursing Honor Society
- h. Minnesota Board of Nursing RN licensure
- i. South Dakota Board of Nursing RN licensure

**Dr. Nancyruth Leibold continued to advance her professional development through the following means:**

<b>Nursing Science and Nursing Education Courses</b>		
<b>Title of Education Activity</b>	<b>Contact Hours</b>	<b>Date</b>
Diabetes Mellitus, Type 1	1.0	April 15, 2017
An Interdisciplinary Perspective on the Safe and Appropriate Use of Opioid Analgesics	0.75	April 15, 2017
2017 Spring Summit: Excellence in Rural Nursing	4.0	March 29, 2017
Effectiveness of Diabetes Prevention Strategies Questioned	0.25	March 27, 2017
Rural US Persons at Risk for Death from 5 Leading Causes	0.25	March 27, 2017
AAP Releases Recommendations for Preventive Health Care	0.25	March 24, 2017
Can Shoveling in a Winter Wonderland Increase MI Risk?	0.25	March 24, 2017
Disaster Triage Exercises		February 18, 2017

Best Practices in Gastrointestinal Cancers	1.0	September 2, 2016
The Effectiveness of Interventions for Improving the Research Literacy of Nurses: A Systematic Review	1.2	July 30, 2016
Using Patient Simulations to Optimize HIV Care Medscape.com	1.0	June 26, 2016
International Research Collaboration: An Exploration Towards Understanding Best-Practices, Sigma Theta Tau International	1.25	May 24, 2016
First Reported Case of Male to Male Zika Transmission, Medscape.com	0.25	May 23, 2016
Sigma Theta Tau International as Edge Runner, Sigma Theta Tau International	1.25	May 23, 2016
Evidence for Teaching in Nursing, Nurse Tim	1.00	May 23, 2016
Community Health Nursing: Innovative and Inexpensive Learning Experiences, Nurse Tim	1.25	May 23, 2016
Informatics Across the Curriculum, Nurse Tim	1.25	May 23, 2016

Dr. Nancyruth Leibold continued her development in Advanced Holistic Nursing Practice:

<b>Holistic Nursing Continuing Education Courses and Program Certificates</b>		
<b>Title of Education Activity</b>	<b>Contact Hours</b>	<b>Date</b>
Holistic Nursing Certification Prep Course: Expanding Practice Through Holistic Nursing	18	April 11 to May 16, 2017

St. Catherines University at Minneapolis Campus Every Tuesday evening April 11 to May 16, 2017		
ASD: Review of Research and Evidence Related to Complementary and Alternative Medicine Therapies	1.0	April 16, 2017
Complementary and Alternative Medicine Online Certificate Program (recertification)	11.0	April 15, 2017
Understanding the Complexities of Herbal Medicine	1.0	April 15, 2017
Connecting More with the Arts	1.2	March 24, 2017
Certificate in Mindfulness  Completed five courses in Mindfulness to earn a Certificate in Mindfulness at Normandale Community College, Bloomington, MN: Mindfulness Meditation Mindfulness and Happiness Mindful Eating Mindful Movement: Walking, Yoga, Tai Chi, and Qigong Mindful Relationships	8.0	March 18, 2017
Holistic Modalities and Self-Care American Holistic Nurses Association	1.0	August 27, 2016
2016 Mayo Clinic Holistic Health and Wellness Conference  <b>Mayo Clinic, Rochester, Minnesota</b>	10.5 ANCC nursing contact hours	July 14-15, 2016

Holistic Wellness Pre-Conference Workshop: <b>Expand Your Practice with Nurse Coaching</b>  Mayo Clinic, Rochester, Minnesota	7 ANCC nursing contact hours	<b>July 13, 2016</b>
Reiki Levels I, II, Master/Teacher  With Master Lisa Powers		June 27 to July 5, 2016
Reiki University of Minnesota	1.5	June 27, 2016
CAM 101: Exploring Complementary and Alternative Therapies, Sigma Theta Tau International	3.0	May 24, 2016
The Science of Energy Healing And Threads of Connection and Care: Insights from Ancient Wisdom American Holistic Nurses Association	1.7	May 23, 2016
Personal Values: the HeArt of Nursing American Holistic Nurses Association	1.2	May 23, 2016

Dr. Leibold attended the Following Education Conferences:

<b>Nursing Education/Education Conferences</b>		
<b>Title of Education Activity</b>	<b>Contact Hours</b>	<b>Date</b>
Quality Matters Master Reviewer Recertification		May 10, 2017
Minnesota Healthcare Educators Conference		April 6, 2017
Active Classroom Learning	1.0	April 6, 2017
Diversifying Academia: Challenges & Opportunities	1.0	March 23, 2017
Star Symposium		February 10, 2017
National League for Nursing (NLN) Summit 2016	11 contact hours	September 21-23, 2016

Innovative Teaching Strategies to Embed QSEN into student teaching American Association of Colleges in Nursing	1.0	September 20, 2016
Minnesota eLearning Summit 2016	11 contact hours	July 27 and 28, 2016
Attended 3 <sup>rd</sup> Annual Nurse Educator Conference at Sea	16 contact hours	June 7-14, 2016

Dr. Nancyruth Leibold’s membership involvement in professional organizations includes:

- a. Membership in the National League for Nursing
- b. Membership in Sigma Theta Tau International, Nu Rho and Mu Lambda Chapters
- d. Membership in the Association of Community Health Nursing Educators.
- e. Membership in the American Association of Colleges of Nursing
- g. Membership in the American Holistic Nursing Association
- h. Minnesota Board of Nursing RN licensure
- i. Nebraska Board of Nursing RN licensure
- j. Minnesota Public Health Nursing Certification
- k. Certified Nurse Educator, National League for Nursing

#### **D)Service to Students**

Service to students was exemplified in many ways throughout the year, for current and prospective nursing students, as well as alumni.

All students in the SMSU RN to BSN Program, as well as every pre-nursing students admitted to SMSU who are not currently enrolled in the RN to BSN Program, were offered individualized phone/in-person advising sessions with a faculty members at least once a semester. Students were advised in a caring, honest, and professional manner, with advising sessions documented on a planning sheet that is shared with the student at the completion of each advising session. The Department of Nursing faculty then utilized a log sheet to track all the students individualized course plans to assist with the projection of future course offerings.

The Department of Nursing hosted the second annual Nurse Pinning Ceremony on May 5<sup>th</sup>, 2017. Fourteen graduating nursing students were honored at the event, being pinned by either a nursing faculty member, or a special nurse in their lives. Dr. Marg Hegge was a guest speaker at the ceremony. Dr. Hegge is a Distinguished Professor Emeritus of Nursing at South Dakota State University. She holds a doctorate in higher education and two master’s degrees. She was inducted as a Fellow of the American Academy of Nursing in 2012. Dr. Hegge led a tour to England in the Footsteps of Florence Nightingale. She has portrayed Florence Nightingale over 50 times. She has collected memorabilia on Nightingale’s life for two decades and written

multiple articles about her impact on nursing and healthcare. She continues to be inspired by Florence Nightingale's courage, passion, and perseverance.

The SMSU Department of Nursing was represented in the MinnState Transfer pathways initiative, with Dr. Johansen representing SMSU and the RN to BSN Program. The goal of the initiative was for students to have a clear pathway for nursing programs throughout the state.

Thirty-five RN to BSN students presented at the 2016 SMSU Undergraduate Research Conference. Dr. Nancyruth Leibold served as their faculty advisor and provided support with evidence-based projects, scholarly writing, presentation skills, and abstract writing. Five RN to BSN students were selected and presented their poster at the Minnesota State Capital to the Minnesota Legislators in March of 2017 (Lyndsey Brown, Paige Sabe, Tabitha Harazin, Carly Kramer, Brittany Fischer Rossell, *Can Ofirmev Reduce the Need for Opioids?*)!! One RN to BSN student had her poster selected to be on long-term display at the tunnel by Founder's Hall (Terri Anderson, *Communication Issues: Needs and Solutions Affecting Quality Care for Deaf Patients*)!

The Virtual Mustang Nursing Conference was held April 6-9, 2017 in D2L Brightspace. Twenty-two RN to BSN students presented posters about their Change Projects for Organizational Leadership.

Service to prospective students occurred in many manners:

- a. Faculty completed on-campus visits at community and technical colleges
- b. SMSU faculty attended MN West Community and Technical College pinning ceremonies
- c. Assured availability of SMSU RN to BSN brochures
- d. Emailed prospective students, sharing information about the RN to BSN Program
- e. RN to BSN Program newsletters
- f. Faculty personally contacted every prospective student who requested information about the nursing program via email or phone
- g. Tours of SMSU given to any prospective students
- h. Individualized course planning sessions for every prospective student
- i. Created of contingency clause in the RN to BSN Program acceptance policy to allow students in their last semester of their associate degree to enroll in the RN to BSN Program, contingent successful completion of their upcoming NCLEX-RN exam (boards0
- j. Attended community events, such as the Minnesota Workforce Council Career Day at SMSU and MN West
- k. Created a recruitment reward policy, awarding any current nursing students of alumni with an SMSU Nursing t-shirt for the referral of a student enrolled into the RN to BSN Program
- l. Collaborated with MN West Community and Technical College, creating recruitment advertisement, in the form of a bookmark, to display the partnership between education institutions and a clear pathway for students to transition from the MN West nursing program to the SMSU RN to BSN Program
- m. Mentored students in the SW ABE Office FastTRAC Health Care Training sessions collaboratively with MN West, for students attending certified nursing assistant (CNA) classes.

Sessions held at the Marshall Area Technical and Education Center (MATEC)

- n. Department of Nursing Student Handbook available to all nursing students as well as prospective students

**E) Service to the University**

**Dr. Laurie Johansen's service to SMSU included:**

- a. Participation in chair meetings with the Dean of Business, Education, and Professional Studies.
- b. Participation in Curriculum Committee
- c. Participation in Academic Affairs committee
- d. Participated as representative on the Advising Plan Subgroup
- e. Participation in the Minnesota Association of Colleges of Nursing (MACN) meetings

**Dr. Nancyruth Leibold's service to SMSU included:**

- a. Participation in University Committee for Institutional Assessment (CIA) as the Nursing Representative

**F) Services to the Community at Large**

**Ms. Laurie Johansen's service to the community at large included:**

- a. Serving on the Avera Marshall and Avera Tyler Board of Directors
- b. Serving on the MN West Nursing Advisory Council
- c. Assisted with community needs assessment for Avera Tyler
- d. Presented at a Southwest Health and Human Services (SWHHS) board meeting, sharing the collaboration and partnership between SWHHS public health nurses and the SMSU RN to BSN Program

**Dr. Nancyruth Leibold's service to the community at large included:**

- 2017 Led the Southwest Minnesota Nursing Honor Society Food Drive for the Marshall Food Pantry and Worthington Food Pantry 2016-17 President, Southwest Minnesota Nursing Honor Society
- 2016-17 Chair of Program Planning Committee, Southwest Minnesota Nursing Honor Society
- 2016-17 Archivist, Southwest Minnesota Nursing Honor Society
- 2016-17 Webmaster, Southwest Minnesota Nursing Honor Society
- 2016 NLN Summit Planning Committee
- 2017 Sigma Theta Tau International Judge (invited appointment)
- 2015 to present Sigma Theta Tau International, International Nurse Leader Review Committee Member



G)Assessment

The mission of the SMSU Nursing Program is to provide leadership in nursing education, scholarship, and practice that reflects cultural, ethical, and compassionate presence in the preparation of nurses that will serve with excellence in a diverse and ever changing society. The goals of the SMSU Nursing Program, the RN to BSN Program are:

**Goal 1** - Integrate nursing knowledge, liberal arts, cultural awareness, and caring through collaboration with the health care team to provide patient centered and holistic care

**Goal 2** - Provide competent and meaningful care to clients and communities who are healthy, ill, or dying

**Goal 3** - Combine critical thinking, health care information technology, and evidence based findings to make decisions that promote safety and quality to improve patient outcomes

**Goal 4** - Demonstrate collaborative leadership through communicating verbally, nonverbally, and through technological means with individuals, families, communities, and healthcare systems to achieve mutually determined health related goals

The Department of Nursing continued to assure that quality standards are met within the RN to BSN Program, with the Commission on Collegiate Nursing Education (CCNE) standards being met. An Overall Program Assessment Plan (OPAP) was followed, providing a framework for the assessment and evaluation the nursing program goals, student learning outcomes, course descriptions, student learning objectives, and professional standards.

**Ongoing RN to BSN Program assessment timeline is as follows:**

<b>Spring 2017</b>	<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Fall 2018</b>	<b>Spring 2019</b>
Evaluations of spring NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of fall NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of spring NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of fall NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of spring NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students
<b>Goal 4</b> Reviewed every two years with review of NURS 410, NURS 440, & NURS 450 course descriptions, outcomes, objectives, and assignments	<b>Goal 1</b> Reviewed every two years with review of NURS 300 & NURS 310 course descriptions, outcomes, objectives, and assignments and <b>LEP SLO</b>	<b>Goal 2</b> Reviewed every two years with review of NURS 320 & NURS 400 course descriptions, outcomes, objectives, and assignments	<b>Goal 3</b> Reviewed every two years with review of NURS 330, NURS 375, NURS 430, & NURS 435 course descriptions, outcomes, objectives, and assignments and	<b>Goal 4</b> Reviewed every two years with review of NURS 410, NURS 440, & NURS 450 course descriptions, outcomes, objectives, and assignments

	“Communicate effectively”		LEP SLO “Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.”	
Review/update of SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures		Review/update of SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures		Review/update of SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures
Overall Program Evaluation (every two years): Overall curricular evaluation Syllabi Mapping Essentials/ QSEN Course pass rates Graduation rates Student - satisfaction Alumni - satisfaction Employment rates Employment - satisfaction Alumni progression Mission/Values Goals/Outcomes/Objectives OPAP		Curriculum Evaluation using Mapping Essentials/ QSEN		Overall Program Evaluation (every two years): Overall curricular evaluation Syllabi Mapping Essentials/QSEN Course pass rates Graduation rates Student - satisfaction Alumni - satisfaction Employment rates Employment - satisfaction Alumni progression Mission/Values Goals/Outcomes/Objectives OPAP

**RN to BSN Program LEP Assessment Plan and Timetable, 2016-2020**

	LEVEL 1	LEVEL 1	LEVEL 2	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 4
Courses in the Major	SLOs addressed by course	LEP SLOs addressed by course	Assessment Methods	Timeline	Person Responsible for Collecting Evidence	Process for Analyzing Evidence	Documentation of Continuous Improvement
NURS 300	Examine the Scope and Standards of Practice and Professional Performance	Communicate effectively	Ethical Dilemma Writing Assignment	Spring semester Fall semester	Laurie Johansen	Quantitative method: quantify SMSU LEP Writing Rubric components integrated into the NURS 300 Ethical Dilemma assignment rubric and NURS 435 Series of Written Papers 6 <sup>th</sup> paper – with the number of students each semester satisfactorily or exceptionally meeting criteria of rubric.	Laurie Johansen: Course evaluation at the completion of each NURS 300 course offering. Evaluation of Nursing Goal 1 (includes NURS 300) every two years. Evaluation of Nursing Goal 3 (includes NURS 435) every two years
NURS 435	Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement leadership	Communicate effectively	Series of written papers: 6 <sup>th</sup> paper	Spring semester	Nancyruth Leibold	Qualitative method: 3 possible items to document 1) describe strengths supporting evidence of satisfactorily or exceptionally meeting criteria of rubric 2) describe areas needed for improvement and trends 3) special circumstances evident:	Nancyruth Leibold: Course evaluation at the completion of each NURS 435 course offering

						example- students haven't taken ENG 251, or ESL students, or second degree students.	
NURS 435	Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement leadership	Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.	Series of written papers: 6 <sup>th</sup> paper	Spring semester	Nancyruth Leibold	Quantitative method: quantify SMSU LEP Critical Thinking Rubric components integrated into the NURS 435 Series of Written Papers 6 <sup>th</sup> paper – number of students each semester satisfactorily or exceptionally meeting criteria of rubric. Qualitative method: 3 possible items to document 1) describe strengths supporting evidence of satisfactorily or exceptionally meeting criteria of rubric 2) describe areas needed for improvement and trends 3) special circumstances evident: example- students haven't taken ENG 251, or ESL students, or second degree students.	Laurie Johansen: Evaluation of Nursing Goal 3 (includes NURS 435) every two years  Nancyruth Leibold: Course evaluation at the completion of each course offering

## **The RN to BSN Program Components include:**

The OPAP is a comprehensive assessment plan including the following:

### **1) Teaching faculty evaluation of all NURS course offerings, including use of faculty/course surveys by students**

The purpose of faculty/course evaluations is to supplement the guidance of faculty for improving the quality of the course and instruction received by nursing students. The method used to collect data is course/faculty student surveys, faculty interactions during the course, and faculty evaluations of courses taught. The person(s) responsible for completing the data collection and evaluation includes the teaching faculty and the Director of Nursing with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Teaching faculty are responsible for integrating resulting evaluation information into teaching plans and portfolios for future courses. Designated time periods for student course/faculty surveys is near the completion of the course, and faculty evaluations of courses taught immediately following the end of each course, prior to the next course offering of that specific course. Individual student course/faculty surveys are disseminated to individual faculty. General course evaluation information will be disseminated to faculty through team meetings.

### **2) Course Materials**

The purpose of reviewing and updating Nursing Program materials is to assure distribution of current and applicable Nursing Program information. The method used to review and update Nursing Program materials is by assessing the SMSU Department of Nursing Student Handbook, SMSU Preceptor Handbook, SMSU Department of Nursing website including Course Catalog, and SMSU RN to BSN brochures. The person(s) responsible for completing the updates and revisions include the Director of Nursing, Faculty, and Administrative Assistant. Designated time periods for completing the evaluation is at least prior to fall semester for all items. The Department of Nursing Student Handbook is disseminated to students and faculty through Nursing Team Meetings as well as postings in the SMSU Department of Nursing website, the D2L Brightspace RN to BSN Information Center course, and the NURS 300 course. The Preceptor Handbook is disseminated to the clinical sites and preceptors.

### **3) Curricular Mapping/Overall Curricular Evaluation**

The purpose of curricular mapping is to document what is taught and when, revealing gaps and overlaps in the curriculum, and helping to design future curriculum and assessment plans. Mapping allows for improved program coherence and an increased likelihood that nursing students will achieve desired outcomes. The method used to collect data for curricular mapping is by assessing the syllabi and course materials in every NURS course. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of available adjunct faculty, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is at the completion of courses each semester as well as in syllabi at the start of NURS courses. Curricular mapping is disseminated to faculty through the OPAP Part IV: Evaluation/Assessment Results and through the Department of Nursing Student Handbook.

A full curricular evaluations is completed every two year, incorporating student/faculty evaluations, curricular mapping, curricular matrix, and Goal 1-4 evaluations, to help further design and revise the current curriculum. Following the major curricular changes last year, this evaluation will be done again in two years with the Overall Program Evaluation.

**4) Overall Program Evaluation**

The purpose of the overall curricular evaluations is to assess the effectiveness and value of the entire nursing plan of study through careful appraisal, focusing on strengths and weaknesses of the program including the mission, goals, and student outcomes and objectives, rather than specifically on individual student performance. The method used to collect data is multifaceted, using curriculum, syllabi, mapping Essentials/QSEN, course pass rates, student satisfaction, graduation rates, alumni satisfaction rates, employment rates, employment satisfaction rates, and alumni progression rates. The person(s) responsible for completing the data collection and evaluation is the Director of Nursing along with support of the Nursing Review Team, including formulating, maintaining, and disseminating evaluations. The Nursing Review Team consists of the Director of Nursing, the VP for Enrollment Management and Student Success, the Director of Career Services, the Director of Institutional Research & Reporting, and the VP for Advancement & Foundation Executive Director. Designated time periods for completing the evaluation is every other year. The overall curricular assessment will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

**5) Overall Program Assessment Plan**

The purpose of evaluating the Overall Program Assessment Plan (OPAP) is to determine the effectiveness and pertinence of the OPAP. The method used to collect data is through assessment of the plan including overlaps and omissions of pertinent data. The person(s) responsible for completing the data collection and evaluation is the Director of Nursing, along with support of the Nursing Review Team, to formulate, maintain, and disseminate evaluations. Designated time periods for completing the evaluation is every other year. Evaluation of the Overall Program Assessment Plan will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

**6) Evaluation of Goal 1**

The purpose of evaluating goal one is to assess student progress and the effectiveness of the goals of the Nursing Program to meet student needs. The method used to collect data is by evaluating course descriptions, objectives, and assignments while analyzing student pass rates for the NURS 300 and NURS 310 courses. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty member teaching courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every other year. The evaluation of Goal 1 will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

**7) Evaluation of Goal 2**

The purpose of evaluating Goal 2 is to assess student progress and the effectiveness of the goals of the Nursing Program to meet student needs. The method used to collect data is by evaluating course descriptions, objectives, and assignments while analyzing student pass rates for the NURS 320 and NURS 400 courses. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty member teaching courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every other year. The evaluation of Goal 2 will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

**8) Evaluation of Goal 3**

The purpose of evaluating Goal 3 is to assess student progress and the effectiveness of the goals of the Nursing Program to meet student needs. The method used to collect data is by evaluating course descriptions, objectives, and assignments while analyzing student pass rates for the NURS 33, NURS 375, NURS 430, and NURS 435 courses. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty member teaching courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every other year. The evaluation of Goal 3 will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

**9) Evaluation of Goal 4**

The purpose of evaluating Goal 4 is to assess student progress and the effectiveness of the goals of the Nursing Program to meet student needs. The method used to collect data is by evaluating course descriptions, objectives, and assignments while analyzing student pass rates for the NURS 410, NURS 440, and NURS 450 courses. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty member teaching courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every other year. The evaluation of Goal 4 will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

**10) Liberal Education Program (LEP) Student Learning Outcomes (SLO)**

The purpose of evaluating graduation rates is to assess quality and effectiveness of LEP SLO. The method used to collect data is to collect quantitative and qualitative data from SMSU Writing Rubric integrated into NURS courses following each applicable NURS course offering, followed by overall evaluation every two years. The person responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty. Designated time periods for completing the evaluation is every other year. Evaluation results will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

### **11) Student satisfaction**

The purpose of student exit interviews is to determine what aspects of the Nursing Program can be attributed to overall student satisfaction, recognize excellence in teaching, and make course/curricular changes as needed. The method used to collect data is through completion of exit interviews, review of portfolios, and nursing graduate surveys upon nursing students graduating from the program with student satisfaction rated at >80% at a 4 or above on a 5 point scale on the nursing graduate survey. The student will be given a list of questions focusing on program satisfaction before the interview. Interviews will be completed by telephone with extensive notes recorded for each student. The person responsible for completing the data collection and evaluation is the Director of Nursing, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every graduating semester. Data will be reported in the aggregate to protect student confidentiality. Student satisfaction will be disseminated to faculty, the administration, and the Nursing Review Team through the OPAP Part IV: Evaluation/Assessment Results. Additionally, the SMSU Senior Survey, a three-part survey that requests information from seniors in the areas of general information, academic information including educational goals and perceived preparedness for employment and lifelong learning, and campus services, will be completed by all graduate nursing students.

### **12) Employment rates**

The purpose of evaluating employment rates is to determine the effectiveness and need of the Nursing Program. The method used to collect data is through documentation of employment status during graduate exit interviews and again at one and three post-graduation alumni surveys, with a goal of >90% employment rates at one year. The Nurse Review Team will be responsible for formulating, maintaining, evaluating, and disseminating employment rates. Designated time periods for completing the evaluation is every other year. Employment rates will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

### **13) Alumni satisfaction**

The purpose of the alumni survey is to determine how the Nursing Program prepared the graduate for the role of a BSN nurse. The method used to collect data is through mail/email surveys used at one and three years' post-graduation. Satisfaction will be measured through the question, "Were you adequately prepared for the role of a BSN?" with a goal of 75% satisfaction. The Nurse Review Team will be responsible for formulating, maintaining, evaluating, and disseminating alumni satisfaction. Designated time periods for completing the evaluation is every other year. Alumni satisfaction will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

### **14) Current employer satisfaction**

The purpose of evaluating employer satisfaction is to determine the effectiveness of the Nursing Program. The method used to collect data is through mail/email employee surveys used at one and three years' post-graduation. Satisfaction will be measured



through the question, “willingness to hire another SMSU BSN graduate” with a goal of >80% employer satisfaction rates. The Nurse Review Team will be responsible for formulating, maintaining, evaluating, and disseminating employer satisfaction. Designated time periods for completing the evaluation is every other year. Employer satisfaction rates will be disseminated to faculty and the advisory administration through the OPAP Part IV: Evaluation/Assessment Results.

### **15) Alumni progression**

The purpose of evaluating alumni progression is to determine the effectiveness of the Nursing Program through alumni achieving higher levels of education. The method used to collect data is through mail/email surveys used at one and three years’ post-graduation, with a goal of 15% of graduates being enrolled in graduate studies within three years of graduation. The Nurse Review Team will be responsible for formulating, maintaining, evaluating, and disseminating alumni progression. Designated time periods for completing the evaluation is every other year. Alumni progression will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

### **The 2016-2017 RN to BSN Program Assessment and Evaluation Data:**

The RN to BSN Program Assessment and Evaluation Data from 2016-2017 is multi-faceted, with portions of the assessment data displayed below:

The following Curricular Mapping Spring 2017 displays the American Association of Colleges of Nursing (2008) Essentials of Baccalaureate Education for Professional Nursing Practice, as well as the QSEN (Quality and Safety in Education for Nurses) Competencies (all key standards for the RN to BSN Program) within the nursing courses. Also, the following Curricular Matrix displays key content within the nursing courses. This information was used to continue to develop and adapt course to assure a quality nursing curriculum.

## Curricular Mapping Spring 2017

Nursing Goal 1-      Goal 2-      Goal 3-      Goal 4-     

QSEN Competencies: 1) Patient Centered Care 2) Teamwork and Collaboration 3) Evidence Based Practice 4) Quality Improvement (QI) 5) Safety 6) Informatics

CCNE BSN Essentials	1	2	3	4	5	6	7	8	9	QSEN Competency
<b>NURS 300 Transitions to BSN</b>	X	X	X	X	X	X		X	X	1, 2, 3, 4, 5, 6
<b>NURS 310 Transcultural Nursing</b>	X			X		X	X	X	X	1
<b>NURS 320 Chronic Illness in a Rural Setting</b>						X	X		X	1, 2, 3
<b>NURS 330 Healthcare Policy and Informatics</b>	X		X	X	X	X	X			3, 6
<b>NURS 375 Pathophysiology</b>							X		X	1, 3, 5
<b>NURS 400 Prevention and Population Health</b>	X				X	X	X	X	X	2
<b>NURS 410 Practicum Seminar</b>		X			X	X	X	X	X	1, 2, 5
<b>NURS 430 Evidenced Based Practice</b>			X					X	X	3
<b>NURS 440 Organizational and System Leadership</b>	X	X	X	X	X	X	X	X	X	1, 2, 3, 4, 5, 6
<b>NURS 450 Clinical Practicum</b>	X	X	X	X	X	X	X	X	X	1, 2, 3, 4, 5, 6
Elective Nursing Course	1	2	3	4	5	6	7	8	9	QSEN Competency
<b>BSN Essentials</b>										
<b>NURS 435 Clinical Reasoning and Judgment</b>		X	X			X			X	2, 3, 4, 5, 6

Curricular Matrix Fall 2016	NURS 300	NURS 310	NURS 320	NURS 330	NURS 375	NURS 400	NURS 410	NURS 430	NURS 435	NURS 440	NURS 450
<b>End of Life</b>		X								X	
<b>Leadership</b>	X						X			X	X
<b>Code of Ethics</b>	X	X	X	X				X	X	X	X
<b>Interprofessional Collaboration</b>	X					X	X				X
<b>Conflict Resolution - Incivility</b>	X									X	
<b>Rural Nursing</b>	X					X					
<b>Health Literacy/Patient Education</b>	X			X		X					
<b>Evidence Based Practice</b>	X					X		X	X	X	
<b>Civic Engagement</b>	X		X	X					X		X

## Assessment Results/Impacts

### **Goal 2 - Provide competent and meaningful care to clients and communities who are healthy, ill, or dying**

Two year evaluation performed following completion of the Spring 2016 semester. Courses specific to Goal 2 are NURS 320 and NURS 400.

Summary of findings:

#### *NURS 320*

Course taught three times between Summer 2014 and Spring 2016.

Evaluation included Student Course/Faculty evaluations, Faculty Course Evaluations, and integration of the Essential and QSEN Competencies.

100% pass course pass rate.

Adaptations in course assignments, course text book, and assignment rubrics occurred as a result of the ongoing evaluations.

#### *NURS 400*

Course taught three times between Fall 2014 and Spring 2016.

Evaluation included Student Course/Faculty evaluations, Faculty Course Evaluations, and integration of the Essential and QSEN Competencies.

100% pass rate.

Adaptations in course assignments and assignment rubrics occurred as a result of the ongoing evaluations. Development of course content and resources, including adding Library Nursing Resources – strengthened course content.

### **Goal 3 - Combine critical thinking, health care information technology, and evidence based findings to make decisions that promote safety and quality to improve patient outcomes**

Two year evaluation performed following completion of the Fall 2016 semester. Courses specific to Goal 3 are NURS 330, NURS 375, NURS 430, and NURS 435.

Summary of findings:

#### *NURS 330*

Course taught three times between Fall 2015 and Fall 2016.

Evaluation included Student Course/Faculty evaluations, Faculty Course Evaluations, and integration of the Essential and QSEN Competencies.

100% pass course pass rate.

Adaptations in course assignments and assignment rubrics occurred as a result of the ongoing evaluations.

#### *NURS 375*

Course taught three times between Fall 2015 and Fall 2016.

Evaluation included Student Course/Faculty evaluations, Faculty Course Evaluations, and integration of the Essential and QSEN Competencies.

100% pass rate.

Adaptations in course assignments and assignment rubrics occurred as a result of the ongoing evaluations.

#### *NURS 430*

Course taught three times between Fall 2015 and Fall 2016 (two course offerings Fall 2016).

Evaluation included Student Course/Faculty evaluations, Faculty Course Evaluations, and

integration of the Essential and QSEN Competencies.

100% pass rate.

Adaptations in course assignments and assignment rubrics occurred as a result of the ongoing evaluations. Integrated the SMSU Undergraduate Research Conference as a course assignment, Fall 2015 and continued in the Fall of 2016 due to success.

**NURS 435**

Course taught first time Spring 2015 (nurse elective course)

Evaluation included Student Course/Faculty evaluations, Faculty Course Evaluations, and integration of the Essential and QSEN Competencies.

100% pass rate.

Adaptations in course assignments and assignment rubrics occurred as a result of the ongoing evaluations. Utilized unfolding paper assignment, with a series of six papers assigned throughout the semester, ending with all the papers incorporated into a synthesis paper for the final assignment.

**RN to BSN Program LEP Assessment**

**Communicate Effectively NURS 300**

<p>Quantitative Method: Attach rubric used with data demonstrating number of student satisfactorily or exceptionally meeting Communicate Effectively criteria</p>	<p>Qualitative Method 1: describe strengths supporting evidence of satisfactorily or exceptionally meeting criteria of rubric</p> <p><i>Organization was evident through clear sequencing and paragraphing, following the grading rubric. Many used headings following APA formatting, including an introduction and conclusion.</i></p> <p><i>Supporting details found to be suitable to nursing practice without logical fallacies, incorporating familiarity with the values, questions, and methods used by nursing.</i></p> <p><i>Writing clear and focused, easily able to understand the main ideas presented in a manner appropriate for nursing, with minimal punctuation, spelling, formatting errors. Materials drawn from properly cited references, using APA formatting.</i></p> <p><i>NURS 300 course is well developed, with many improvements in assignment prior to this semester.</i></p>	
	<p>Qualitative Method 2: describe areas needed for improvement and trends</p> <p><i>For a few students, areas needing improvement include sound reasoning without assumptions or judgements. With this being the first written assignment in the nursing program, this is expected to improve as critical thinking skills improve.</i></p>	<p>Plan: incorporate areas needing strengthening into assignment review video, emphasizing strategic areas.</p>

<p><i>Additionally, writing skills, including punctuation and spelling, are expecting to improve as students continue to develop writing skills in the nursing program.</i></p>		
<p>Qualitative Method 3: special circumstances evident: example – students haven’t taken ENG 251, or ESL students, or second degree students...</p> <p><i>Scores not being satisfactory or exceptional were scattered throughout students. Not clear if students utilized writing center. Additionally, final scores do not demonstrate what the student score would have been prior to draft reviews.</i></p>		
<b>ORGANIZATION FOR EFFECTIVNESS</b>		
<b>APA Format and editorial style</b> <i>(Use APA format, avoiding plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources)</i>		
Title page includes name and institution, date, running head, page header, & page numbers.	2	
Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; develops introduction and conclusion. In addition, the student demonstrates an above average understanding of how to appropriately organize his/her work per APA formatting. (LEP Writing Rubric - Organization)	5	5 points = 14 4 points = 2 Mean points = 4.88
Supporting details are suitable to the practice of nursing; references drawn from external sources are synthesized and integrated into the text. Reasoning is sound and does not contain logical fallacies. In addition, the writing exhibits an adequate demonstration of the student’s growing familiarity with the questions, values, and methods used by the nursing profession. (LEP Writing Rubric– Development and Support)	5	5 points = 13 4 points = 2 1 point = 1 Mean points = 4.63
Contains rare punctuation, spelling, and/or capitalization errors. Minimal formatting errors. (LEP Writing Rubric – Mechanics and Presentation)	5	5 points = 10 4 points = 5 3 points = 1 Mean points = 4.88
Writing is clear and focused. Reader can easily understand the main idea. The main idea is incorporated into the text in a manner appropriate for the practice of nursing. (LEP Writing Rubric – Main Idea)	5	5 points = 16 Mean points = 5.0
Used two professional journal articles. Material drawn from articles is synthesized and integrated into the paper.	5	
Used ANA Code of Ethics as reference. Material drawn from the Code of Ethics is synthesized and integrated into the paper.	3	
Use of Black (2014) text as reference (Note pages 101-103 as guide). Material drawn from Black is synthesized and integrated into the paper.	2	

Any materials drawn from resources are properly cited and documented in APA format. (LEP Writing Rubric – Citing Sources)	3	3 points = 13 2 points = 2 Mean points = 2.81 (comparable to 4.68 on 5 point scale)
<b>PAPER GUIDELINES</b>		
Paper is 5-8 pages in length, not including the title page and reference list. No abstract is necessary.	5	
<b>TOTAL POINTS</b>	85	Overall mean = 4.81 Satisfactory or exceptional score = 3.5 or greater (70% score)

### **LEP SLO Communicate Effectively - NURS 435**

Quantitative Method: Attach rubric used with data demonstrating number of student satisfactorily or exceptionally meeting Communicate Effectively criteria	<p>Qualitative Method 1: describe strengths supporting evidence of satisfactorily or exceptionally meeting criteria of rubric</p> <p>The students did a great job with summarizing research articles. This was a strength. All cited their sources. I think having the paper broken into 6 sub papers makes it so students can really focus on just one section at a time. This allows for them to narrow their time to written communication and content in the paper. It may be a factor in a higher level of performance.</p> <p>The Unfolding paper was a series of 6 papers that related to the current concepts the students were learning. At the end, the students put all the writings together in a synthesis paper. Many positive comments were received by students that they liked the short papers that built on the overall project. Faculty provided learners feedback during the term with each paper series and did note an improvement in writing by learners by the end of the semester. I recommend keeping the unfolding paper as is!</p>	
Qualitative Method 2: describe areas needed for improvement and trends Overall, some APA and writing did not seem as strong in this group as the last one. Contractions: The use of contractions are a common writing errors that I noted this semester. Diction: Another common error was use of first and third person diction in the same paper.		I am considering making a paper template that would prompt them through the unfolding papers (series of 6 papers). The template would include sections and headings and prompts. I need to consider the logistics of students who

<p>I think many of the students are carrying heavy loads and underestimate the time needed for critical thinking and writing assignments and take cut shorts. This is not known for sure, but a possible factor.</p> <p>(Interesting note: some of the same students in NU 440 did not cite their sources in their evidence-based project. They did cite their sources in NU 430 and did in this course, NU 435, but not in NU 440. In NU 440, the students included the references for the evidence but not the citations. In further discussion with students, some were not clear on the difference between a citation and reference.)</p>	<p>do not have word. I think they could copy and paste from a PDF file into their word processor, if need be. It may be possible to incorporate the contractions and diction information in the APA template.</p> <p>Consider doing a short learning activity about citations and references. This might be done as a short video that shows citations and references as a matching pair.</p>
	<p>Qualitative Method 3: special circumstances evident: example – students haven’t taken ENG 251, or ESL students, or second degree students...</p> <p>One thing to consider is that students receive feedback about writing, thinking, and content on 5 previous papers before the final paper. They make improvements by the final paper. They do receive coaching from faculty member on the 6 unfolding papers with each step.</p> <p>A few students are second degree students and</p>
<p>Quantitative Method: Attach rubric used with data demonstrating number of student satisfactorily or exceptionally meeting Communicate Effectively criteria one section at a time.</p>	<p>Qualitative Method 1: describe strengths supporting evidence of satisfactorily or exceptionally meeting criteria of rubric</p> <p>One common strength that each student demonstrated was the ability to analyze the problem, published research evidence, and apply the research evidence to the facility quality improvement project. They are strong at interpreting the problem and applying the evidence.</p> <p>The synthesis is strong in the final paper (#6).</p> <p>The series of six unfolding papers allow students to focus in on one section at a time, so they can do a higher quality of work. Perhaps this allows them to think and focus on the</p>
<p>Qualitative Method 2: describe areas needed for improvement and trends</p>	<p>I will add listing and describing the assumptions of the quality improvement</p>

	The students could do a better job at identifying the assumptions of the quality improvement project. They identify assumptions, but this could be more explicit in the communication (so not sure if this fits for critical thinking or the written communication of it, since these two elements are so tightly woven in this case).	project to the assignment instructions and grading rubric for the next time the course is taught. Will focus on explicit written communication of assumptions.
	Qualitative Method 3: special circumstances evident: example – students haven't taken ENG 251, or ESL students, or second degree students... One thing to consider is that students receive feedback about writing, thinking, and content on 5 previous papers before the final paper. They make improvements by the final paper. They do receive coaching from faculty member on the 6 unfolding papers with each step. A few students are second degree students and they did perform very well to the LEP rubric and paper rubric criteria.	

#### LEP Fourth Year Written Communication

❖	
❖ Fourth Year LEP Writing Outcomes:	Group Quantitative Data 5=perfect
❖ Write to the intended audience of professional nurses	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional
❖ Clear written expression of the main ideas	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional
❖ Supporting evidence is detailed	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional
❖ Paper sections are organized and headings are used	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional
❖ Paragraphs have a topic sentence, evidence to support, and a summary sentence	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional
❖ APA Format is used	N = 29; Yes = 29; No = 0; mean 4.96 All 29 met the criteria satisfactorily or exceptional
❖ Source citations	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional
❖ Source references in reference page	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional
❖ Use appropriate vocabulary and word choice	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional



## LEP SLO Critical Thinking – NURS 435

<p>LEP SLO Be Critical Thinkers Who Evaluate Information Wisely and Examine How Assumptions and Positions are Shaped NURS 435</p>	<p>Quantitative Method: Attach rubric used with data demonstrating number of student satisfactorily or exceptionally meeting Communicate Effectively criteria</p>	<p>Qualitative Method 1: describe strengths supporting evidence of satisfactorily or exceptionally meeting criteria of rubric One common strength that each student demonstrated was the ability to analyze the problem, published research evidence, and apply the research evidence to the facility quality improvement project. They are strong at interpreting the problem and applying the evidence. The synthesis is strong in the final paper (#6).  The series of six unfolding papers allow students to focus in on one section at a time, so they can do a higher quality of work. Perhaps this allows them to think and focus on the one section at a time.</p>
		<p>Qualitative Method 2: describe areas needed for improvement and trends The students could do a better job at identifying the assumptions of the quality improvement project. They identify assumptions, but this could be more explicit in the communication (so not sure if this fits for critical thinking or the written communication of it, since these two elements are so tightly woven in this case).</p>
		<p>Qualitative Method 3: special circumstances evident: example – students haven't taken ENG 251, or ESL students, or second degree students... One thing to consider is that students receive feedback about writing, thinking, and content on 5 previous papers before the final paper. They make improvements by the final paper. They do receive coaching from faculty member on the 6 unfolding papers with each step. A few students are second degree students and they did perform very well to the LEP rubric and paper rubric criteria.</p>

Critical Thinking LEP Rubric Advanced Level  
The highlighted areas are evaluated.

	<b>Emerging 1</b>	<b>Developing 3</b>	<b>Advanced 5</b>	<b>Quantitative Data</b>
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<p><b>1. Interpret Problems, Questions, Issues or Arguments</b></p>	<p>Does not distinguish arguments from non-arguments. Does not correctly identify problems, questions, or issues, even in simple contexts. Confuses premises (initial conditions, data, statements of fact, etc.) and conclusions. Takes authoritative statements as fact and/or equates opinions with evidence.</p>	<p>Identifies a range of deductive and inductive arguments in simple contexts. Correctly identifies problems, questions, or issues. Distinguishes between premises (initial conditions, data, statements of fact, etc.) and conclusions, but equates opinions with evidence and fails to recognize hidden assumptions.</p>	<p>Correctly identifies and translates problems, questions, issues, or arguments in complex contexts. Distinguishes between premises (initial conditions, data, statements of fact, etc.) and conclusions. Recognizes and articulates hidden assumptions. Understands the influence of contexts, frames, and world views.</p>	<p>N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional</p>
<p><b>2. Evaluate Reasons and Evidence</b></p>	<p>Does not correctly judge deductive validity and inductive strength or weakness. Does not correctly identify common fallacies and cannot explain why such reasoning is faulty.</p> <p style="text-align: center;">OR</p>	<p>Employs appropriate criteria of relevance, reasonableness, accuracy and sufficiency for evaluating the reasons/evidence provided in a limited range of basic argument types. Correctly identifies a range of common formal and informal fallacies in a variety of formats.</p> <p style="text-align: center;">OR</p>	<p>Employs appropriate criteria for judging inductive strength and deductive validity and soundness in a wide range of arguments presented in a variety of contexts and complexities.</p> <p style="text-align: center;">OR</p> <p>Draws reasonable, non-fallacious conclusions from the data/evidence.</p>	<p>N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional</p>

	Makes unwarranted or unsupported claims as to the meaning of data/evidence. Ignores alternative explanations of the data/evidence.	Draws appropriate conclusions from data/evidence, but uses weak or fallacious reasoning. Recognizes there might be alternative explanations, but superficially evaluates those alternatives.	Demonstrates knowledge of alternative explanations of the data/evidence and the ability to analyze/evaluate the strengths of those alternatives.	
<b>3. Construct Arguments/Formulate Hypotheses</b>	Has little to no ability to construct arguments. Is not aware of assumptions and contexts when constructing an argument or formulating a hypothesis. Does not consistently relate information to conclusions.	Constructs coherent arguments of a few premises. Identifies and begins to question contexts as well as own and others' assumptions. Connects information presented with conclusions; recognizes opposing viewpoints.	Constructs logically coherent extended arguments. Thoroughly analyzes own and others' assumptions and evaluates relevant contexts. Performs an informed evaluation of evidence and relates it logically to conclusions. Anticipates and responds to objections.	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional  Note: need to add list and describe assumptions in explicit terms in paper to assignment instructions so can improve this assessment.
<b>4. Reasoned Approach to Using Information</b>	Takes information from sources without interpretation or evaluation, with the intention of finding right answers to display for	Takes information from sources with some interpretation; begins to use texts to acquire a foundation of knowledge and to develop a coherent analysis or	Interprets and evaluates evidence to develop a comprehensive analysis or synthesis. Evaluates texts for their scholarly significance and	N = 29; Yes = 29; No = 0; mean 5.0 All 29 met the criteria satisfactorily or exceptional

	credit. Accepts viewpoints of experts as fact, without question. Ignores contradictory perspectives	synthesis. Subjects viewpoints of experts to a limited amount of questioning.	relevance. Thoroughly questions the viewpoints of experts. Seeks out sources with differing perspectives.	
<b>5. Dispositions Towards Critical Thinking</b>	Does not challenge own point of view or that of others; demonstrates an intellectual laziness—"it's all just opinion."	Demonstrates a willingness to work through complexities and frustrations inherent in thinking through different views on important issues.	Demonstrates a preference for reasoned discourse; shows a willingness to challenge ideas even when it is unpopular to do so; exhibits intellectual humility.	

**Section III – Five Year Plan**

The previously noted Assessment Plan and Timeline will continue to be followed for the next five years. Required reports will be submitted to CCNE per CCNE timetables.

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