SOUTHWEST

MINNESOTA STATE UNIVERSITY

College of

Business, Education, and Professional Studies

Dr. Raphael Onyeaghala, Dean

Annual Report 2018-2019

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

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Department of Accounting, Finance, and Legal Studies:

Annual Report for the

2018—2019 Academic Year

Department Faculty Members:
Dr. Glenn Bayerkohler, Accounting
Dr. Lamine Conteh, Accounting and Finance
Dr. Susan Jones, Finance and Chair
Dr. Will Thomas, Accounting
Dr. Matt Walker, Finance

Prepared:
June 27, 2019

During the 2018—19 academic year, the Accounting, Finance, and Legal Studies (AFLS) Department consisted of five full-time faculty members, along with two adjunct Finance faculty members: Dr. Lawrence Muzinga in Finance and Molly Simon in Legal Studies.

In the following sections of this report for the AFLS Department, the key accomplishments for the 2018—19 academic year will be highlighted. These accomplishments will be sub-divided into two sections: 1) Quantitative; and 2) Qualitative. Beginning with the upcoming 2019—2020 academic year, the AFLS Department will be combined with the Management and Marketing Department into a new larger academic department: The Department of Business, Innovation, and Strategy (BIS). The final section of this report will conclude with a prospective view on future goals which the Accounting Program and the Finance Program hope to accomplish in both the short-term and the long-term within this new, larger BIS Department structure.

Quantitative Information: Accounting Program

(Source: Data Management and Institutional Research Department information posted to "Administrative" link at the 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 2017—2018 academic year is as follows:

Term	# of Accounting Majors
Fall 2017	69
Spring 2018	58
Summer 2018	15

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. 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, 12 students graduated with a Bachelor of Science degree in Accounting in the 2017—18 academic year. Two students earned a minor in Accounting.

The head-count in the Accounting courses by term during the 2017—2018 academic year is as follows:

Term	Student Head-Count
Fall 2017	183
Spring 2018	163
Summer 2018	46

During the 2017—18 academic year, 19 Accounting courses were offered, as follows:

Term	Accounting Courses Offered
Fall 2017	9
Spring 2018	8
Summer 2018	2

Quantitative Information: Finance Program

(Source: Data Management and Institutional Research Department information posted to "Administrative" link at the 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 2017—2018 academic year is as follows:

Term	# of Finance Majors
Fall 2017	63
Spring 2018	63
Summer 2018	14

The number of Finance majors during fall semester 2017 is identical to the number of Finance majors enrolled during fall semester 2016. Enrollment of Finance majors during summer term 2017 and summer term 2018 are also identical, at 14 students each summer.

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.

In total, 18 students graduated with a Bachelor of Science degree in Finance in the 2017—18 academic year; 3 students earned a minor in Finance. This represents a total of 21 graduates with either a major or a minor in Finance.

The head-count in the Finance courses by term during the 2017—2018 academic year is as follows:

Term	Student Head-Count
Fall 2017	220
Spring 2018	212
Summer 2018	34

The head-count in spring semester 2018 particularly showed an increase over the prior academic year – 3 more students or an increase of 1.44%.

During the 2017—18 academic year, 20 Finance courses were offered, as follows:

Term	Finance Courses Offered
Fall 2017	9
Spring 2018	9
Summer 2018	2

Quantitative Information: Legal Studies Courses

(Source: Course enrollment information found at the E-Services link at the 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 E-Services link at the SMSU course Web site.

The head-count in the Business Law (i.e., legal studies) courses by term during the 2017—2018 academic year is as follows:

Term	Student Head-Count
Fall 2017	42
Spring 2018	53
Summer 2018	16

BLAW 305 "Business Law" is a required course in the Business Core for several business-area majors, including Accounting, Finance, Management, and Marketing.

Information on the number of students majoring and minoring in Accounting and Finance during the most recent 2018—2019 academic year is not yet posted to the "Administrative" link at the SMSU Web site. However, enrollment data for courses in Accounting and Finance and Business Law during the most recent 2018—2019 academic year and during Summer Term 2019 is available on E-Services at the SMSU Web site. This enrollment data is as follows:

Term	Accounting Courses	Finance Courses	Business Law Courses
Fall 2018	166	190	96
Spring 2019	173	203	66
Summer 2019	54	26	19

Enrollment both in individual courses and in the Accounting, Finance, and Business Law areas of study overall have remained quite consistent and favorable. This has occurred despite declining demographics among the younger population in the region surrounding SMSU.

Qualitative Activities and Accomplishments: Accounting Program

During the 2018—2019 academic year, the Accounting Program and its faculty had several very notable accomplishments. Accounting faculty and students were very active, both on campus and in the community and region. These accomplishments are described in the following section of this report.

- The Accounting Club consolidated with the Southwest Investment Group and Management Association (SIGMA) Club during the 2018—2019 academic year. This newly-organized joint student organization had a very active, rewarding year. Under the direction of the Club officers, several speakers were invited to present at Accounting Club meetings. Outside speakers provided Club members with insight into various professions, along with suggestions on how to prepare for careers in Accounting and Finance. In December 2018, at the invitation of the Chief Financial Officer (CFO) of Daktronics, Inc. in Brookings, SD, Club members and other interested

students toured Daktronics and met with the CFO to learn about her job duties and responsibilities.

- Tax Clinic: As part of the ACCT 445 "Accounting Senior Capstone" course, students assisted with the IRS VITA Tax Clinic in cooperation with United Community Action Partnership. This is the 13th consecutive year that Dr. Thomas' students have participated and assisted clients at this Tax Clinic.

- City Council: Accounting faculty member, Glenn Bayerkohler, sits on the Marshall City Council.

- Adult Literacy Program: Accounting faculty member, Will Thomas, assists with the Adult Literacy Program in the Marshall community.

- Accounting and Auditing Conference: Dr. Will Thomas and Dr. Lamine Conteh took several SMSU students to the annual Accounting and Auditing Conference held at the Minneapolis Convention Center in September 2018. This Conference provided students with the opportunity to share their resumes with employers in this industry and to network with Accounting students from other universities in the region, also.

- Continuing Education: Professor Glenn Bayerkohler attended the week-long Continuing Professional Education (CPE) Conference in St. Charles, Utah in May 2018. At this conference, Prof. Bayerkohler attended seminars throughout the week and earned Continuing Education credits to meet the requirements for his CPA and JD licensures.

- Accounting Internships: Accounting Internships are offered for credit each semester and summer term. Several students completed internships at various businesses for credit during the 2018—2019 academic year.

- Accounting Lecture Series: Dr. Lamine Conteh of the Accounting/Finance faculty organized and participated in the first annual Accounting Lecture Series in Serekunda, The Gambia in July 2018.

- New Accounting Courses Approved: Three new courses for which Dr. Conteh prepared the syllabi and is teaching now and/or plans to teach in future semesters were approved by the SMSU Curriculum Committee: 1) ACCT 424: Forensic Accounting & Fraud Examination; 2) ACCT 427: Essentials of Forensic Accounting; and 3) ACCT 430: Forensic Analytics I.

- Conference Attendance: On March 27—30, 2019, Dr. Conteh will attend the annual conference of the Society for the Advancement of Management (SAM) in Orlando, Florida.

<u>Qualitative Activities and Accomplishments</u>: **Finance Program**

During the 2018—2019 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.

- <u>Investment Research and Trading Center:</u> CH 127 – the Finance Department outer office -- is also the location of the Investment Research and Trading Center (IRTC). This office area contains a wealth of resources which students can use whenever it is convenient for them. A stock ticker runs throughout the school day, listing price quotations on popularly-traded stock shares. A "market wall" provides up-to-date information on the status of the major stock indices, as well as the trading prices for commodities that are regularly traded. This includes farm products, as well as precious metals, and oil. Three computer terminals are available for student use, with each having dual monitors and Internet access. 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. The large table in the IRTC serves as a very convenient meeting place and 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.

- <u>Portfolio Challenge Competition</u>: During spring semester 2019 in the "Financial Policy" (FIN 492) course, students competed in a "Portfolio Challenge" competition. Students 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.

- <u>Accounting/Finance Forums</u>: 2018—2019 was the inaugural year of the "Accounting/Finance Forum" speaker series. These Forum presentations bring speakers to the SMSU campus to share information about their organizations, as well as internship and employment opportunities that are available with their firms. SMSU Students are also able to network with industry professionals at the Forum events.   "Accounting/Finance Forum" presentations this academic year have included:

  - Marisa Winters, Brenda Parsley, and Shawn Hanson (all SMSU Accounting and/or Finance graduates) of Conway, Deuth, & Schmiesing (CDS) of Willmar, MN.

  - Amanda O'Donnell and Austin Fisher (both SMSU Finance graduates) of U.S. Bank Equipment Finance, Inc. of Marshall, MN.

  - Jacob Fahl (an SMSU Finance graduate and MBA graduate) of Hitachi Capital America, Inc.'s Marshall, MN office.

- Cary Radisewitz, Sales District Leader for the American Family Insurance office based in Luverne, MN.

- Kari Lundberg, the Director of Career Development for Northwestern Mutual Financial Network, based out of the Mendota Heights, MN office.

- <u>Increased financial software accessibility</u>: 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 "Value Line" database is 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 proven to be very valuable to both students and professors.

- <u>Finance Internships</u>: Several students completed Finance internships for credit during the 2018—2019 academic year. Per the Finance Internship requirements, students must complete 100 hours of work for each Internship credit for which they register. Particularly notable is that a Finance student completed an internship at the Hershey corporate headquarters in Hershey, PA during fall semester 2018.

- <u>Applied Finance Conference</u>: Dr. Matt Walker of the Finance faculty attended the Applied Finance Conference in New York City in late May 2018. While at this conference, Dr. Walker attended several useful presentations and workshops.

- <u>International Journal of Business Finance Research (IJBFR) Conference</u>: Dr. Walker also attended a conference sponsored by the International Journal of Business Finance Research (IJBFR) held in Las Vegas, Nevada in early January 2019. Informational sessions which Dr. Walker attended at this conference were very helpful and very applicable to the Finance courses which he teaches here at SMSU.

- <u>Coin and Currency Trading Research Project</u>: Dr. Jones attended the annual convention of the Florida United Numismatists held in Orlando, Florida during January 2019. This convention featured more than 1,500 coin and currency traders and coincides very well with Dr. Jones' behavioral finance study on the motivations underlying coin and currency buying and selling. During the 2018 Summer Term and the 2018--2019 academic year, Dr. Jones has also attended

regional coin and currency trading conferences held in Altoona, IA, Sioux Falls, SD, Fargo, ND, Sprit Lake, IA, and St. Paul, MN as part of her research.

- New LEP 400 Course: Dr. Susan Jones developed an LEP 400 "Critical Issues Seminar" course during fall semester 2018: "Investing Your Money." This course was then approved by the Liberal Education Program (LEP) Committee. It is now being offered completely on-line, asynchronous, during Summer Term 2019 for the first time, with an enrollment of 23 students.

Finance Program faculty members were also active on campus and in the community during the 2017—2018 academic year. For example:

- Finance faculty member, Dr. Matt Walker, Chairs the Marshall Public Housing Commission.

- Finance faculty member, Dr. Susan Jones, is an officer of the Southwest Coin Club of Marshall.

- Finance faculty member, Dr. Lamine Conteh, assists with the Adult Literacy Program in the Marshall community.

Qualitative Activities and Accomplishments: Legal Studies Area

Several significant accomplishments were made by faculty in the Legal Studies area during the 2018—2019 academic year. These accomplishments are described below.

- Legal Studies faculty member, Dr. Doug Simon, also serves as Chair of the Management and Market Department at SMSU.

- Dr. Doug Simon also serves in a JAG or judicial advisory role in the U.S. military. His legal work on military issues has provided very good real life examples for the legal courses which he teaches at SMSU.

- Legal Studies adjunct faculty member, Molly Simon, serves as legal counsel at the Marshall Office of U.S. Bank Equipment Finance. This work experience in the legal area helps to enrich the business law courses which she teaches.

The AFLS Department and its faculty also together accomplished several other notable achievements during the 2018—2019 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.

- <u>Advising</u> 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."

- <u>Recommendation letters</u>: The AFLS faculty wrote many recommendation letters for students as students pursued employment opportunities and applied to graduate programs of study. The faculty also provided many phone recommendations to prospective employers of SMSU graduates.

- <u>Committee service</u>: The AFLS faculty also participated in several campus committees during the 2018—2019 academic year. Dr. Matt Walker served on the Academic Appeals Committee and the Academic Affairs Committee. Dr. Will Thomas served as Chair of the Budget Review Committee and Chair of the Liberal Education Program (LEP) Committee. Dr. Susan Jones served on the Student Academic Fee Committee. Dr. Lamine Conteh served on the Curriculum Committee and on the Committee for Institutional Assessment (CIA).

- <u>Mission Statement</u>: AFLS faculty continued to utilize the Mission Statement for the AFLS Department: *To educate students and prepare them for successful professional careers.* This Mission Statement is displayed on the glass outer walls of the Accounting Program office in CH 101 and the Finance Program office in CH 127.

- <u>Assessment</u>: Many of the AFLS Department faculty participated in the university-wide Assessment Day, which was held on February 8, 2019. Two faculty in the AFLS Department serve as Program Assessment Leaders (PAL's) to assist with the University's assessment efforts. Dr. Will Thomas is serving as the Accounting Program PAL; Dr. Susan Jones is serving as the Finance Program PAL. Assessment Reports for the Accounting Program and the Finance Program were prepared and submitted by the mid-September 2018 deadline.

The Accounting Program and Finance Program – A View Toward the Future:

The addition of Dr. Lamine Conteh in fall semester 2017 has facilitated the development of three new courses in the Accounting area. It is hoped that these three new courses, along with several current Accounting courses, can be assembled into a minor dealing with forensic accounting and fraud examination. This is a growing area within Accounting and it is hoped that this will attract additional students to SMSU and to the SMSU Accounting Program.

In conjunction with the SMSU Distance Learning Department, the Finance minor courses are now offered on-line. The Finance 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 each fall semester and summer term, and is an elective course within the Finance minor.

The Accounting and Finance Program faculty members are also planning to put more emphasis on their Internship Programs. Internships provide students with the opportunity to experience a work environment in a particular area of accounting and/or finance without making 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 Programs in Accounting, Finance, Management, and Marketing into the new Business, Innovation, and Strategy (BIS) Department beginning with fall semester 2019 provides the opportunity for greater collaboration between these Programs. This combination also facilitates 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.

Conclusion:

The 2018—2019 academic year saw many new, innovative things accomplished by the AFLS Department faculty and its students, both in the classroom, on the SMSU campus, and in the community. These accomplishments serve as an excellent foundation for future growth and expansion of the Accounting and Finance Programs and courses. The faculty members are looking forward to the 2019—2020 academic year and to our participation in the broader Business, Innovation, and Strategy (BIS) Department. We are very enthusiastic about what our faculty and the new BIS Department has to offer SMSU and its students!

2018-2019 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)

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Introduction

SMSU's Agriculture, Culinology® and Hospitality Management (ACHM) Department is pleased to offer our 2018-2019 Annual Report. Our ACHM Department is part of SMSU's College of Business, Education, Graduate and Professional Studies (BEPS). This report reviews our outcomes and accomplishments during the past academic year (AY 2018-19). We also use this report to identify future plans for the upcoming AY 2019-2020.

Our report is organized into three sections. Section I outlines our department's current membership and structure over the past year. Student enrollment trends, departmental budgets and expenses are also examined.

Section II documents our ACHM Department's programmatic successes and accomplishments during AY 2018-2019. Some highlights include:

- Our SMSU Culinology® student-team placed second in the nation at the Research Chefs Association (RCA) international competition held during March 14-15, 2019 in Louisville, Kentucky.
- Despite challenging winter weather, over 600 FFA Students visited our campus for the Ralco/SMSU 2019 Ag Bowl Scholarship Invitational; twenty-seven FFA teams competed in fifteen (15) Career Development Events (CDE's) on February 15, 2019. Both SMSU Ag-students and faculty help coordinate the Invitational. Our students play a key leadership role in this event, and they set a wonderful example for FFA students to follow.
- SMSU's Agribusiness Students were recognized in the local media for their international development projects that they presented during the Fall Semester 2018 Undergraduate Research Conference. You are invited to view the following web-link: https://www.marshallindependent.com/news/local-news/2018/12/smsu-students-research-hunger-in-yemen/
- We note our accomplishments in teaching/learning, scholarly/creative activities, professional development, student development, and service to our university and community-at-large.
- We continue to make measurable progress in the design and implementation of our program assessment plans.

Section III addresses how our ACHM Department plans to build on our successes and address our challenges. Our goal 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. Current Structure of SMSU's ACHM Department in AY 2019. Our ACHM Department is a productive team of faculty who teach and advise students in SMSU's Agriculture-related (AG), Culinology® (CULG) and Hospitality Management (HOSP) programs. Since Fall Semester 2016, our ACHM Department's faculty and staff have been working together to provide educational opportunities '*from the farm to the fork.*' We also coordinate with Ian Wyffels *(Assistant Director of Marketing, Recruitment & Outreach for AG, CULG and HOSP in SMSU's Admissions Office)* to promote and recruit new students to our programs.

Our ACHM Department faculty and staff, and their associated areas of responsibility, are briefly described below: [1]

- Dr. Stephen Davis, Dr. Sang Jung and Dr. Gerald Toland jointly offer courses and advise students in Agribusiness Management, Agricultural Solutions, Economics, and Managerial Economics.
- Dr. Kristin Kovar teaches and coordinates curricula in SMSU's Agricultural Education, Agricultural Communication and Leadership, and Education Programs. She also serves as our Program Assessment Liaison for all SMSU Agriculture Programs.
- Professors Lee French and Sam Tutt coordinate SMSU's Agronomy Program. They offer courses in areas such as Crop Production, Pest Management, Precision Agriculture, Soils and Fertility, Grain and Forage Management, Greenhouse Experimentation and Experimental Design in Agriculture.
- Dr. Joyce Hwang and Dr. Yumi Lim teach courses in our Hospitality Management (HOSP) Program. Dr. Hwang is the program coordinator for our HOSP and CULG Programs. Dr. Lim was on family leave during AY 2018-2019, and will return to full-time teaching status in Fall Semester 2019.
- Our Culinology® (CULG) Program supervisor, Dr. Zhenlei Xiao, was on family leave during AY 2018-2019. Responding to personal circumstances, Dr. Xiao submitted her resignation early in Spring Semester 2019. SMSU immediately initiated a national search for a new full-time tenure-track faculty member to coordinate our CULG Program. We are happy and proud to announce that Dr. Peiyi Shen accepted SMSU's offer to become our next Culinology faculty member, beginning in Fall Semester 2019. During AY 2018-2019, Julie Simonson, VP of Product Development at the Schwan Food Company, stepped-up to serve as our Culinology Adjunct Professor and RCA team coach, and we very grateful for her service.
- We also cooperate with Ian Wyffels (SMSU Admissions Office) to participate and offer input on marketing and recruitment during our department meetings and discussions.

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[1] See Appendix A for the ACHM Department's Faculty and Staff Roster and Contact Information.

ACHM faculty and staff work conscientiously to build mutually beneficial relationships with other institutions to facilitate credit transfer to SMSU.

In addition to our faculty and staff, we rely heavily on the support of our Administrative Assistant, Linda Baun. Linda does a wonderful job as she manages our department budgets, files important reports, facilitates student scholarship awards, and efficiently performs many other duties.

During Fall Semester 2018 and Spring Semester 2019, our ACHM Department held regularly scheduled bi-weekly meetings on Tuesdays, Noon to 1 PM.[2] All programs were represented and participated during these department meetings. We handled pre-announced agenda items as a cohesive group. We make decisions via consensus. Votes were taken to make decisions when required.

B. Staffing Changes for SMSU's ACHM Department. Drs. Yumi Lim and Zhenlei Xiao were on parental leave during Fall Semester 2018 and Spring Semester 2019. We are very grateful to Dr. Hwang and Professor Simonson for their extra efforts during AY 2019 to offer the HOSP and CULG courses that our students needed for continued progress towards degree completion.

As already noted. Dr. Xiao resigned from SMSU for personal reasons in early Spring Semester 2019. A national search recently concluded with the successful hiring of Dr. Peiyi Shen. Dr. Shen will begin as a full-time CULG faculty member at SMSU in Fall Semester 2019. Dr. Lim will be returning to teach full-time for our HOSP Program in Fall 2019

In Fall Semester 2019, SMSU conducted a national search to hire a full-time faculty member in Agronomy. Although we came close, we were not able to reach a successful conclusion to that search. We will initiate the next national search for an Agronomy professor in Fall Semester 2019. SMSU is very grateful to Professors Lee French and Sam Tutt, because they both voluntarily offered to delay their retirement plans by a full year. They will again teach and coordinate our Agronomy Program during Fall 2019 and Spring 2020.

Fall Semester 2018 also included changes in ACHM Department leadership. Dr. Sang Jung stepped-up as interim ACHM Department Chair when Dr. Toland was on sick leave for eight weeks, between September 21 and November 26. While performing department chair duties, Dr. Jung represented the ACHM department at the AURI Conference, "*You Are What You Eat: The Nexus of Food & Health*", on Oct. 11, 2018 in Minneapolis, MN. Dr. Jung also cooperated with MARL, AURI and other agricultural organizations to host the SMSU Ag Luncheon on Nov. 27, 2018.

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[2] See Appendix B for samples of ACHM Department Meeting Agendas. The samples include department meetings at the beginning of Fall Semester 2018 and Spring Semester 2019.

C. SMSU On-Campus Locations of ACHM Programs. Since Summer Session 2016, our multi-program ACHM Department occupies two primary SMSU on-campus locations.

Faculty offices for full-time SMSU agriculture-related faculty reside in SMSU's Science and Technology (ST) Building. Our Ag-Faculty offices are adjacent to Minnesota's Agriculture Utilization Research Institute's (AURI's) offices/laboratories. We are also in reasonable proximity of the SMSU greenhouse and the laboratory classrooms needed for our Agronomy, Animal Science and Agricultural Solutions courses. SMSU's ACHM faculty not only aim to be effective instructors in the classroom, but also make the extra effort to help our students encounter the fundamentals of producing food with "hands-on" field experiences.

Our Culinology® and Hospitality Management Programs are located in the Individualized Learning (IL) Building on campus. 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.

Thanks to the efficient design of 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 2018-2019 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 AS and 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, Agricultural Economics, and Hotel/Lodging Management.

E. SMSU and ACHM Program Enrollment Trends during 2007-2018. On the SMSU Website, the Office of Enrollment Management and Student Success provides easy access to enrollment reports compiled by SMSU's Data Management and Institutional Research (DMIR) Office. We can use the DMIR data source to determine the number of students who are enrolled in SMSU's academic majors from one year to the next.

Of particular interest to the ACHM Department are the student enrollments in the majors that we offer. We can compare our department's enrollment trends to the University's enrollment patterns across all majors. It is important to understand how larger-scale demographic forces shape our ACHM program enrollments.

We gain additional insights for developing effective student recruitment and retention strategies by reviewing the smaller-scale and unique forces influencing our ACHM Department programs.

Using SMSU's DMIR Data, we review student enrollments in ACHM Majors during the years 2007 to 2017. We organize our analysis of ACHM enrollment patterns as follows:

- We examine student enrollments in our ACHM majors, and compare trends in our departmental programs to the pattern of the University's overall 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 Culinology® and Hospitality Management programs over time.
- Based on the observed enrollment patterns for ACHM programs, we develop strategies to improve our recruiting and retention efforts. Our ultimate goal is to create positive upward trends in our current and future student enrollments.

Comparing SMSU Student Enrollments for all Majors to ACHM Program Enrollments. In Figure 1.1, we can examine how total SMSU Fall Semester enrollments changed between 2007 and 2018. SMSU experienced a net decrease of 109 degree-seeking undergraduate students between 2017 and 2018.

Figure 1.1 - SMSU Enrollment History, 2007-2018
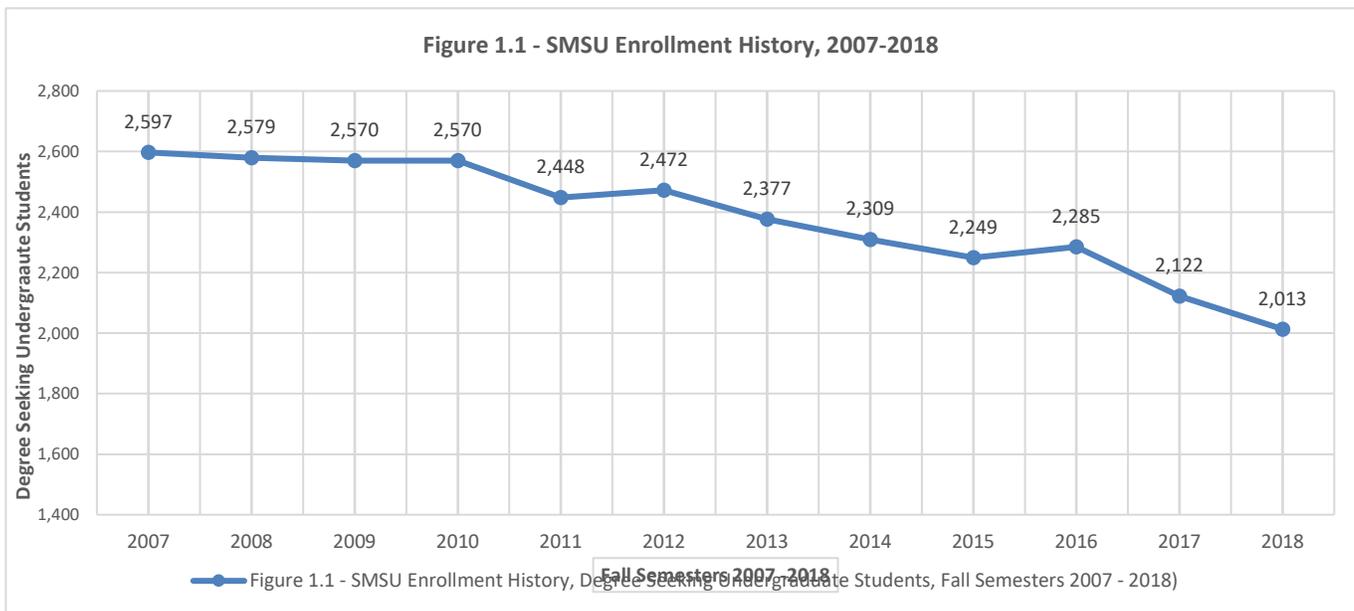
Source: http://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/ug_fullpart_time.pdf

A variety of factors contribute to the extended trend of falling SMSU enrollments that occur during Fall Semesters 2013 - 2018. Changing demographics are an important influence. The *Inside Higher Education* publication noted a US nationwide net decrease in college enrollments.[3] SMSU also experienced a decline in international student applications, a trend related to changes in US immigration policies.[4] Then there is the effect of a resurgent US economy. Our 2018 annualized US monthly national unemployment rate averaged 3.89%; the rate improved from a high of 4.1% in January 2018 to a low of 3.7% in November 2018.[5] As US labor markets become tighter, and job opportunities become more plentiful, there is a natural tendency for people to delay their college plans and seek full-time employment instead.

Finally, we have a 2018 MinnState Board of Trustees report indicating longer-term enrollment challenges. The report projects a declining pool of traditional-aged students. The number of high-school graduates in MN is not expected to begin rising again until the year 2024.[6]

Throughout the current 2018-2019 Academic Year, SMSU has been making strong efforts to boost its recruitment and retention, and reverse the downward trend. Enrollment declines in both 2017 and 2018 required SMSU to engage in academic prioritization, budget reductions, and curricular revisions.

During 2018-2019, our ACHM Department submitted our academic prioritization plans to the SMSU Administration, and we continue to implement these plans. As part of this endeavor, we made numerous revisions in our curricula to help achieve cost efficiencies while retaining the academic integrity of our programs.

To formulate a proper strategy for future action, it is important to first assess our current situation. In the next stage of this report, we examine and interpret the enrollment trends for the ACHM Department programs.

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[3] Retrieved from: https://www.insidehighered.com/quicktakes/2016/12/19/national-college-enrollments-continue-slide#.WGP1xqEOiCZ.twitter

[4] Retrieved from: https://www.insidehighered.com/views/2017/01/13/upcoming-trends-2017-colleges-should-prepare-essay

[5] Retrieved from: https://data.bls.gov/timeseries/LNS14000000?amp%253bdata_tool=XGtable&output_view=data&include_graphs=true

[6] Forum on Reimagining Minnesota State - Session 1: The Forces Impacting U.S. Higher Education. Retrieved from: http://www.minnstate.edu/board/reimagining/docs/Session-1-Summary.Final.pdf

Let's examine Figure 1.2, and assess similarities and differences between the ACHM enrollment numbers and the SMSU totals. In Figure 1.2, we sum together the number of students majoring in the programs that our department currently offers.


Figure 1.2 - Enrollment in all SMSU ACHM Department Programs, 2005-2017
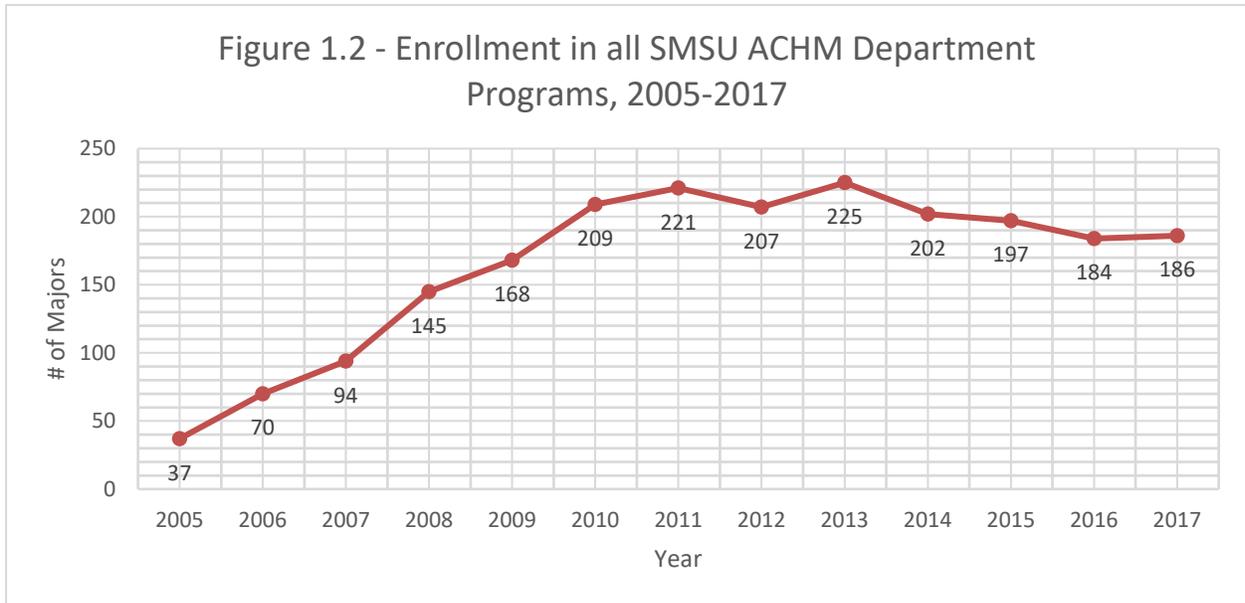
When we review the results displayed in Figures 1.1 and 1.2, we note similar trends during the 2013-2017 period. ACHM enrollments reach a peak in 2013, but they decline through 2016. In 2017, thanks to a jump in the number of Agricultural Education majors, total ACHM students slightly increased. But overall, the downward trend of ACHM student numbers is comparable to the general decrease in SMSU enrollments over the same time frame. Correlations do not establish causality. However, we can reasonably conclude that the factors influencing the decline in SMSU's overall enrollment also contribute to decreases in ACHM enrollments.

University-wide enrollment tendencies certainly deserve attention. It is also instructive to review individual program enrollments. Below we examine the numbers of students registered for Agriculture-related majors, as well as for Culinology® and Hospitality Management majors.

Analyzing SMSU Student Enrollments in ACHM Department Majors. In 2017, SMSU offered six undergraduate majors in Agriculture-related fields. The two largest student-enrolled programs are Agribusiness Management and Agronomy. Agricultural Education has emerged as a true growth area, and is now our third-largest major. Growth trends for these three majors explain most, but not all, of the Ag-enrollment patterns. We can learn more about the number of SMSU students choosing agriculture-related degree programs by examining a sequence of trend graphs. This sequence is:

Figure 1.3 - AGBU Enrollment at SMSU, 2005-2017

Source: http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html
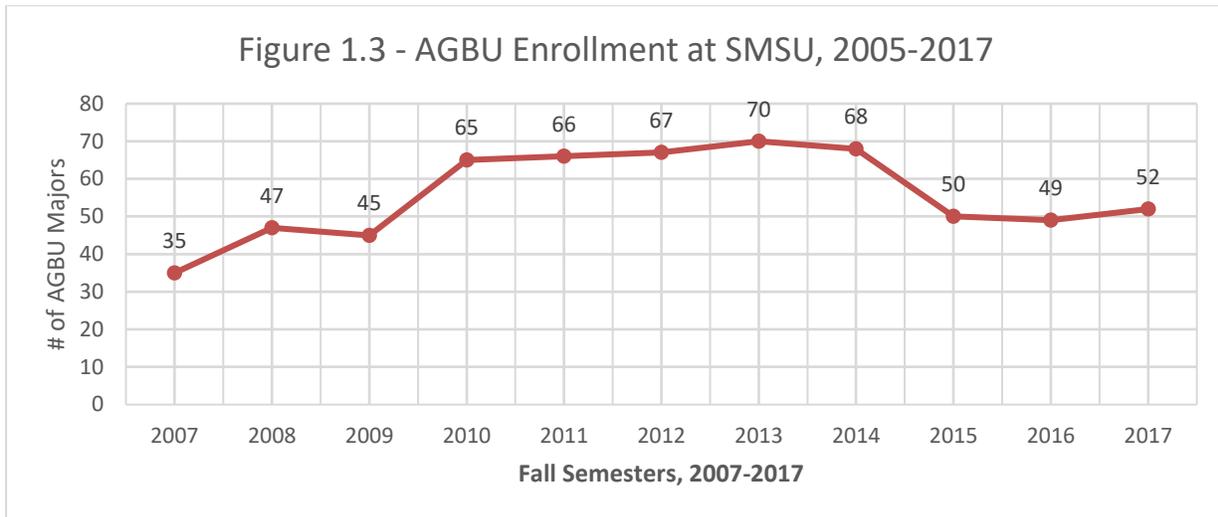
SMSU's AGBU Program. In Figure 1.3 above, we observe the 2007-2017 enrollments for Agribusiness Management (AGBU), SMSU's longest-standing agricultural major. Similar to the trends cited earlier in this report, the AGBU enrollment pattern shows rising numbers until 2013, and then the trend falters through 2016. We did experience a marginal gain of three AGBU majors between 2016 and 2017 (for a total of 52).

When we interpret the AGBU enrollment decline, it is clear that our ACHM Department must engage in more energetic strategies to recruit and retain AGBU students. Our goal is to overcome the downward enrollment trend, and then seek ways to maintain and expand our program. As part of this effort, we fully cooperate with SMSU's Admissions Office to reach out to Prospective and Admitted Students. We actively participate in the Admitted Student Day programs on the SMSU campus. We have also sent individual emails to admitted students with ag-related majors, encouraging them to choose SMSU as the university where they can pursue their collegiate goals.

In addition, we have cooperated with SMSU's Extended Learning Office and have facilitated the development of articulation agreements with two-year colleges to help AA, AS and AAS students transfer their credits to SMSU, and then efficiently complete a BAS or BS Degree in an agricultural major at SMSU.

SMSU's AGRO Program. When we examine Figure 1.4, we notice a decrease of seven AGRO majors between 2016 and 2017. We believe this drop in enrollment is temporary. Students selecting an Agronomy Major have created a general upward trend from 2008 (when the program began) up through the 2016 academic year. An important reason to be optimistic about student interest in our AGRO major is the robust industry demand for college graduates with agronomic training. Our SMSU agronomy majors have a 100% job placement record after graduation. We also have a very active and valuable AGRO internship program. We will be working with the SMSU Admissions Office and our two-year college partners to help our Agronomy enrollments rebound.

Figure 1.4 - AGRO Enrollment, 2008-2017

Source: http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html
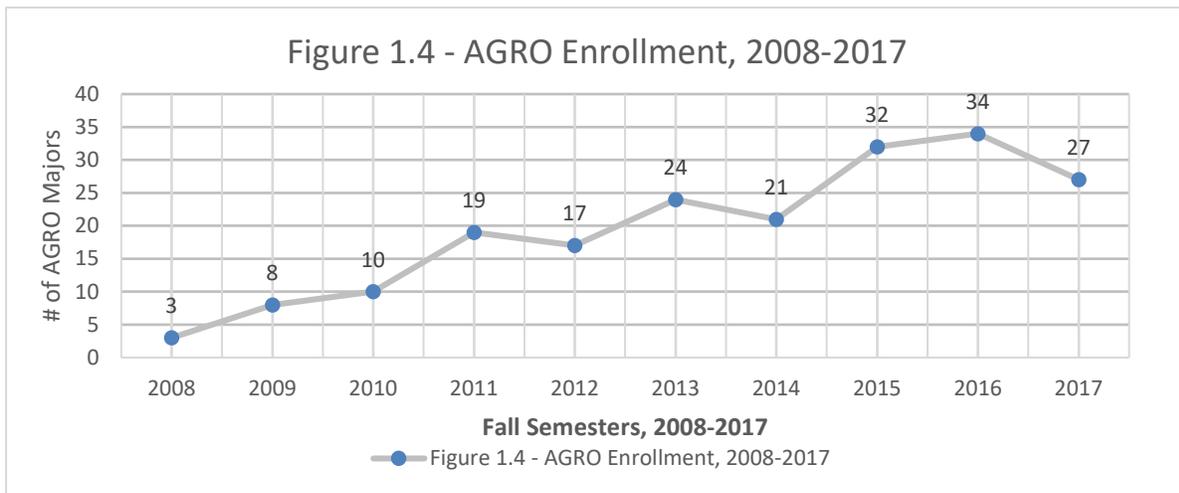
During the upcoming Academic Year 2019-2020 (AY 2020), SMSU's Agronomy Program will benefit from the continuing guidance of Professors Lee French and Sam Tutt. Both Lee and Sam volunteered to delay their retirement for another year after our national search for a new full-time agronomy professor in 2018-2019 fell short. We are very grateful for their caring attitude and professional leadership. In Fall Semester 2019, SMSU will initiate a new search to hire a faculty member in Agronomy to begin coordinating the program in Fall Semester 2020.

The SMSU Foundation and SMSU's Administration both played important roles in facilitating the continuation of our agronomic field trials during Summer 2019. Thanks also go to SMSU alumnus and Central Consultant Tim Moline, along with Professors French and Tutt, for their extra efforts to plan, implement and manage a range of field trials during May 2019 – November 2019.

SMSU's field trials serve many important purposes. We perform proprietary field research, hire SMSU interns, generate scholarship funds and create hands-on experiences for our *AGRO 341 - Pest Management* students in Fall Semester 2019. Our ACHM students and faculty are

genuinely appreciative of this exciting program. SMSU will further promote our AGRO program to the general public during our first agronomic field day on July 18, 2019.

SMSU's AGED Program. In Fall Semester 2016, SMSU received approval from the MN Board of Teaching to offer a BS Degree in Agricultural Education (AGED). Students who complete SMSU's AGED Program are officially-qualified candidates to be hired as fully-licensed agricultural education teachers in Minnesota's K-12 school systems. Our teacher-licensure program has attracted a growing number of capable and engaged students.

Let's examine the SMSU AGED enrollments during 2015-2017 in Figure 1.5.

Figure 1.5 - AGED Enrollment at SMSU, 2015-2017
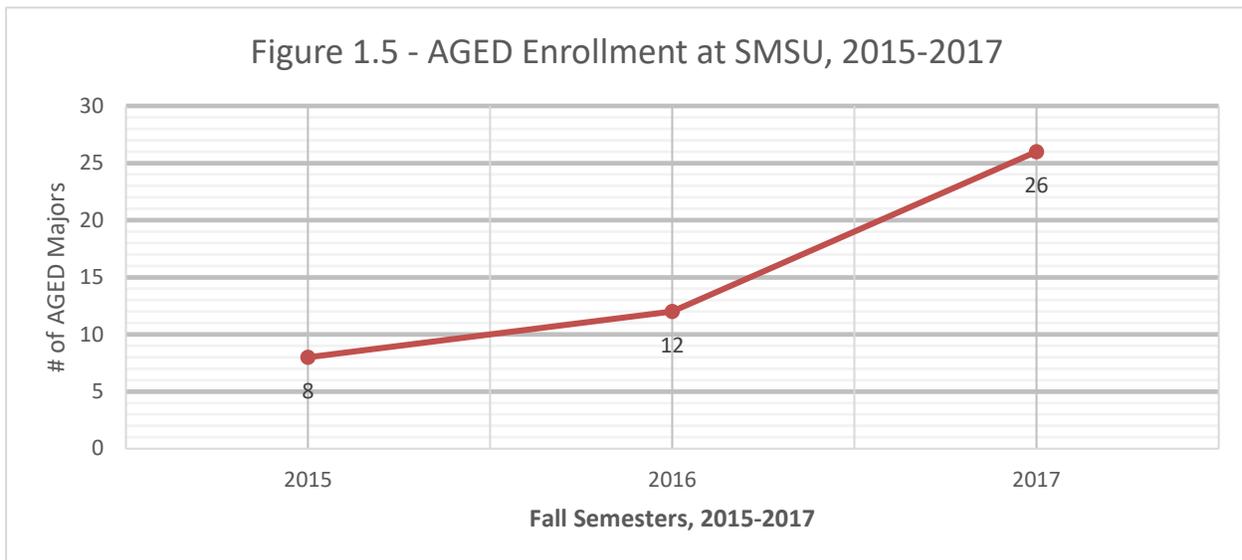
In Figure 1.5 (see above), we observe a net gain of 14 additional students (for a total of 26) in Agricultural Education between 2016 and 2017. We are heartened by the rising student interest in our AGED program. Dr. Kristin Kovar has provided excellent guidance for our AGED students, and her efforts have noticeably enhanced recruitment and retention.

Throughout Minnesota, and the rest of the US, there is a shortage of high-school teachers of agriculture. The growth of AGED majors at SMSU is a welcome development, because graduates of our program can begin to alleviate the ag-teacher shortage. Support from organizations such as the Minnesota Association of Agricultural Educators (MAAE) and the Minnesota Agricultural Education Leadership Council (MAELC) has contributed to the successful expansion of SMSU's AGED program.

SMSU's AGSO, AGCL and AGRI Programs. Beyond the AGBU, AGRO and AGED programs described above, SMSU offers three additional agriculture-related majors: a BS in Agricultural Solutions (AGSO), a BS in Agricultural Communication and Leadership (AGCL)

and a BAS in Agriculture (AGRI). As we make our 2018 annual report, we note that these three supplementary majors have yet to fully attain their enrollment number potentials. See Figures 1.6 and 1.7 below.

One of the ways to improve enrollment in these relatively-new majors (Figures 1.6 & 1.7) is to improve their academic attractiveness. With respect to the AGSO, AGCL and AGRI programs, we just revised the curricula for each of these three programs during Spring 2018. Starting in Fall Semester 2018, students noted that these three programs now have course requirements that are more flexible and accessible than in the past. The new requirements maintain academic integrity while allowing students to select courses that are taught on a regular and predictable schedule. As we look to the future, we will do more to increase student awareness of these majors, and provide greater clarity on how these curricula lead to productive careers.

Figure 1.6 - AGSO and AGCL Fall Enrollment at SMSU, 2015-2017

Source: http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html

Figure 1.7 - AGRI Fall Enrollment at SMSU, 2015-2017

Source: http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html
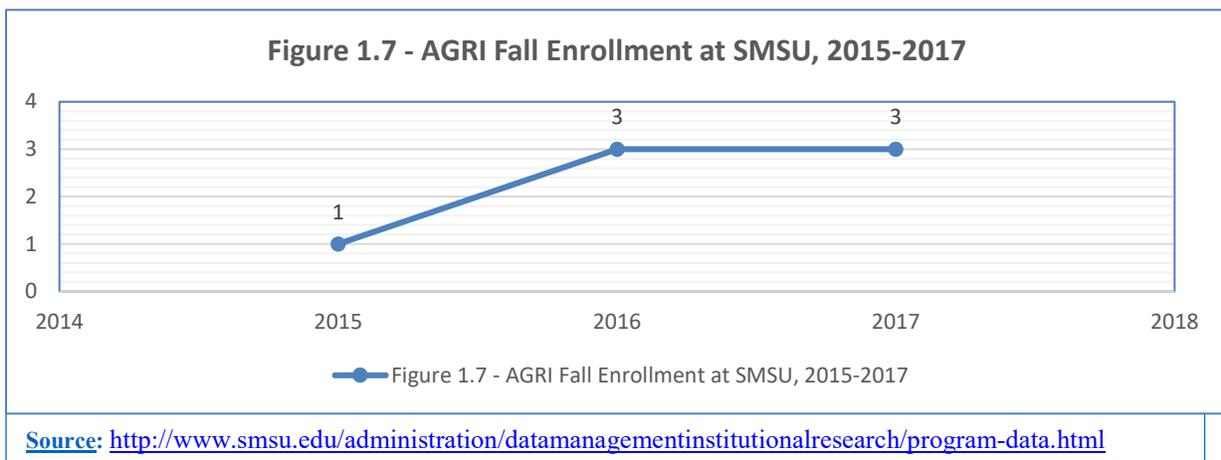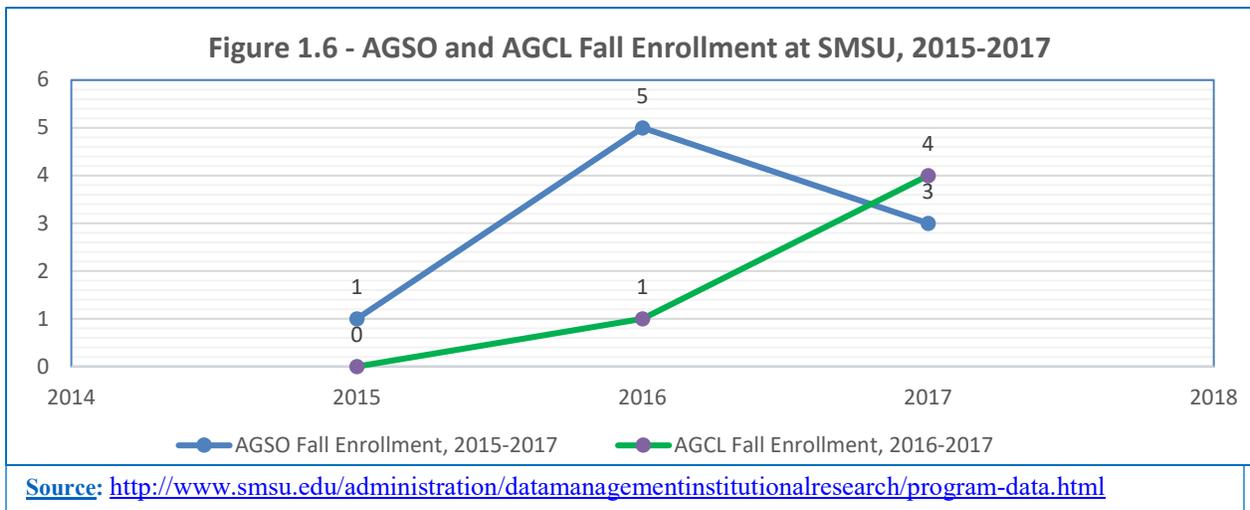
If our six Ag-related majors can attract a larger cross-section of prospective students, then we can make progress towards reversing the downward enrollment trend, and eventually work towards a scenario of sustained positive growth.

SMSU's CULG and HOSP Programs. The 2006-2017 enrollment data for SMSU's Culinology (CULG) and Hospitality Management (HOSP) majors demonstrate that these academic programs encounter the same challenges that affect SMSU's overall student numbers. See Figure 1.8 to review the trends in Culinology enrollments.

Figure 1.8 - CULG Enrollment, 2006-2017

Figure 1.8 - CULG Enrollment, 2006-2017
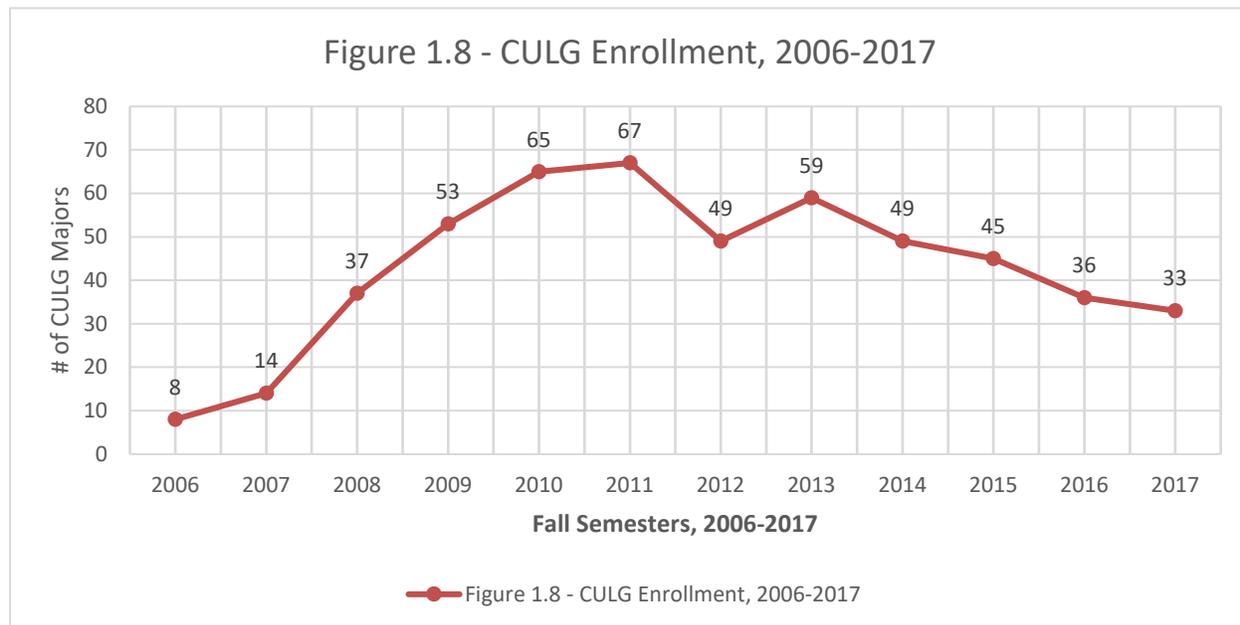
Evaluating CULG Enrollments. The downward trend during 2013-2017 for CULG reflects the dual factors of faculty turnover and SMSU's overall enrollment decline.

Two experienced CULG faculty left SMSU for new positions in FY 2015 and 2016. The sudden faculty transitions adversely affected recruitment and retention of CULG majors. In addition, our Culinology major is attractive to traditional-age students who have a real interest in cooking, nutritious foods and applied science. However, the size of this demographic group is shrinking because of the decline in US college enrollments and the decrease in the number of high-school graduates in MN. Our CULG program has a history of attracting foreign students to SMSU, but tougher US immigration restrictions have diminished the number of international students who can attend SMSU to pursue our CULG degree.

Our current CULG and HOSP faculty have been very active in student recruitment and retention. They initiate contacts with admitted students, and fully cooperate with Ian Wyffels in SMSU's Admissions Office. In an effort to increase the attractiveness of our HOSP and CULG majors, our faculty coordinated with our Advisory Council to update course requirements during Fall 2017-Spring 2018, and the new curricula took effect in Fall 2018. Most recently, our CULG

and HOSP faculty cooperated with SMSU's Extended Learning Office to help develop SMSU articulation agreements with MN's two-year colleges.

Our CULG program will experience a transition in faculty leadership in Fall Semester 2019. In February 2019, Dr. Zhenlei Xiao resigned from her position because for personal reasons. SMSU conducted a national search for Dr. Xiao's replacement, and we are pleased that Dr. Peiyi Shen accepted SMSU's position offer. Dr. Shen will begin her faculty duties as our Assistant Professor of Culinology in August 2019.

Evaluating HOSP Enrollments. Examine Figure 1.9 to review enrollments in our Hospitality Management major during 2005-2017.

Figure 1.9 - HOSP Enrollment at SMSU, 2005-2017
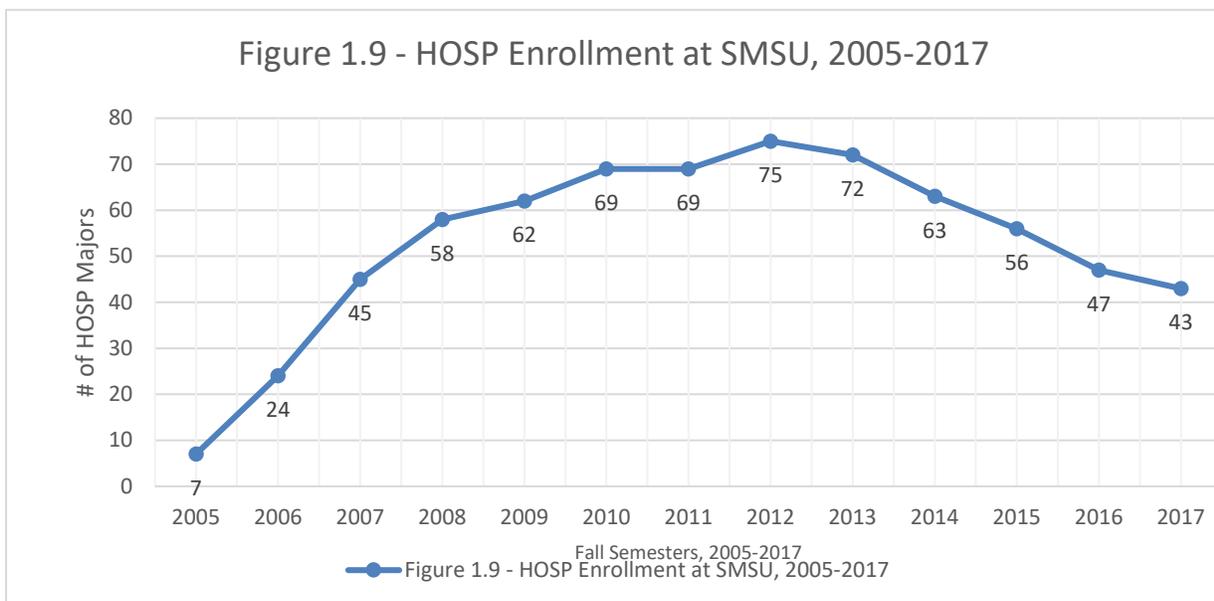
A quick review of Figure 1.9 demonstrates that our HOSP program is experiencing a downward enrollment trend during 2012-2017. Similar to the factors affecting our CULG program, efforts to reverse the decline in HOSP majors will require strategies to overcome the negative student demographic trends and the reduced potentials to tap into the pool of international students.

As indicated above, our HOSP faculty have been very active and involved in student recruitment and retention efforts. In the coming 2019-2020 Academic Year, SMSU's HOSP faculty, Dr. Joyce Hwang and Dr. Yumi Lim, will cooperate with SMSU's Offices of Admission and Extended Learning to acquaint prospective traditional- and transfer-students to the many career opportunities associated with the hospitality industry. Our HOSP faculty will also consult

with SMSU's CULG-HOSP Advisory Council to generate new ideas and exciting events that aim to increase the visibility and appeal of our HOSP major.

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.

We have work to do, if we are to offset or reverse the declines in enrollment that some of our programs have recently experienced.

In the upcoming 2019-2020 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 continue to 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.

- To attract student enrollments, we will emphasize that our AG, CULG and HOSP graduates are in high demand for employment with the culinary and hospitality industries.

- Our ACHM Department will participate in all scheduled recruitment events and activities, and cooperate with Ian Wyffels and the entire 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:

    o Provide accessible and accurate academic and related advice to our student majors and minors.
    o Actively participate as faculty advisors for SMSU's Ag-Club, Student Hospitality Organization (SHO) and the Culinology® Club.
    o Encourage student participation in the Agriculture and Hospitality Houses sponsored by SMSU's Residential Life Office.
    o Encourage our ACHM students to participate in major SMSU events such as the Undergraduate Research Conference, Agriculture Career Fair, Homecoming, Ag-

Bowl Football Weekend, Culinary Skills Challenge and the February Ag-Bowl Scholarship Invitational.

- Our ACHM faculty and staff will work alongside SMSU's Extended Learning Office to help identify additional 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 assess 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 our role in offering economics courses at SMSU.

SMSU cannot currently offer a major or minor in economics because of low enrollment patterns. In Fall 2016, we initiated a minor in agricultural economics. Historically, the primary role for our economics program is to supply service courses for majors and minors in other related disciplines. We also offer courses that fulfill requirements within SMSU's Liberal Education Program (LEP).

Our ACHM Department also cooperates 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, and in various delivery formats (face-to-face, hybrid and asynchronous online). We strive to offer a diverse economics course schedule 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, our ACHM Department faculty adjusts 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. We also offer two sections of MBA 684 to students in the Taiwan Cohort during the Spring Semester of the academic year.

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 this goal, and we are thankful to Dr. Davis and his colleagues for their efforts to make transfer of economic courses and credits more efficient.

H. ACHM Departmental Budgets and Expenses in 2018-2019. 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.

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.

Below is a summary of our budget and expenses in ACHM Department Programs during the 2018-2019 fiscal year:

Account Number	Academic Program	Beginning Balance, 7/1/18	2018-2019 Expenditures	Ending Balance, by 4/30/19
210108	Agribus.Mgmt.	$1,323.00	$918.70	$404.30*
210109	Ag Education	$9,000.00	$7,356.16	$1,346.84**
210110	Agronomy	$1,462.00	$1,048.58	$413.42*
210107	Economics	$822.00	$258.20	$563.80*
210300	HospitalityMgmt.	$14,000.00	$11,502.85	$2,497.15***
210360	Culinology®Equip.	$9,700.00	$7,172.05	$2,527.95***
210380	Culinology®	$24,000.00	$22,006.41	$2,593.59***

*March and April copy costs have not been taken out yet.

**March and April copy costs, advertising expenses have not been taken out yet.

***March and April copy costs, advertising, and supplies expenses on purchasing card have not been take out yet.

The above table indicates that spending within our programs stayed within our annual budget allocations. 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 2017 Annual Employment Report[7], graduates of our Agribusiness Management, Agriculture, Agronomy, Culinology® and Hospitality Management programs were 100% employed in their chosen fields. In addition, Minnesota State's *Agcentric.org* and *Centerofagriculture.org* websites publish a career pathways booklet indicating that[8]:

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[7] Data Retrieved from: http://www.smsu.edu/resources/webspaces/campuslife/careerservices/graduate-follow-up-survey/2017-annual-report.pdf

[8] https://agcentric.org/wp-content/uploads/2019/05/Ag-Career-Pathways-Booklet-4-24-2019.pdf

- 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 Culinology® and Hospitality majors in Culinary Arts, Food Science, Accounting/Finance, Food Processing Safety, Food Service Management, and Communications and Marketing.

Section II - Activities and Accomplishments of SMSU's Agriculture, Culinology® and Hospitality Management (ACHM) Department in 2018-2019 (AY 2019)

A. ACHM Departmental Achievements in 2018-2019. Listed below is a summary of ACHM Department projects, accomplishments, and related items that occurred during the 2018-2019 Academic Year:

- **Sixth Annual SMSU Ag Career Fair.** In Fall Semester 2018, our ACHM Department cooperated with the SMSU Office of Career Services, to offer the Ag Career Fair on September 19, 2018. This event saw 24 different organizations come to campus to recruit for internships and full-time job positions, and approximately 84 students participated in the event. The next SMSU Ag Career Fair for Fall Semester 2019 is scheduled for Wednesday, September 18th.

- **Experimental Agronomic Field Plots and Trials.** During the **Spring 2018** 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, **SMSU Alum Tim Moline (in cooperation with Professor Lee French)** and agronomy internship students managed the trials throughout the summer of 2018. The crops were harvested during Fall Semester 2018. Some crops were intentionally planted late to enable SMSU students in the **Fall Semester 2018** 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. Thanks to the efforts of Tim Moline and our student interns, SMSU's agronomic field trials for **Spring 2019** were initiated, while overcoming the many challenges created by a very stormy spring season.

- **Grant Awards to SMSU from the MN Corn and Soybean Growers.** SMSU Alum Tim Moline, in cooperation with all of the SMSU Agriculture faculty, submitted grant proposals to MN's Corn and Soybean Research Councils. We received grant awards from both Councils, and those funds are expanding our field trial plots in 2019.

- **SMSU/Ralco Fall AG Bowl Football Activities and Football Game.** 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, September 8, 2018. The next SMSU/Ralco Ag Bowl in 2019 is set for Saturday, September 7th.

- **Successful SMSU/Ralco Ag Bowl Scholarship Invitational.** On February 15, 2019, despite challenging winter weather, over 600 FFA Students from over 25 different schools competed in 15 CDE's. Three of the CDE's were regional qualifiers. It was an exciting day for these FFA Students and good opportunity for SMSU to recruit future enrollees.

- **National Professional Agricultural Students (PAS) Conference.** This national PAS event was held at the Embassy Suites in Loveland, CO during March 13, 2019. Of the more than 600 participants, SMSU had 9 students in attendance. The event was held to unite education and industry in support of agriculture. SMSU Ag-Ed student Ashle Benson served as National PAS Secretary and Asa Nelson (BAS in Ag) was the National PAS Vice President during the 2018-2019 Academic Year.

- **Ag House continues to offer opportunities in the SMSU Residence Halls**
  - Students with an interest in agriculture room together in the same residence hall.
  - Sponsor Ag-related co-curricular activities & build friendships and study together.

- **36th Annual SMSU Foundation Farm Outlook Seminar.** On February 13, 2019, our Farm Seminar featured Jim Emter (Market Analyst, Van Ahn & Company), Ken Franzky (Crop Advisor, Centrol) and Kent Thiesse (Senior Ag Loan Officer, MinnStar Bank).

- **Ag Scholarship Banquet.** At the 2018 Ag Club Scholarship banquet, we awarded $23,850 in Ag Scholarships to 24 recipients. The **Ag Club Officers** for 2019-2020 were also announced at the banquet:
  - Melissa Downing, President
  - Luis Gaona, Vice President
  - Hailey Nierling, Secretary
  - Paige VanderWerff, Treasurer

- **Animal Science at SMSU.** This coming Fall Semester 2019, SMSU will again offer Animal Science 101. Dr. Scott Kuecker is the professor for the course, and we are excited about this opportunity to expand our offerings in agriculture.

- **Culinary Kudos! –** During March 13-15, 2019, SMSU sent a Culinology team to the national Research Chefs Association (RCA) Conference held in Louisville, Kentucky. SMSU took **Second Place** in this national culinary competition, under the supervision of Julie Simonson. Congratulations to our Culinology Students and Faculty!

- **Culinary Skills Challenge Event.** SMSU hosted the Culinary Skills Challenge on April 2, 2019. The event 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.

- **2018-2019 Culinology (CULG) and Hospitality Management (HOSP) Events:**

  - September 25, 2018 – LinkedIn Professional Development workshop
  - September 28, 2018 – Industry Advisory Council Fall Meeting (7:45-12 pm)
  - October 3, 2018 – MN Hospitality Expo
  - October 5, 2018 – University Gala
  - October 10, 2018 – Institute for Food Technologist Minnesota Supplier's Expo
  - February 15, 2019 – FFA Regional Food Science Competition
  - March 13-15, 2019 – RCA Conference and student product development competition
  - April 2, 2019 – Culinary Skills Challenge
  - April 12, 2019 – Industry Advisory Council Spring Meeting (7:45-12 pm)
  - April 25, 2019 – Interactive Dinner

B. ACHM Departmental Extended 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 2019:

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
  - New Richland, Hartland, Ellendale, Geneva – NRHEG
  - 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
  - Jefferson High School - Alexandria, MN
  - Sleepy Eye High School - Sleepy Eye, MN
  - Walker/Hackensack/Akeley(WHA) High School - Walker, MN

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

- **ECON 201** – Principles of Microeconomics - Asynchronous Online - Offered in Summer Semester 2019 (based on level of student demand)
- **ECON 202** - Principles of Macroeconomics - Asynchronous Online – Offered in Summer Session 2019 (based on level of student demand).

On- and Off-Campus MBA Cohort Programs:

- **MBA 684** - Managerial Economics - Hybrid Online – Fall Semester 2018
- **MBA 684** - Managerial Economics – Taiwan Cohort – Spring Semester 2019

As we look to the future, the ACHM Department is willing to expand our efforts to offer extended 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 2019 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:

Kovar, Kristin and Kate Borowske. *Bringing the Farm to the Classroom with Virtual Reality.* **MinnState Shark Tank Competitive Grant Award.** May 10, 2019.

Toland, Gerald D. Jr. and Raphael Onyeaghala. *Using Sustainability Indicators to Evaluate the Economic, Social and Environmental (ESE) Effects of Alternative Shrimp Production Systems.* **93rd Annual Meeting of the UK's Agricultural Economics Society (AES)**. University of Warwick, Coventry, UK. April 16, 2019.

Toland, Gerald D. Jr. *Southwest Minnesota State University (SMSU) Agribusiness Management (AGBU) Majors Use the D2L ePortfolio Platform to Review and Share Progress within AGBU Student Learning Outcomes (SLO's).* **Minnesota State ePortfolio Community of Practice Spring Showcase.** Waite Park, MN. June 10, 2019.

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*.
- Professional Teaching Academy Pre-Conference at AAEA Meetings
- Teaching Economics Conference at ASSA Meetings

F. Service to Students. What are some ways that SMSU ACHM faculty demonstrated their focus on student development in AY 2018? Examples include:

- ACHM Department faculty served as advisors to the Ag Club, Post-Secondary Agricultural Students (PAS) Club, Student Hospitality Organization (SHO), the Culinology® Club, the Newman Club, the Tae Kwon Do Club and the Culinology House (in 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 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 (2018-2019). 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 at University

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

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 (2018-2019). Our involvement in area activities include the organizations listed below.
- Dr. Sang Jung helped establish and organize the **Minnesota Forum for Korean Community in Academia.** The Forum has sponsored two conferences since 2017. The Forum's second conference is entitled, *Technological Change with the Fourth Industrial*

Revolution and the Role of Leadership. The School of Law Auditorium at the University of Minnesota hosted this important conference on Oct. 18, 2018.

- 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.

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.

Two important assessment documents at SMSU are known as PASL's and RASL's. These abbreviations are:

- PASL = Plan for the Assessment of Student Learning
- RASL = Report on the Assessment of Student Learning

The PASL logically precedes the RASL. When our ACHM faculty participate in the SMSU Assessment Days, and create program goals and SLO matrices, we develop PASL's.[9]

To assist programs and departments with assessment planning and implementation, members of SMSU's Assessment Academy Project (AAP) are assigned as liaisons to selected programs. With respect to the ACHM Department, there are two AAP liaisons providing guidance and support for our efforts to create and carry-out our program assessment plans:

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[9] See Appendix C to review the ACHM Department's PASL produced during Fall Semester 2018.

ACHM Department Programs   AAP Assigned Liaison

Agriculture-Related and Economics
Programs……………………………………Director of Institution Research
                            & Reporting, Alan Matzner

Culinology and Hospitality Management
Programs……………………………………Provost Dwight Watson

In addition to the AAP Liaisons' assessment support, we are fortunate to have input and guidance from our own ACHM faculty. Following the same programmatic structure, we have two Program Assessment Leaders (PAL's):

ACHM Department Programs   Program Assessment Leaders (PAL's)

Agriculture-Related and Economics
Programs……………………………Assistant Professor of Agricultural
                         Education, Dr. Kristin Kovar

Culinology and Hospitality Management
Programs……………………………Associate Professor of Hospitality
                         Management, Dr. Joyce Hwang

Leadership from our PAL's and AAP Liaisons helps our ACHM faculty to continue to make headway in program assessment. As we move through the steps of the assessment cycle, we post evidence of our progress in the designated folders of SMSU's T-Drive.

Thanks to the efforts of ACHM Department faculty, the following BS-Degree Major programs have designated Program Goals, Student Learning Outcomes (SLO's) and Alignment Matrices connected to SLO's (and performance levels) to specific courses in our curricula:

- Agribusiness Management
- Agricultural Education
- Agricultural Solutions
- Agronomy
- Culinology
- Hospitality Management

The ACHM Faculty realize that we must create Program Goals, SLO's and Alignment Matrices for these programs:

- AS Degree in Agribusiness Management
- BS Degree in Agricultural Communication and Leadership

- BAS Degree in Agriculture
- Minors in Agribusiness Management, Agronomy, Agricultural Economics, and Hotel/Lodging Management

More work needs to be done, but the ACHM Department is moving forward to create and implement its Program Assessment Plans.

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 Culinology and Hospitality Management faculty completed a program review in the 2018-2019 Academic Year.

The Ag Business and Economics faculty completed a program review in the 2013-2014 Academic Year, and the next review of all Agriculture Programs will be completed during Fall Semester 2019.

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

2017 -2018 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: 2018-2019 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

Asst. Prof. Lee French
Assistant Professor of Agronomy
Office Location: ST 155
Office Phone: 507-537-6110
SMSU Email Address: lee.french@smsu.edu

Dr. Sangnyeol Jung
Associate Professor of Agribusiness/Economics
Office Location: ST 157
Office Phone: 507-537-6030
SMSU Email Address: sang.jung@smsu.edu

Dr. Kristin Kovar
Asst. Prof. of Agricultural Education
Office Location: ST 159
Office Phone: 507-537-6441
SMSU Email: kristin.kovar@smsu.edu

Dr. Gerald Toland
Chair & Professor of Agribusiness/Economics
Office Location: ST 101B
Office Phone: 507-537-7317
SMSU Email Address: gerald.toland@smsu.edu

Mr. Ian Wyffels
Director, Outreach, Mktg, Recruiting
Office Location: FH 112
Office Phone: 507-537-6054
SMSU Email: ian.wyffels@smsu.edu

Adj. Prof. Samuel Tutt
Adjunct Professor of Agronomy
Office Location: ST 262
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SMSU Email Address: samuel.tutt@smsu.edu

Dr. Joyce Hwang
Assistant Professor of Hospitality Mgmt.
Office Location: IL 111
Office Phone: 507-537-6462
SMSU Email: joyce.hwang@smsu.edu

Dr. Yumi Lim
Assistant Professor of Hospitality Mgmt.
Office Location: IL 114
Office Phone: 507-537-6442
SMSU Email Address: yumi.lim@smsu.edu

Dr. Zhenlei Xiao
Assistant Professor of Culinology®
Office Location: IL 111
Office Phone: 507-537-6225
SMSU Email: zhenlei.xiao@smsu.edu

SMSU AG Club:
President: Ashle Benson
SMSU Email Address for Ag Club President: Ashle.Lukes@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
The SMSU SHO Club meets on Tuesdays, Noon to 1PM.

SMSU Culinology® Club:
Primary Contact: Joshua Bernin
SMSU Email Address: Joshua.Bernin@my.smsu.edu
The SMSU Culinology® Club meets on Thursdays, Noon to 1PM.

<u>Appendix B</u> – Samples of ACHM Department Meeting Agendas During the 2018-2019 Academic Year:

- **September 4, 2018 ACHM Meeting Agenda (Page)**
- **February 5, 2019 ACHM Meeting Agenda (Page)**

SOUTHWEST
MINNESOTA STATE UNIVERSITY

Department of Agriculture, Culinology® and Hospitality Management

Department Meeting
Tuesday, September 4, 2018
Start Meeting in ST 102; Move to ST 101 for Registrar's Presentation

Meeting Agenda:

- Program Updates
    - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis, Jung, Toland
    - Agricultural Education, Ag Leadership – Dr. Kovar
    - Agronomy – Professors French and Tutt
    - Culinology and Hospitality Management – Dr. Hwang
- Look at the draft of the Spring Semester 2019 Class Schedule – Please make needed changes so that we can submit a first draft to Rolly.
- Update on the Agronomy Position Search
- ACHM Department needs members on the Curriculum, Academic Affairs and Assessment Committees
- Updated MAPS (Programs of Study) are due by Sept. 7.
- Updated Department Assessment Report is due by Sept. 7.
- Initial Discussion of Program Review Procedures – Agricultural Programs in the ACHM Dept.
- At 12:30 PM in ST 101, Pat Carmody and/or Mollie Anderson will share new options and programs associated with the SMSU Registration Office. I think that two of the items are: The "What If DARS" simulator, and the conversion of student petitions to a paperless format.

- Upcoming Scheduled Events:
    - September 8, 2018 (Sat.) – SMSU/Ralco Ag Bowl
    - Sept. 11, 2018 – Welcome back lunch for CULG & HOSP Students.
    - September 19, 2018 (Wed.) – SMSU Ag Career Fair & Sept. 26 – SWWC Career Expo
    - September 28, 2018 (Friday) – SMSU *Agriculture Advisory Council* (*AAC)* Meeting AND SMSU *Culinology/Hospitality Advisory Council* (*CHAC)* Meeting
    - October 3, 2018 (Wed.) – MN Hospitality Expo
    - October 5, 2018 (Fri.) – SMSU Gala & October 6, 2018 (Sat.) – SMSU Homecoming. Let's make plans to meet our alumni.
    - October 10, 2018 (Wed.) – MN IFT Suppliers' Expo
    - Fall Break is Oct. 15, 16 (Mon., Tues.)

- o Mustang Days - Oct. 18, 19 (Thurs., Fri.); Oct. 25th (Thurs.) – All Student Advising
  - o October 28-30, 2018 (Sun.-Tues) – HLC Visit to SMSU
  - o December 5, 2018 (Wed.) – Undergraduate Research Conference
  - o December 13, 2018 (Thursday) – Department Holiday Get-Together in Il 116

- Other Agenda Items?
- Ongoing agenda item: Brainstorm topics for AURI/Marshall Chamber Ag Panel

SOUTHWEST
MINNESOTA STATE UNIVERSITY

Department of Agriculture, Culinology® and Hospitality Management

Department Meeting
Tuesday, Oct. 9, 2018
ST 102

It has been pretty busy two weeks we had since Dr. Toland was away from his desk on Sep. 21st. To name a few of those events we covered, they were the Advisory Board meetings for both CULG-HOSP and AG programs, Potluck lunch with Business Dept., MN Hospitality expo, SMSU Gala, Homecoming events including parade, etc. While Gerry is still recovering from the surgery, we'd better keep moving forward.

I suggest to meet tomorrow (Tuesday) for our department meeting at Noon in ST 102. In our meeting tomorrow, our Agronomy Field Research Coordinator, Tim Moline, will join and share his ideas for research opportunities with our research plot. Attached is the RFP for MN corn. Following our previous format, the agenda is as follows:

Meeting Agenda:

- Program Updates
  - o Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis, Jung, Toland
  - o Agricultural Education, Ag Leadership – Dr. Kovar
  - o Agronomy – Professors French and Tutt
  - o Culinology and Hospitality Management – Dr. Hwang

- Finalizing Spring Semester 2019 Class Schedule on e-Service.

- Update on the Agronomy Position Search.

- Any Other Items?

- Ag Program Review Update – Select person to approach as our outside reviewer. Dean Onyeaghala indicated that any one of the three candidates that we mentioned is acceptable and would be approved (Keith Olander, Brad Schloesser or Lyle Westrom).

- Upcoming Scheduled Events:
    - October 10, 2018 (Wed.) – MN IFT Suppliers' Expo
    - Fall Break is Oct. 15, 16 (Mon., Tues.)
    - Mustang Days - Oct. 18, 19 (Thurs., Fri.); Oct. 25th (Thurs.) – All Student Advising
    - October 28-30, 2018 (Sun.-Tues) – HLC Visit to SMSU
    - November 2, 2018 (Friday) – Dr. Kara Wolfe visits as CULG-HOSP Outside Reviewer
    - November 5, 2018 (Monday) – Admitted Student Day
    - December 5, 2018 (Wed.) – Undergraduate Research Conference
    - December 6, 2018 (Thursday) – Department Holiday Get-Together in IL 116

- Ongoing agenda items: Program Review, AURI/Marshall Chamber Ag Panel

Please bring other items for the meeting as I might unaware of things going on.

Thank you and see you tomorrow.

Sang

SOUTHWEST
MINNESOTA STATE UNIVERSITY

Department of Agriculture, Culinology® and Hospitality Management

Department Meeting
Tuesday, Oct. 22, 2018
ST 102

Hello Colleagues,

Believe it or not, now is the 9th week of the semester! Hopefully everyone is doing well. As usual, we will meet tomorrow (Oct. 23rd) at Noon in ST 102 with the tentative agenda below.

Meeting Agenda:

- Program Updates
    - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis, Jung, Toland
    - Agricultural Education, Ag Leadership – Dr. Kovar

- o Agronomy – Professors French and Tutt
- o Culinology and Hospitality Management – Dr. Hwang

- Brief summary from Department Chairs' Meeting held on Oct. 9th
- Any last-minute changes in Spring Semester 2019 Class Schedule for All Student Advising on Oct. 25th?
- Ready for HLC Visit Days on Oct. 18th and 19th
- RFPs for both MN Corn Grower (Deadline: Dec. 5th @3pm)
- MN Soybean Council (deadline: Dec. 7@5pm): See the attached
- Spring Book Orders due : https://www.facultyenlight.com/?storeNbr=21
- 2018 Campus Drive (fundraising) requested by Erik Vogel to visit our department for 20 minutes
- Update on the Agronomy Position Search.

- Any Other Items?

- Ag Program Review Update – Select person to approach as our outside reviewer. Dean Onyeaghala indicated that any one of the three candidates that we mentioned is acceptable and would be approved (Keith Olander, Brad Schloesser or Lyle Westrom).

- Upcoming Scheduled Events:
  - o Oct. 25th (Thurs.) – All Student Advising
  - o October 28-30, 2018 (Sun.-Tues) – HLC Visit to SMSU
  - o October 31st (Wednesday) All Chairs Meeting
  - o November 1, 2018 (Thursday) – Chancellor Devinder Malhotra visit day with a list of sessions
  - o November 2, 2018 (Friday) – Dr. Kara Wolfe visits as CULG-HOSP Outside Reviewer
  - o November 5, 2018 (Monday) – Admitted Student Day
  - o November 12, 2018 (Monday) Veteran's Day (No classes)
  - o November 17, 2018 (Saturday) A Day at SMSU
  - o November 21-23, 2018 – Thanksgiving Break
  - o November 27 (Tuesday) Last Day to drop with a "W"
  - o December 5, 2018 (Wed.) – Undergraduate Research Conference
  - o December 6, 2018 (Thursday) – Department Holiday Get-Together in IL 116
  - o December 14, 2018 (Friday) – New Students/Transfer Registration; Last Day of Classes
  - o December 17-20, 2018 – Final Exams

- Ongoing agenda items: Program Review, AURI/Marshall Chamber Ag Panel

Please bring other items for the meeting. Thank you and see you tomorrow.

Sang

Department of Agriculture, Culinology® and Hospitality Management

Department Meeting
Tuesday, Nov. 6, 2018
ST 102

Hello Colleagues,

It has been two weeks since our last meeting. On the top of the advising students for Spring registrations and processing petitions, there were quite a good number of meetings I was in since then. I feel more and more like to have Gerry back with getting busier schedule. However, thanks to your help, we are doing well I guess. We will meet at Noon in ST 102 with the following agenda.

Meeting Agenda:

- Program Updates
    - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis, Jung, Toland
    - Agricultural Education, Ag Leadership – Dr. Kovar
    - Agronomy – Professors French and Tutt
    - Culinology and Hospitality Management – Dr. Hwang

- Brief summary from All Chairs' Meeting held on Oct. 31st
- Academic Prioritization from the Provost Watson
- Collaboration with AURI
- RFPs for both MN Corn Grower (Deadline: Dec. 5th @3pm)
- MN Soybean Council (deadline: Dec. 7@5pm)
- 2018 Campus Drive (fundraising) requested by Erik Vogel to visit our department for 20 minutes
- Update on the Agronomy Position Search.

- Any Other Items?

- Ag Program Review Update? – Select person to approach as our outside reviewer. Dean Onyeaghala indicated that any one of the three candidates that we mentioned is acceptable and would be approved (Keith Olander, Brad Schloesser or Lyle Westrom).

- Upcoming Scheduled Events:
    - November 6, 2018 (Tuesday) Partnership Meeting (CH 104) with US Bank
    - November 12, 2018 (Monday) Veteran's Day (No classes)
    - November 13, 2018 (Tuesday) Campus Drive with Erik Vogel
    - November 13, 2018 (Tuesday) BEPS Department Chair Meeting @3pm (BA 270)

- November 17, 2018 (Saturday) A Day at SMSU
- November 21-23, 2018 – Thanksgiving Break
- November 27 (Tuesday) Marshall Area Chamber Event with AURI and MARL
- November 27 (Tuesday) Last Day to drop with a "W"
- December 5, 2018 (Wed.) – Undergraduate Research Conference
- December 6, 2018 (Thursday) – Department Holiday Get-Together in IL 116
- December 14, 2018 (Friday) – New Students/Transfer Registration; Last Day of Classes
- December 17-20, 2018 – Final Exams
- January 10, 2019 (Thursday) – Professional Development Day
- January 14, 2019 (Monday) – Classes begin
- January 21, 2019 (Monday) – MLK Day
- January 25, 2019 – Admitted Student Day

- Ongoing agenda items: Program Review, AURI/Marshall Chamber Ag Panel

Please bring other items for the meeting. Thank you.

Sang

Department of Agriculture, Culinology® and Hospitality Management

Department Meeting
Tuesday, Nov. 13, 2018
ST 102

Hello Colleagues,

We will meet at Noon on Tuesday, Nov. 13th in ST 102 with the following agenda. Please see the attached 2019 All University Innovation Fund ($600,000) for discussion in the meeting.

Meeting Agenda:

- Program Updates
  - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis, Jung, Toland
  - Agricultural Education, Ag Leadership – Dr. Kovar
  - Agronomy – Professors French and Tutt
  - Culinology and Hospitality Management – Dr. Hwang

- Preparation for Marshall Area Chamber Event with AURI and MARL on the 27th
- 2019 All University Innovation Fund ($600,000)
- Summer School 2019 from Rolly
- RFPs for both MN Corn Grower (Deadline: Dec. 5th @3pm)
- MN Soybean Council (deadline: Dec. 7@5pm)
- 12:30pm meet with Erik Vogel for 15-20 minutes (Campus Fund Drive)
- RSVP by Nov. 22 for AGCH Department Holiday Dinner
- Any Other Items?

- Ag Program Review Update? – Select person to approach as our outside reviewer. Dean Onyeaghala indicated that any one of the three candidates that we mentioned is acceptable and would be approved (Keith Olander, Brad Schloesser or Lyle Westrom).

- Upcoming Scheduled Events:
  - November 6, 2018 (Tuesday) Partnership Meeting (CH 104) with US Bank
  - November 12, 2018 (Monday) Veteran's Day (No classes)
  - November 13, 2018 (Tuesday) Campus Drive with Erik Vogel
  - November 13, 2018 (Tuesday) BEPS Department Chair Meeting @3pm (BA 270)
  - November 17, 2018 (Saturday) A Day at SMSU
  - November 21-23, 2018 – Thanksgiving Break
  - November 27 (Tuesday) Marshall Area Chamber Event with AURI and MARL
  - November 27 (Tuesday) Last Day to drop with a "W"
  - December 5, 2018 (Wed.) – Undergraduate Research Conference
  - December 6, 2018 (Thursday) – Department Holiday Get-Together in IL 116
  - December 14, 2018 (Friday) – New Students/Transfer Registration; Last Day of Classes
  - December 17-20, 2018 – Final Exams
  - January 10, 2019 (Thursday) – Professional Development Day
  - January 11, 2019 (Friday) – New Students Registration
  - January 14, 2019 (Monday) – Classes begin
  - January 21, 2019 (Monday) – MLK Day
  - January 25, 2019 – Admitted Student Day

- Ongoing agenda items: Program Review, AURI/Marshall Chamber Ag Panel

Thank you and have a good Veteran's Day!

Sang

Department of Agriculture, Culinology® and Hospitality Management

Department Meeting
Tuesday, Nov. 20, 2018
ST 102

Hello Colleagues,

We will meet at Noon on Tuesday, Nov. 20th in ST 102 with a fresh pie (Erik said we have a baker at Chartwell and the pie should be fresh, not like a frozen one^^).

Meeting Agenda:

- Program Updates
    - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis, Jung, Toland
    - Agricultural Education, Ag Leadership – Dr. Kovar
    - Agronomy – Professors French and Tutt
    - Culinology and Hospitality Management – Dr. Hwang

- Brief Summary from Department Chair's meeting on Nov. 13th
- Agronomy Search updates
- Preparation for Marshall Area Chamber Event with AURI and MARL on the 27th
- Reminder: Summer School 2019
- Grants opportunities: 2019 All University Innovation Fund ($600,000) and Application for Grants from SMSU Foundation
- RFPs for both MN Corn Grower (Deadline: Dec. 5th @3pm)
- MN Soybean Council (deadline: Dec. 7@5pm)
- RSVP by Nov. 22 for AGCH Department Holiday Dinner
- Any Other Items?

- Ag Program Review Update? – Select person to approach as our outside reviewer. Dean Onyeaghala indicated that any one of the three candidates that we mentioned is acceptable and would be approved (Keith Olander, Brad Schloesser or Lyle Westrom).

- <u>Upcoming Scheduled Events:</u>

  - November 21-23, 2018 – Thanksgiving Break
  - November 27 (Tuesday) Marshall Area Chamber Event with AURI and MARL
  - November 27 (Tuesday) Last Day to drop with a "W"
  - December 5, 2018 (Wed.) – Undergraduate Research Conference
  - December 6, 2018 (Thursday) – Department Holiday Get-Together in IL 116
  - December 14, 2018 (Friday) – New Students/Transfer Registration; Last Day of Classes
  - December 17-20, 2018 – Final Exams
  - January 3, 2019 (Thursday) – Ag PhD Collegiate Agronomy Workshop
  - January 10, 2019 (Thursday) – Professional Development Day
  - January 11, 2019 (Friday) – New Students Registration
  - January 14, 2019 (Monday) – Classes begin
  - January 21, 2019 (Monday) – MLK Day
  - January 25, 2019 – Admitted Student Day

- Ongoing agenda items: Program Review, AURI/Marshall Chamber Ag Panel

Thank you,

Sang

Department of Agriculture, Culinology® and Hospitality Management

Re-Scheduled Department Meeting
Tuesday, February 5, 2019
Noon to 1 PM, ST 102

<u>Meeting Agenda</u>
- **Program Updates**
  - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis, Jung, Toland
  - Agricultural Education, Ag Leadership – Dr. Kovar
  - Agronomy – Professors French and Tutt

- o Culinology and Hospitality Management – Dr. Hwang
- **Agronomy Position Search –** Recommendations and current status
- **Ag Program Review** – Discuss timeline for completion of self-study.
- **Update on Transfer** – Two remaining transfer reviews – Ag courses at Central Lakes College (CLC) (Brainerd, MN) and Riverland Community College (Austin and Albert Lea, MN). See Molli Anderson's MS Excel file attachment.
- **Investments, Incentives, & Innovations at SMSU –** Congrats to Joyce for a $7,000 Award. This CULG-HOSP Project still needs $24,000 in additional funds to finish the IL 115 update.
- **Invitation from MN Corn Growers –** Possible meeting in March & Brainstorm session report.
- **PAS Competition on February 5-6**
  - o Student PAS competitors' requests to be relinquished from regular classes.
  - o National PAS Convention is scheduled for March 13-15 in Loveland, Colorado. Request for one of our faculty join them as a participant at this year's national PAS event.
- **Upcoming Scheduled Events:**
  - o February 2, 2019 (Saturday) – Student Visit Day – Hawaiian Night
  - o February 5-6, 2019 (Tues., Wed.) – State PAS Competition
  - o February 8, 2019 (Friday) – Assessment Day – No classes
  - o February 13, 2019 (Wed.) - Annual SMSU Foundation Farm Seminar
  - o February 15, 2019 (Friday) – Ralco/SMSU AgBowl Scholarship Invitational
  - o February 18, 2019 (Monday) – President's Day – No classes
- **Any Curriculum Items?**
- **Ongoing Agenda Items**
  - o Next steps for program assessment
  - o Credit for Prior Learning & Course Outlines
  - o Faculty contact SMSU Admitted Students
- **President Gores**
  - o Submit stories of accomplishments to Chris Anderson. These items will help shape two SMSU events: Presidents' All-University Address & Mustang Ovations Program

- **Missing agenda items? –** Please let me know. Thanks.

Appendix C - 2017-2018 Program Assessment Report for the Southwest Minnesota State University (SMSU) Department of Agriculture, Culinology® and Hospitality Management (ACHM) – Excluding Appendices

2017-2018 Program Assessment Report*
for the
Southwest Minnesota State University (SMSU)
Department of Agriculture, Culinology® and Hospitality Management (ACHM)

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* NOTE: Based on discussions and feedback that I received after sharing this document with my colleagues, the proper role of this document within SMSU's overall assessment system should be identified. Two important assessment documents at SMSU are known as PASL's and RASL's. These abbreviations are:

- PASL = Plan for the Assessment of Student Learning
- RASL = Report on the Assessment of Student Learning

The PASL logically precedes the RASL. When our ACHM faculty participate in the SMSU Assessment Days, and create program goals and SLO matrices, we develop PASL's.

This document is primarily serves as a PASL. Its content of this document largely focuses on the development of goals and student learning outcomes for the ACHM Department.

Prepared by
Gerald D. Toland, Jr., PhD
Department Chair

Submitted to:
Dean Raphael Onyeaghala, SMSU College of Business, Education and Professional Studies
Professor Jeff Bell, SMSU Assessment Coordinator
Institutional Research Director Alan Matzner and Provost Dwight Watson,
Assessment Academy Project Liaisons

September 10, 2018

Introduction and Goals of this Report

During 2017-2018, our faculty continued to develop and implement program assessment plans within SMSU's Agriculture, Culinology® and Hospitality Management (ACHM) Department.

The goals of this 2017-2018 program assessment report are to:

- Indicate the Assessment-Cycle Level achieved by each program in the ACHM Department. The four assessment-cycle levels are:

  1) Identify and define student learning outcomes (SLO's).
  2) Determine assessment measures and collect evidence.
  3) Analyze evidence.
  4) Use evidence to support and improve program performance.

- Discuss how ACHM Department faculty continue to integrate our Program Assessments with the Goals and Student Learning Outcomes (SLO's) of SMSU's Liberal Education Plan (LEP) in the 2018-2019 Academic Year, and thereafter.

The ACHM faculty practice program assessment, and value it as a worthwhile enterprise. We collect and interpret our classroom and program assessment data to guide our current and future curricular decisions. The quality of our programs and courses are improving because of our assessment cycle, and the process continues. We aim to consistently improve both teaching and learning, creating benefits for our students, our stakeholders, and ourselves.

From a university-wide standpoint, we participate cooperatively with SMSU's Committee on Institutional Assessment (CIA) and the Assessment Academy Project (AAP) Team. We learn from each other, and help create an environment where program assessment advances SMSU's capacity to consistently improve as an educational institution.

Organization of this Report

This report is organized into three sections. Section I summarizes the ACHM Department's different academic programs, and provides an overview of how ACHM faculty cooperated with each other to encourage advances in program assessment in 2017-2018 at SMSU.

Section II provides an update on each program's achieved-level in the Assessment-Cycle. Evidence of the current assessment-cycle level for each program is presented in the report's appendices.

Section III outlines how our ACHM Department faculty continue to develop and implement plans to achieve consistent improvement as a consequence of utilizing the assessment-cycle across all of our programs.

Section I – Academic Programs and Assessment in 2017-2018 for SMSU's Agriculture, Culinology® and Hospitality Management (ACHM) Department

A. *Identification of ACHM Departmental Programs.* SMSU's ACHM Department offered eight academic majors at the Bachelor's level, one Associate in Science program (Agribusiness Management), and four different minors during the 2017-2018 Academic Year. These programs are:

- 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, Agricultural Economics, and Hotel/Lodging Management

In Fall Semester 2017, assigned a "suspended status" to our Economics minor because of low enrollment.

B. *Cooperative Programming in SMSU's ACHM Department.* On July 1, 2016, SMSU established the ACHM Department as part of a college-wide reorganization. The restructuring helped us to achieve greater academic effectiveness and efficiency. Our faculty welcomed the new ACHM structure, and we continue to finds ways to take advantage of our real-world and disciplinary connections. We are working together to offer attractive and valuable programs from "farm-to-fork."

In the area of program assessment, ACHM faculty have been helping each other make progress. We regularly and fully participate in SMSU's Fall and Spring Semester Professional Development Days. Our department faculty actively create and implement classroom and program assessment plans in our courses throughout the academic year.

C. *Planning and Implementing Assessment in SMSU's ACHM Department.* During our Fall Semester 2018 Professional Development Day event, Provost Dwight Watson and Assessment Coordinator Professor Jeff Bell offered updates on all facets of SMSU's assessment efforts. Everyone in the university is making a concerted effort to achieve continuous improvement through an intentional and well-organized assessment process.

Our ACHM faculty are glad to be participants in this process. When the Higher Learning Commission's (HLC's) evaluation team visits our SMSU campus on October 28-30, 2018, our ACHM faculty will be ready to share how assessment guides our decision-making. Our engagement in assessment informs us of our strengths, and also demonstrates the areas where we have shortcomings that require our attention.

The HLC visit helps us to examine how all SMSU academic programs (including ACHM) integrate SMSU's Liberal Education Program (LEP) into our curricula. Our ACHM faculty, as well as our colleagues across campus, are adjusting our syllabi and evaluation instruments to gather evidence of how our students are mastering SMSU's LEP Student Learning Outcomes (SLO's). We are experimenting with a variety of learning strategies to encourage students to see the linkages between the courses that they take within their majors and the broad educational objectives embodied in SMSU's LEP.

To assist programs and departments with assessment planning and implementation, members of SMSU's Assessment Academy Project (AAP) are assigned as liaisons to selected programs. With respect to the ACHM Department, there are two AAP liaisons providing guidance and support for our efforts to create and carry-out our program assessment plans:

ACHM Department Programs   AAP Assigned Liaison

Agriculture-Related and Economics
Programs…………………………………………Director of Institution Research
                                      & Reporting, Alan Matzner

Culinology and Hospitality Management
Programs…………………………………………Provost Dwight Watson

In addition to the AAP Liaisons' assessment support, we are fortunate to have input and guidance from our own ACHM faculty. Following the same programmatic structure, we have two Program Assessment Leaders (PAL's):

ACHM Department Programs   Program Assessment Leaders (PAL's)

Agriculture-Related and Economics
Programs…………………………………Assistant Professor of Agricultural
                                      Education, Dr. Kristin Kovar

Culinology and Hospitality Management
Programs…………………………………Associate Professor of Hospitality
                                      Management, Dr. Joyce Hwang

Leadership from our PAL's and AAP Liaisons helps our ACHM faculty to continue to make headway in program assessment. As we move through the steps of the assessment cycle, we post evidence of our progress in the designated folders of SMSU's T-Drive.

Section II – ACHM Department Program Updates on Assessment Cycle Status

A. ACHM Faculty Utilize CIA Mini-grant and SMSU Assessment Day to Advance Program Assessment in 2017. Responding to AAP liaison input, and using funds from an SMSU CIA Assessment Mini-grant, our ACHM Department scheduled January 4, 2017 (prior to the beginning of Spring Semester 2017) as an entire day set-aside to advance our program assessments. In particular, we needed to begin Level 1 planning in the assessment cycle for the following programs:

- Agricultural Education (teacher licensure program) (AGED)
- Agricultural Solutions (AGSO)
- Agronomy (AGRO)

The 1/4/2017 ACHM Departmental Assessment Day was productive. We generated Program Goals, Student Learning Outcomes and Alignment Matrices for the AGED, AGSO and AGRO programs. We reported our results to our AAP Liaison, and posted files with the relevant information in the appropriate folders of SMSU's T-Drive.

The Culinology and Hospitality Management Programs in the ACHM Department made significant progress in devising timetables to begin moving through Levels 2, 3 and 4 in the Assessment Cycle. Please see the following MS Excel file to examine the documentation of their progress:

CULG_HOSP_Assessment_Plan_TimeTable

Our ACHM Department faculty also participated in the SMSU Assessment Day on February 3, 2017. During this Assessment Day, our ACHM faculty had further discussions about how to begin assessment specific Student Learning Outcomes (SLO's) in particular courses. At the conclusion of the day's activities, our department completed Progress Reports/Updates during the 2:30PM Reconvene Session. We submitted plans for assessment in our Agribusiness Management (AGBU), Agronomy (AGRO) and Agricultural Solutions (AGSO). Our submitted plans appear in a PDF file labeled as:

Assessment Planning Results - SMSU Agriculture Programs - 2-3-2017.pdf

Our ACHM faculty will follow up on our assessment plans outlined in the above PDF File during the upcoming 2018-2019 Academic Year. In this regard, we have some useful advice on

2/24/2017 from Alan Matzner, our AAP Liaison.[10] We must initially focus our efforts on assessing the influence of our efforts on a few achievable assessment outcomes. We cannot, and should not, allow ourselves to be overwhelmed by the range and complexity of our plans to implement our Program Assessments of Student Learning (PASL's).

B. ACHM Faculty Participate in SMSU's Feb. 2nd, 2018 Assessment Day. On Friday, Feb. 2, 2018, SMSU canceled all regular daytime classes to allow time for department faculty to focus an entire work-day on program assessment. Within SMSU's ACHM Department, we worked diligently and in parallel to make progress. With guidance from our Program Assessment Leaders (PAL's), Dr. Kristin Kovar and Dr. Joyce Hwang, our Ag-program Faculty and our Culinology-Hospitality Program faculty, met independently to focus on the separate assessment challenges associated with our academic programs.

Emerging from the work that we performed on 2/2/2018, we offer three (3) documents indicating our progress on our PASL's (Program Assessments of Student Learning). These documents appear in Appendix D of this report:

- Assessment Day Work-Plan Instructions (Applicable to all SMSU Academic Programs)
- Feb 2 2018 Report - AGBU AGSO and BAS-AG Assessment Plans and Accomplishments
- AGBU - PASL Timetable_Template_2018-2019

What do we learn when we take a full work day, and dedicate it to progress in our assessment plans?

When an academic assessment plan is fully operational, its implementation becomes a natural aspect of the entire educational process. Our ACHM faculty are working towards realizing that goal. PASL's must ultimately be incorporated into our daily routines. As we meet our students and conduct our classes, we should assess their progress in our programmatic SLO's, and in the SLO's of SMSU's LEP. This assessment process must be intentional. It will not happen simply by osmosis. We must deliberately incorporate program goals and SLO's into our classroom discussions, homework assignments, term papers and final exams.

Grading a student paper or assignment is important on multiple levels. We (SMSU faculty) are not only assuring that each individual student's accomplishments are appropriately evaluated. We also measure our capacity to facilitate a broader educational learning process for all of our students.

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[10] Please read Appendix A. It is a copy of the MS-Word File emailed by Alan Matzner to the SMSU agriculture faculty: *__AG - memo from Alan Matzner - Advice for assessment plans - 2-24-2017__*

A true assessment culture means that we seek continuous improvement. The gains should be both on the average, in also in reducing the variability of our students' performance. Assessment means that we encourage all of our students to make real contributions to their chosen disciplines, while simultaneously being civically-engaged in our wider world by employing a mature and informed world view.

As in all academic disciplines, we hope to prepare our Ag-Food-HOSP degree graduates to not only make positive contributions in their major study areas, but to do something more. Within our Ag-Food-HOSP disciplines, there is a real sense that our graduates can help our ag-and-food system to feed the world in a manner that is environmentally, economically and socially sustainable, now and in the future.

C. Assessment Plan and Implementation for SMSU's Agribusiness Management (AGBU) Program in 2017 and 2018. Within SMSU's AGBU major, faculty introduced two required one-credit courses to have both students and faculty participate in program assessment. These two courses are:

> **AGBU 101 -** Seminar I: Career Development & Portfolio Design (1 SCH)
> **AGBU 495 -** Seminar II: Career Readiness & Portfolio Assessment (1 SCH)

The two above-mentioned courses serve multiple purposes. In relation to assessment within the AGBU major, these companion courses help our students understand and appreciate the meaning of program goals and student learning outcomes.

SMSU's AGBU major has six goals, and each goal is associated with two Student Learning Outcomes (SLO's). Arithmetically, assessment of student performance in the AGBU major is connected to a total of twelve (12) SLO's. The overall design for program assessment of these 12 AGBU SLO's is closely tied to the intended functions of our AGBU 101 and AGBU 495 courses.

In AGBU 101, our agribusiness students become familiar with the program's twelve SLO's. They are instructed to create academic portfolios where they save and share artifacts providing evidence of their skill-mastery level within each of the twelve SLO's. Students can identify and showcase work-products for these 12 SLO's from any relevant curricular- or co-curricular courses or activities. The faculty member teaching the AGBU 101 course has access to the student portfolios for the purposes of guidance, grading and assessment.

During an AGBU major's college years at SMSU, students add work-products to build evidence of their improving skill or proficiency within a particular student learning outcome. Our students are taught to self-evaluate their mastery level. They can utilize an evaluation rubric to

assign a proficiency for the SLO at a "beginning", "intermediate" or an "advanced" level.[11]

Our faculty also use AGBU 101 as the vehicle to help our agribusiness students understand how their curriculum ties-in with the goals and SLO's of SMSU's Liberal Education Plan (LEP). It is important for our students to intentionally make connections between what they learn about their own discipline and the benefits of a well-rounded education (as embodied within the ten goal areas of the Minnesota Transfer Curriculum (MTC).

In AGBU 495, a course intended for seniors in agribusiness management, our faculty require our AGBU majors to review and reflect on their multi-year portfolio entries as they complete the requirements for the AGBU degree and graduate from the program.

A primary role for AGBU 495 is to encourage our AGBU seniors to self-assess their strengths and identify areas needing special attention. This exercise is particularly beneficial because our students can work towards higher proficiency levels within the SLO's as they ready themselves for their career options after graduation.

Seniors taking AGBU 495 prepare and deliver PowerPoint presentations to their peers at the SMSU Ag Club's regular Thursday noon meetings during the semester. This opportunity to share outcomes is powerful. Students and faculty see first-hand how our seniors are using their degrees to become stronger and better career professionals after they "graduate from college."[12]

During Fall Semester 2017, to implement the intended design of AGBU 101, freshmen and transfer agribusiness students were expected to purchase access (at a cost of about $100) to a software-platform known as the *Live-Text Electronic Portfolio (LTEP).*

From an assessment perspective, the AGBU faculty (Drs. Davis, Jung and Toland) initially viewed the *LTEP* as a reasonable tool for students and faculty to store, share and showcase student-created artifacts. Students with majors in SMSU's Education (ED) program had already been successfully using the *LTEP* to upload and share important artifacts necessary for degree completion and state licensure.

When our faculty began requiring our AGBU 101 students to purchase *LTEP* access, we did

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[11] See Appendix E to this Report: Rubrics for SMSU's Agribusiness Management (AGBU) Program Goals and Student Learning Outcomes (SLO's)

[12] In Spring Semesters 2017 and 2018, senior AGBU 495 students worked diligently to use their portfolios to categorize their work-products into each of the 12 different SLO Folders. They self-evaluated their performance within each category. AGBU 495 students created PowerPoint presentations, and presented to peers and faculty during noon meetings of SMSU's Ag Club. This was a good forum for students to share their work with others, and for all of our students to see and understand how their completed papers and projects fit into a larger scheme of what it means to be an AGBU Major at SMSU.

not know whether the platform would serve our AGBU students as well as it had helped SMSU's ED students. But we believed it was worth a try.

One key aspect of any assessment cycle is the process itself. We use the assessment cycle to set goals, identify problems, examine options, make choices and then carefully analyze the results. Sometimes our strategies and tactics work as planned, and sometimes not. The important element is to be attentive and to follow-through completely with all phases of the cycle. When an option is failing to achieve a targeted outcome, then we assess the nature of the difficulty, and use that insight to revise our approach in a manner that addresses the lessons learned from the previous trial.

In the case of our AGBU program, use of the *LTEP* became problematic. Our AGBU students told us that the $100 *LTEP* fee was excessive; they cited technologies such as *Google Drive or Google Docs* as low-cost alternatives, and challenged us to re-consider why the *LTEP* was really necessary. Equity problems also quickly emerged as some students complied with the request, and paid-for *LTEP* access, while others did not. Students were dismayed when they discovered that not all of their peers were participating as planned.

Our AGBU faculty met and agreed that if we could identify a low-cost and technologically-modern portfolio alternative to the *LTEP*, that we should pursue it. Fortunately, designers for the *D2L Brightspace Online Course Platform* recently developed a new electronic portfolio option that can easily be incorporated into the regular D2L structure. We recognized that our AGBU program could be one of the first users of D2L's new e-portfolio application, if our faculty could be prepared to exercise its potentials.

Officials for the *MinnState-System* fortuitously anticipated the need to offer D2L e-portfolio training, and created an internal statewide competitive grant program designed to instruct faculty on the proper use of the D2L e-portfolio software. MinnState's Director of Learning and Next Generation Technologies notified Dr. Toland in July 2018 that his SMSU AGBU proposal for e-portfolio training was accepted. The training project begins in Fall Semester 2018, extends through Spring Semester 2019, and its benefits reach further into the future. Dr. Toland is teaching AGBU 101 in Fall Semester 2018, and he will simultaneously incorporate his MinnState e-portfolio training into the improvement and delivery of his AGBU 101 course.

Part of Dr. Toland's MinnState grant proposal includes an expectation to share his e-portfolio knowledge with his colleagues via workshops and presentations. In the long term, this will be a good outcome for both SMSU students and faculty. SMSU AGBU students will easily access the e-portfolio application with a regular log-in to the D2L Platform. There are no extra fees or tuition costs tied to this new access. SMSU faculty benefit because they can easily incorporate the e-portfolio capabilities into all their courses. This access will be especially

useful in our AGBU 101 and AGBU 495 courses.

Our AGBU faculty view this exercise as an important way for a "culture of assessment" to become a natural aspect of how we conduct our educational programs at SMSU.

D. Current Assessment Cycle Status for ACHM Department Academic Programs. Thanks to the efforts of ACHM Department faculty, the following BS-Degree Major programs have designated <u>Program Goals</u>, <u>Student Learning Outcomes</u> (SLO's) and <u>Alignment Matrices</u> connected to SLO's (and performance levels) to specific courses in our curricula:

- Agribusiness Management
- Agricultural Education
- Agricultural Solutions
- Agronomy
- Culinology
- Hospitality Management

The ACHM Faculty realize that we must create Program Goals, SLO's and Alignment Matrices for these programs:

- AS Degree in Agribusiness Management
- BS Degree in Agricultural Communication and Leadership
- BAS Degree in Agriculture
- Minors in Agribusiness Management, Agronomy, Agricultural Economics, and Hotel/Lodging Management

Section III – ACHM Department Program Assessment Goals for the Upcoming 2018-2019 Academic Year

ACHM Department faculty will develop and implement plans to make progress towards continuous improvement in the assessment-cycle across all of our programs in the 2018-2019 Academic Year.

We will advance the assessment of our programs far enough along to create real results in Levels 2, 3 and 4 of the cycle. We will address the following specific areas and questions:

- **We determine assessment measures and collect evidence.** To do this, we create timelines that answer these questions:

    o What LEP Area(s) will be our focus?
    o When will we perform the assessments and in what courses?

- How will we assess the outcomes, and what instruments will er use? (e.g., types of assessments such as research papers, speeches, portfolios, presentations, posters, tests and examinations, interviews, group projects; different types of evaluation instruments such as self-assessments, rubrics, surveys.)

- **We analyze evidence:**

  - What program-based structure will you put in place to analyze evidence? (e.g., data collection days, structured conversations, retreats, assessment-only meetings, portfolio reviews, grading gatherings, etc.)
  - When will we perform this analysis?

- **We use evidence to support and improve our programs:**

  - What data/evidence will we utilize, and how will we evaluate its meaning?
    - Program Self-Evaluation Meetings
    - Share evidence with Advisory Councils, and request feedback
    - Share evidence with Student Forums, and request feedback

  - When will the evaluation happen? Create a specific timeline.

  - How will we know that we have acted on the evidence?
    - Implement Program Changes or Improvements
    - Examples include: curriculum changes, pedagogical changes, professional development needed, courses sequence changes, implementing transfer pathways

  - How will we document our actions?
    - Annual Assessment Plan Reports
    - Connect Assessment Reports to Department Annual Reports
    - Reports to Advisory Councils

Assessment Academy Project leader Alan Matzner offered the following advice to our ACHM Faculty:

Remember not to take on too much; one course or one Student Learning Outcome is sufficient for now. A well done, even if simple, assessment of student learning is a very good start.

In the various documents you mention access to CIA mini-grants and support from the Liaison team. [It is advisable to follow-up on these suggested actions.]

In the upcoming 2018-2019 Academic Year, our ACHM will move ahead to take each program from its current level and advance it to the remaining stages, with a goal of using assessment data to make program improvements on a continuous basis.

Southwest Minnesota State University
School of Education
Undergraduate & Graduate Programs
AY2019

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 2018-2019 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.

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. (National PE 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. (National PE Standards 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. In 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, which continued to be offered via collaboration with the MSHSL in the 2020 academic year.

Faculty and Staff in the School of Education:
During the 2019 academic year, members of the School of Education included 17 full-time faculty, 10 head coaches, three assistant coaches, and several adjunct faculty. Additionally, there are five key support staff – two administrative assistants, two field experience coordinators, and one director/licensing officer as well as one graduate assistant, and two student workers.

Department Leadership:
- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Debbie Van Overbeke, Director of Graduate Education – On Campus & Online
- Dr. Tanya Yerigan, Director of Graduate Education – Off Campus/Learning Communities
- Dr. Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Brian Mumma, Director of Professional Educator Services (including edTPA and Livetext); mentored by Dr. Rhonda Bonnstetter, former Director of Assessment & Accreditation
- Dr. LeAnne Syring, Special Education Coordinator

Faculty: The following were members of the faculty of the School of Education in 2018-2019:

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

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

Dr. Rhonda Bonnstetter – taught in undergraduate and graduate programs

Mr. Michael Deschneau – taught in undergraduate and graduate SPED programs

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

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

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

Ms. Kandy Noles Stevens – taught in the College Now and undergraduate programs

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 Van Overbeke - 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.

Dr. Sonya Vierstraete – completed her fifth year serving as department chairperson, and has taught in the undergraduate and on-campus graduate programs with focus on ELED, ECE, TESL, and PECs.

Dr. Tanya 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 in the Department of Athletics, and teach courses in various programs:

Daniel Allen – Physical Education & Men's/Women's Cross Country/Track & Field Coach

Brad Bigler – Physical Education & Men's Basketball Coach

Paul Blanchard – Physical Education & Men's Baseball Coach

Terry Culhane – Education, Physical Education, & Women's Volleyball Coach

Bailey Bouman – Education, Physical Education, & Women's Softball Coach

Bryan Hiller – Physical Education & Men's Assistant Football Coach

Erin Kasmarik-Mallett – Physical Education & Women's Soccer Coach

Tom Webb – Physical Education & Women's Basketball Coach

Jesse Nelson – Physical Education & Men's Wrestling Coach

Cory Sauter – Physical Education & Men's Football Coach
Nick Smith – Physical Education & Men's Assistant Basketball Coach
Marty Wahle – Physical Education & Women's Swim/Dive Coach
Brittani Wiese – Physical Education & Women's Assistant Basketball Coach

Staff: The following were staff members of the School of Education in AY2019:

Ms. Jennifer Swanson – Office & Administrative Specialist Senior; supervisor of 2 student
    workers

In the Office of Placement & Licensure:
Dr. Brian Mumma - Director of Professional Educator Services, supervised these positions:
Ms. Stephanie Fladhammer - Customer Service Specialist Intermediate (50%)
Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior (92%)
Dr. Lori Wynia – Field Experience Coordinator for Extended Learners

Kolin Bartlett- 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
offered with a waiver from PELSB; it will transition into the Transfer Pathways option in
the upcoming year. 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 Education provides licensure to teach students in five content areas. They are
licensed for varying grade levels as mandated by the PELSB. 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**, **Health Education** (grades 5-12), **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 PELSB. These licensure programs include: **Art Education**, **Music with emphases in either Vocal or Instrumental music**, **Health**, **Physical Education** (PE), **Special Education** (SPED), and **Teaching English as a Second Language** (TESL).

Specific to **Special Education, SMSU** provides licensure for **Early Childhood Special Education** (Birth-age 6) and **Academic Behavioral Strategist** (K-12). Our Special Education program is offered in two formats: on campus and online. We also provide a nonconventional format with our Para-to-Sped program for teacher candidates currently working as paraprofessionals.

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 Teaching English as a Second Language as a non-licensure minor.

Teacher Education Programmatic Updates for AY2019:

The School of Education offered Introduction to Education as its premier venture into the College Now (concurrent enrollment) world. Ms. Kandy Noles Stevens served as the coordinator and education faculty member for College Now. The offering was met with success, and the School of Education will be offering Introduction to Child Growth and Development in addition to the Introduction to Education course to high schools in our region and across the state.

Mr. Michael Deschneau joined the School of Education faculty this year with his expertise in the areas of special education and charter schools. Mr. Deschneau taught and advised both undergraduate and graduate SPED students.

The Director of Professional Educator Services for the School of Education was hired in August of 2018. Dr. Brian Mumma was hired in this role and assumed the responsibilities

of licensure officer, placement, programmatic assessment, PELSB accreditation, edTPA, and LiveText coordinator.

In November of 2017, the SMSU School of Education Teacher Education Program (TEP) hosted the Professional Educator Licensing and Standards Board (PELSB) review team for a site visit. The TEP was granted continual unit approval until 2023 with a focus report due in 2019 to address standards 2J and 3C. The interim report was submitted and continuing approval with evidence of the interim report submitted by December 2019. The most recent Institutional Report for Teacher Education (2017) submitted to PELSB for accreditation is posted on the School of Education website, and includes the Conceptual Framework, serving as the foundation for both undergraduate and graduate education programs.

Currently, there are approximately 1,200 declared undergraduate education majors, with some double or triple majors declared.

Declared Majors	AY2018	AY2019
AGED	39	49
ARED	20	16
BIED	18	11
CAED	23	23
CHED	9	6
COCC	12	9
CSED	4	Not reported
ECE	321	311
ECSE	54	58
EDST	52	37
EDUP	16	8
ELED	257	271
ID	Not reported	3
MAED	28	17
MUED	22	22
PE	84	74
PETE	92	76
SPED	113	120
SSED	77	58
TESL	21	13
TOTAL	1262	1182

With the Teacher Education Program (TEP) application process, 51 teacher candidates earned full admission while 54 earned conditional admission. There were 19 pending applications as of the end of June 2019 publication of this report. The TEP application

process uses Livetext as the platform for the online application and tracking reviews of teacher candidates' applications. As the process can be somewhat tedious and backlog the forward progress and approval of applications, the TEP application will be moving to another online format similar to the newly adopted online petition process.

During AY2019, there were 81 student teachers with 44 student teachers placed in the fall and 36 student teachers placed in the spring. This total was similar to AY2018 with 79 student teachers placed for their final student teaching experience.

As we look to grow teachers in southwestern Minnesota, SMSU has worked collaboratively with Worthington Public Schools ISD 518 and Minnesota West over the past two years as part of the Southwest Teacher Preparation Partnership. The primary goal of this collaboration is to provide teacher licensure to place-bound individuals in the Worthington area. The Partnership previously received a gap grant from SWIF – Southwest Initiative Foundation for $15,000 and an implementation planning grant from the McKnight Foundation for $75,000. This May 2019, the Partnership was granted $600,000 from the McKnight Foundation to fund this partnership for the next two years.

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 (TLL - 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 Teaching English as a Second Language (TESL), both for licensure K-12 and/or as a master's degree.
Specific to Special Education, SMSU offers certificates for ASD – Autism Spectrum Disorder, EBD – Emotional Behavioral Disabilities, and LD – Learning Disabilities.
Along with the TLL option, the Administrative Licensure program is offered in a Learning Community format with options for educators to earn the principal, director of special education, and superintendent licensures as well as earning the specialist degree.

In December of 2018, the Education Administration and Leadership Program (EDAL) hosted the Board of School Administrators (BOSA) site team as part of the reaccreditation process. BOSA granted approval with the condition of interim reports in June 2019 and in 2020 to allow for alignment of the updated MN standards within SMSU courses, further development of cultural competency, programmatic assessment, and full implementation of the advisory council.

In April of 2019, the Oncampus/Online Graduate Education Program hosted Dr. Aura Wharton-Beck to conduct the external program review, which was organized by Dr. Debbie Van Overbeke. Dr. Wharton-Beck is an assistant professor and Director of Administrative Licenses, (K-12, Director of Special Education, School Superintendent) in the Department of Educational Leadership at St. Thomas University. The program is currently awaiting the final report of the program review at the time of this annual report.

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.

There is 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 and Dr. Dennis Lamb. Robert Larsen is also instrumental in this program.

SMSU was also the recipient of a second grant through Minnesota State 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.

School of Education. The School of Education has created a policy handbook throughout the 2017-2018 academic year. The handbook was updated monthly with full department approvals. Although not complete, the policy handbook continues to evolve and be a dynamic resource for faculty and staff and housed on the internal "T" drive. This is a different document than the Teacher Education Program (TEP) Guidelines along with application process, the TEP Field Experience and Student Teaching handbook, and the 2+2/Extended Learning Early Childhood Education handbook.

Section II – Faculty Involvement & Activities Highlights

The School of Education faculty are dedicated with many identifiable accomplishments. Please find the following professional development highlights as submitted by individual faculty members; this is just 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. Michelle Beach continued to integrate accessibility features into her online courses to meet the needs of students with disabilities and to meet federal guidelines for online courses and provide student options for learning styles. Dr. Beach rewrote several of her courses to add materials, videos and links in order to be able to eliminate or reduce the need for students to buy textbooks. Dr. Beach redesigned the Early Childhood Special Education program to be offered completely online and worked towards setting up other Education majors to also receive approval for online delivery. Dr. Beach was appointed by the State of Minnesota to the four-person team that will create four faculty instructional training courses for faculty who want to teach courses online.

Dr. Bonnstetter took on the interim role of Director of Professional Educator Services during June – August of 2018, and mentored Dr. Brian Mumma during his first year in the newly revised position. Dr. Bonnstetter completed the first year of her phased retirement this year. She taught several sections of ED 102 Technology: Classroom Applications in both face-to-face and online formats, assisted new adjunct faculty in teaching ED 301 Teaching & Learning Processes and lab, ED 304 Professional Development, ED 461 Educational Studies, ED 406 Secondary Math Methods/ED 412 Middle Level Math Methods, and supervised a student teacher and an ED 468 practicum.
Dr. Bonnstetter was the recipient of Minnesota Rural Education Association's "Distinguished Service Award", Nov. 2018.

Mr. Michael Deschneau joined the School of Education in AY2019. The primary focus for this past academic year was to evaluate course content, specifically course standards and expected student learning outcomes. The most significant changes occurred in the way students were expected to demonstrate their learning. These changes included further developed case study activities and collaborative projects in the areas of behavior management and special education student assessment. The goal was to bring additional practical experience to the courses that would bring exposure to activities special education teachers need in practice.

Dr. Sharon Kabes helped prepare for and successfully complete the Board of School Administrators (BOSA) five-year review of the SMSU Educational Administration and Leadership program. The review took place on December 12-14 2018. There was a positive recommendation of the program, and it was reported that the required BOSA standards had been met. Dr. Kabes coordinated, taught, and refined curriculum as well as trained co-facilitators for new learning communities in the Educational Administration and Leadership Program. This program was taught in a constructivist format and led by a team of co-facilitators composed of a university professor with school administrative experience and two active practitioners from different school leadership levels. Weekend agendas and syllabi were designed to encourage a broad range of constructivist activities including team-building, personal reflection, peer review, team research, and open- ended team projects New materials, resources and books were reviewed and recommended annually. Additionally, Dr. Kabes coordinated the cooperative program with UDRU University in Udon Thani Thailand and a partnership with VDRU University in Bangkok.

Ms. Kandy Noles Stevens taught a variety of courses within the Education Department. She continued teaching educational technology and science methods courses. Her continued study allowed for the inclusion of some new elements into the courses – culturally responsivity, STEM infusion, and curricular development – that are reflective of the best practices in education. She assumed the responsibilities of being the faculty mentor for the grant-funded College Now: Education courses. The duties of this position required travel to each of the partner schools around the state, and the Assistant Professor worked diligently to build relationships with and to mentor each extended faculty member. She developed a professional development shell course for the faculty to support their teaching and learning in the dual enrollment course. Additionally, she developed and implemented a day for the students and faculty in the College Now course to visit SMSU, to participate in educational courses, and to learn more about the Mustang family. Her efforts in teaching were awarded with a Graduate Excellence in Teaching award from the University of South Dakota.

Dr. Paulette Stefanick taught undergraduate and graduate courses, both online and face-to-face. Her main areas of teaching expertise are Reading/Literacy courses and Kindergarten methods courses. This equated to 15 credits each semester and six credits in the summer. Dr. Stefanick incorporated a variety of strategies and teaching methods into each of her courses. These included quizzes, article critiques, micro-teaches, strategy use, centers, presentations, papers, interactive notebooks, use of technology, and assessment activities. All methods courses included a 15-hour lab in an area school.

Dr. LeAnne Syring, with the guidance of Dr. VanOverbeke, completed the Plan for Assessment of Student Learning (PASL) and the Review of Assessment for Student Learning (RASL) for the Master of Science in Special Education program. She also worked with three new adjuncts for our spring semester Special Education courses. Dr. Syring's work focused on both the adjuncts and the students having a successful semester of teaching and learning. Dr. Syring continued to review her courses, valued the feedback from students, and will be revising the syllabi for her online courses to include video

lectures and information as well as optional Zoom meetings to meet the needs of the students per their request.

Dr. Debbie Van Overbeke converted ED 275 from an on-campus course to an online course and taught in fall 2018 and spring 2019. This conversion increased enrollment from an average of 15 students to an average of 25 students each semester. Student satisfaction remained strong for each semester. Additionally, Dr. Van Overbeke served as the on-campus/online graduate director that resulted in the following accomplishments:
- Planned and organized the On-campus/Online Masters in Education Program Review, which was held on May 10, 2019. Dr. Aura Wharton-Beck was the reviewer for the program.
- Wrote the RASL for the On-campus/Online Masters in Education.
- Revised the PECS LiveText Portfolio with Dr. Frankie Albitz and Dr. Brian Mumma to be used in each course throughout the program with key assignments that the professor of record will review and score.

Dr. Sonya Vierstraete served as the Chairperson for the School of Education for the fifth year. Dr. V. teaches and advises undergraduate and graduate students with a focus on elementary education, TESL, and literacy. She also served as SMSU's Faculty Athletics Representative.

Dr. Tanya Yerigan continued to serve as the Off-Campus Graduate Education Director while leading three learning communities including Marshall 2, Marshall 3, and Belgrade. In addition, at the request of area educators, she offered professional development AE classes for a total of 16 additional graduate credits.
To secure and maintain the Marshall graduate market, Dr. Yerigan wrote a proposal for the Marshall School District with regard to allowing teachers to actualize their full lane change while receiving their master's degree from SMSU. To do this, Dr. Yerigan wrote an additional course (ED 637 "Educators as Professional Presenters") and authored a major curriculum change making the degree variable. The proposal was accepted by all levels at SMSU and the school district. Even better, the superintendent approved Dr. Yerigan's request to make the approval retroactive to her current students who are employed by the Marshall School District.

B. Scholarly and Creative Activity Highlights
School of Education 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 Editorial Board members. Additionally, Dr. Beach published several Advising newsletters and Distance Learners newsletters and distributed them to SMSU Early Childhood and Early Childhood Special Education majors. Dr. Beach has published and presented at the national and international levels again this year:

Beach, M. (2019, April. *"Research-based Mindfulness Meditation as a Catalyst to Decrease Stress and Improve Productivity.* Center for Scholastic Inquiry.

Van Overbeke, D., Stefanick, P., & Beach, M. (2018). *Technology practices of teacher candidates during field experiences: What are they using and how prepared are they?* Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 2091-2098). Las Vegas, NV, April 2019.

Beach, M. (2018). When Great Teaching Is Not Enough: Utilizing Student Perception to Increase Retention in Online Learning. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen, G. Davidson-Shivers, K. DePryck, M. Ebner, M. Fominykh, C. Fulford, S. Hatzipanagos, G. Knezek, K. Kreijns, G. Marks, E. Sointu, E. Korsgaard Sorensen, J. Viteli, J. Voogt, P. Weber, E. Weippl & O. Zawacki-Richter (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology* (pp. 1940-1944). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE).

Dr. Rhonda Bonnstetter had several creative works during the 2018-2019 academic year:
Schoolmeester, W., Bonnstetter, R., Risacher, M., & Vierstraete, S. (2019). Powerful teaching. Dubuque, IA: Kendall Hunt Publishing Co.

Bonnstetter, R. (2018). Teaching with technology: A guide for pre-service educators, 2nd Ed. Cognella Academic Publishing: San Diego, CA

Hawaii International Conference on Education, Jan. 5-8. 2019; presented Creating K-12 curriculum using Open Educational Resources (OER): Reflections on guiding three cohorts of teachers through the curriculum design process, Honolulu, HI

Minnesota Rural Education Association Annual Fall Conference Nov. 11-13, 2018; presented Using edTPA for Teacher Growth with Dr. Matt Loyd; Cragun's Resort, Brainerd, MN

Mr. Michael Deschneau dedicated much time revising courses and the Special Education program in collaboration with Drs. LeAnne Syring and Michelle Beach. The standards in SPED 460/560 weigh heavily on the interactions among adults and students, more importantly the function of behavior and how as adults we perceive the purpose of student behavior. Ultimately, this added field experience will provide students with the opportunity to observe and develop skills that impact the student – teacher relationship. More importantly, this field experience can begin to fill a void of how behavior and adult responses to behavior effects student self-awareness and achievement.
Additionally, Mr. Deschneau participated with a professional team of special education directors in completing a comprehensive systematic review of a school's special education program. The results of this review focused on state and federal compliance standards, identifying strengths within the systems in the school, areas of improvement along with recommendations and provided resources to further foster program development. Importantly, Mr. Deschneau has continued to work on his dissertation as the final component in obtaining his doctorate.

Ms. Kandy Noles Stevens continued her doctoral studies in Curriculum and Instruction with a specialization in STM (Science, Technology, and Mathematics). She completed her final coursework, which was an internship, during the Fall Semester and thus, became officially ABD. During Spring Semester, she completed chapters 1 and 2 of her dissertation and is currently completing chapter 3. The Assistant Professor continued her investment in the larger science education community and in the development of her students. She and two SMSU students submitted a proposal for presentation at the Minnesota Conference on Science Education and were invited to be one of the presenters at the Fall 2018 conference. Additionally, she was invited to be a speaker at the regional Minnesota Association of Environmental Educators at the beginning of Fall Semester, where she presented on ways to incorporate outdoor learning in a variety of educational settings. Finally, the Assistant Professor was selected last year to pilot an educational professional and curricular development program for the Jeffers Foundation. Her students participated in a training certification and then worked to develop lesson plans and activities for submission to the regional outdoor learning advocacy organization. The pilot program was a success and five SMSU students received accolades, had their original works published, and received financial stipends. The work of the Assistant Professor in the pilot program became an official model for the Jeffers Foundation for all teacher education program training.

Noles Stevens, K. (2018, August). *Making connections to vitamin "N".* Presented at regional conference of the Minnesota Association of Environmental Educators, McColl Pond, Savage, MN.

Noles Stevens, K., Macki, C. & Linder, S. (2018, November). *A daily dose of vitamin "N".* Presented at the annual Minnesota Conference on Science Education for the Minnesota Science Teachers Association, St. Cloud, MN.

Dr. Mary Risacher co-authored a book with colleagues.

Schoolmeester, W., Bonnstetter, R., Risacher, M., & Vierstraete, S. (2019). Powerful teaching. Dubuque, IA: Kendall Hunt Publishing Co.

Dr. Wendy Schoolmeester co-authored a book with colleagues.

Schoolmeester, W., Bonnstetter, R., Risacher, M., & Vierstraete, S. (2019). Powerful teaching. Dubuque, IA: Kendall Hunt Publishing Co.

Dr. Paulette Stefanick worked with colleagues to conduct research, write a paper, and submit it to a peer-reviewed journal. Their paper was accepted, and they presented it in March 2019 at the Society for Information Technology and Teacher Education (SITE) Conference, in Las Vegas, Nevada. The citation follows:

VanOverbeke, D., Stefanick, P., & Beach, M. (2019, March). Technology Practices of Teacher Candidates During Field Experiences: What Are They Using and How Prepared Are They? In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2091-2098*).* Las Vegas, NE, United States: Association for the Advancement of Computing in Education (AACE).

Dr. LeAnne Syring has successfully completed her dissertation and oral defense, earning her Ph.D. on December 18, 2018. Her dissertation has been published on ProQuest. This spring Dr. Syring presented her dissertation research at the CSI International Conference in Kissimmee, Florida. She has also been involved in presentations locally, regionally, and virtually. Dr. Syring was a proposal reviewer for the National 2019 Division of Early Childhood of the Council of Exceptional Children Conference.
Syring, L. (2018). *Administrators perceptions of inclusion in preschool: A qualitative multiple case study.*

Dr. Debbie Van Overbeke wrote the On-campus/Online Masters in Education Program Review, which utilized the LiveText platform for the report and the supporting artifacts. Additionally, Dr. Van Overbeke co-wrote and published/presented the following scholarship:
VanOverbeke, D., Stefanick, P., & Beach, M. (2019). Technology practices of teacher candidates during field experiences: What are they using and how prepared are they? In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2019.* Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

VanOverbeke, D., Stefanick, P., & Beach, M. (2019, March). Technology Practices of Teacher Candidates During Field Experiences: What Are They Using and How Prepared Are They? In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2091-2098*).* Las Vegas, NE, United States: Association for the Advancement of Computing in Education (AACE).

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. Dr. V. co-authored a book with colleagues:

Schoolmeester, W., Bonnstetter, R., Risacher, M., & Vierstraete, S. (2019). Powerful teaching. Dubuque, IA: Kendall Hunt Publishing Co.

Dr. Tanya Yerigan remained active with researching and presenting. A few of her presentations are identified below.

- Don't Hate the Messenger: Educator Misconduct…Media Hype or Epidemic?, August 2018, Lakeview Schools, Cottonwood, MN
- Criminal Justice's Silent Opponents: Toxic Stress & Trauma Changing Everything, September 2018, Criminal Justice Class-SMSU.
- What's Snuffing Out Your Flame: The Truth Behind Educator Burnout!, October 2018
- Stayin Active in the Classroom, SMSU Thai Project, November 2018, SMSU
- Charter School Leadership: Charting a New Course, April 2019, Center for Scholastic Inquiry International Academic Research Conference, Kissimmee, FL.
- Education's Silent Opponents: Toxic Stress & Trauma Changing Everything, May 2019, Lakeview Schools, Cottonwood, 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. Michelle Beach attended a number of conferences and professional development opportunities during the 2018–2019 academic year, including:

- Professional Development Workshop: *Equity Minded Language Workshop: A Tool for Culturally Relevant Leadership webinar.* Minnesota State Office of Equity & Inclusion, April 19, 2019.
- *4 must dos for math instruction webinar.* Scholastic. April 2, 2019
- Center for Scholastic Inquiry Annual Conference, Orlando, FL, April 2019.
- Society for the Integration of Technology in Teacher Education (SITE) 20th International Conference, Las Vegas, NV, March 2019.
- American Psychosomatic Society Annual International Research Conference, Vancouver, B.C., Canada. March 2019.
- *Six Ways to Engage Online Learners (webinar).* University of Minnesota, January 19, 2019.
- *ReadSpeaker TextAid Demo Webinar,* MnState Accessibility Work Group, December 13, 2018.
- Accessing Higher Ground Virtual Conference, Accessibility in Higher Education. Broadcast to Northland Community College, East Grand Forks, MN, November 14-16, 2018.

Dr. Michelle Beach also completed the coursework for a Certificate of Learning Disabilities, SMSU, completed Fall, 2018.

Dr. Rhonda Bonnstetter attended several conferences/professional development opportunities during 2018-2019:

- SMSU 3rd Annual Technology PD Day, Aug. 22, 2018
- Minnesota Rural Education Association Annual Conference, Nov. 11-13, 2019, Brainerd, MN
- Hawaii International Conference on Education, Jan. 5-8, 2019, Honolulu, HA
- Minnesota Council of Teachers of Mathematics Spring Conference, Apr. 2-27, Duluth, MN

Dr. Bonnstetter participated in several webinars including Differentiation and the Brain pts 1 & 2, and several Ditch that Textbook Digital Summit sessions: Kristina Ishmael on the use of Open Educational Resources, Martin Cisneros on Helping ELL Students Succeed, and Matt Miller on Six Practical Ways to Amplify Learning with Technology.

Mr. Michael Deschneau recognizes having a professional expectation to maintain knowledge in best practice, including an informed understanding of currents trends and practices in special education is imperative. This was accomplished in the following ways, maintained connections to school districts in the areas of conflict resolution, systematic

program delivery and evaluation, compliance review, and participation in professional development opportunities. The Booth Special Education Law and Leadership Conference included themes focused on inclusion and equity. What was intriguing about the topics discussed was not necessarily the impact special education or disability law has on educational environments, but how current precedent drives our evolving practice. Many of the presenters are individuals who shared their experiences and lessons learned with diversity and equity. An example of this was how Dr. Amy Rowley described her educational experience and perspective of lost educational opportunities because of being denied access. Until recently the Rowley case was the standard precedent in determining educational benefit regarding free appropriate public education (FAPE).

Dr. Sharon Kabes renewed texts for her classes. She also attended webinars, which addressed educational leadership or themes related to the master's courses. Dr. Kabes attended IT training seminars and training in using the new CH104 interactive classroom, where administration classes were held. Dr. Kabes served on the SMSU Professional Development Committee, and attended those professional development programs.

Ms. Kandy Noles Stevens continued her studies in her doctoral program with special emphasis on STEM education. She participated in ongoing development of environmental education and outdoor learning throughout the state by attending and presenting at conferences. The Assistant Professor was selected by the American Farm Bureau as one of the fellows for the Farm-to-STEM program and participated in the summer experience. She also maintained membership in the National Science Teachers Association, the Minnesota Science Teachers Association, and the Association for Science Teacher Education. She attended the McKnight Foundation's workshop for TeachingWorks for culturally responsive teaching practices. The Assistant Professor applied for and was selected to be a fellow for the SciGirls Gender Equity in STEM with training pending in Summer 2019. She was also selected for and initiated into membership into Kappa Delta Pi, the international education honor society.

Dr. Paulette Stefanick renewed her Minnesota Teaching License in January 2019 by submitting proof of completion of 125 Continuing Education Clock Hours for her Tier 4 Elementary teaching license with Kindergarten endorsement. Dr. Stefanick attended the Society for Information Technology & Teacher Education (SITE) International Conference in Las Vegas, Nevada from March 18-22, 2019, where she attended a variety of sessions and heard many excellent speakers. Dr. Stefanick chose to attend the following sessions at the 3rd Annual Technology Professional Development Conference, held at SMSU on August 22: Office 365 for Everyday Tasks, Office 365 in the Classroom, Teaching with D2L Brightspace, and Captioning Tools.

Dr. LeAnne Syring attended several conferences and presentations to stay abreast of advances in her field. These include *TeachingWorks* through the McKnight Foundation, *Motivating and Managing Hard to Reach, Uninterested and Disruptive Students* by Brian Mendler, *Creativity in the Classroom & Design Thinking* by Team Flipgrid, and the 3rd *Annual Educational Technology Professional Development Day,* offered by SMSU & MnWEST.

Dr. Debbie VanOverbeke was accepted as a fellow for the TeachingWorks-Minnesota Fellowship in Practice-Based Teacher Education. TeachingWorks is an organization at the University of Michigan led by Deborah Loewenberg Ball. As a fellow, she will work through December 2019 with seven other math methods professors from Minnesota Universities to develop our methods courses to use practice-based pedagogies that promote equity and social justice. Additionally, Dr. Van Overbeke:

- Attended the January 25 and May 6 – May 8 convening of the TeachingWorks-Minnesota Fellowship in Minneapolis. During these meetings, she learned how to implement the phases of the learning cycle with the pedagogy of discussion.
- Attended the 2019 SITE Conference on March 18 – 22. During this time, she attended sessions on ways to enhance the use of technology by teacher educators.
- Attended the Brian Mendler seminar at SMSU on February 1, 2019. The seminar presented valuable practices to meet the needs of all students within a classroom.

Dr. Sonya Vierstraete participated in Professional Development Days at SMSU, and the Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring. She attended the NCAA Convention in Orlando, Florida in January.

Dr. Tanya Yerigan completed a brain health certification and coaching program with world renowned researcher, Dr. Daniel G. Amen. She now holds certification as a brain health coach. Additionally, Dr. Yerigan renewed her licensure as a social studies teacher, school social worker, and state board licensed social worker.

D. Service to Students Highlights

All School of Education faculty members provide advising to the teacher education candidates, physical education students, and graduate students; many also act as chairs for graduate education students. In the past academic year, undergraduate department faculty signed up for two weeks each term to provide student tours for recruiting, and also for one week during the summer. Undergraduate faculty members helped with Admitted Students and Registration days throughout the academic year. 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.

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)
> 1 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)
> 6 Early Childhood, Elementary, or Secondary Education
> (half distributed Fall; half distributed Spring)

Geneva Emblem Education Scholarship: (FR/SO/JR/SR academic standing)
> 3 Early Childhood, Elementary, or Secondary
> (half distributed Fall; half distributed Spring)

Golden Rule Scholarships: (SR woman academic standing)
> 3 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)
> 1 Early Childhood, Elementary, or Secondary
> (half distributed Fall; half distributed Spring)

Robert Schwerin Memorial Scholarship: (SR Education Major)
> 1 Early Childhood, Elementary, or Secondary
> (half distributed Fall; half distributed Spring)

Kelsey Eberle: $550 renewable

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

New this past year, the Winston Gittens Diversity in Education Scholarship was established to encourage teacher candidates from diverse backgrounds to pursue teaching.

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. The faculty advisors for this student group for 2017-2018 was Dr. Wendy Schoolmeester and Ms. LeAnne Syring.

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

Dr. Michelle Beach conducted two prospective student visits as requested by the Admission Office and volunteered to be on call for four weeks during the academic year for prospective student visits. She assisted at two Admitted Students/Registration Days hosted by the Admission Office. She also assisted with two of the Mustang Visit Days throughout the academic year. She serves as advisor to approximately 70 distance learners in the Early Childhood Distance and Early Childhood Special Education programs. Dr. Beach gave multiple presentations across the state to advertise our Early Childhood Distance 2 + 2 program. She also 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. Additionally, Dr. Beach was a faculty supervisor for the elementary secondary and distance students' clinical experiences as well as the undergraduate action research conference in the spring of 2019. Dr. Beach participated in Hawaiian Night and College Now Day. Dr. Beach assessed and completed Graduation Portfolio Reviews for fall and spring student teachers.

Dr. Rhonda Bonnstetter participated in a number of opportunities to support student growth and development at SMSU, including the following:
- Assisted with the June 18, 2018 registration day
- Participated in the Meet Your Advisor day
- Served on or chaired the research committees for five candidates in the Masters in Education: Math Emphasis. Two completed their programs this year, Amanda Hinrich and Samantha Gardner. Three candidates who are in their first year of the program are Charlotte Hoffman, Amy Konradi, and Meggan Hoffman.
- Assisted with the Elementary Clinicals, Early Childhood Education Clinicals, and Secondary Clinicals

- Assisted with the undergraduate Action Research Conference
- Assisted with Education Day for the College Now students
- Nominated Sara DeSmet for the 2019 Female Scholar Athlete award, and presented it to her at the Celebration of Excellence banquet
- Took one secondary math education student, Nicole VanLoy, to the Minnesota Council of Teachers of Mathematics conference in Duluth in April 2019

Mr. Michael Deschneau has participated in key teacher candidate experiences including, clinical observations and evaluation of action research presentations. He has addressed student advising needs in association to student scheduling, program review, and planning.

Dr. Sharon Kabes serves as the advisor for the Administrative Licensure Program. Additionally, Dr. Kabes has:
- Served as reviewer at the annual Education Undergraduate Research Conference
- Served as a clinical supervisor for SMSU undergraduate teaching program
- Served as an advisor to graduate students
- Served as chair of the graduate committee of five on campus master's students
- Conducted independent study courses for five graduate students
- written recommendations for jobs and for admissions to doctoral programs for several students
- Supported diversity and inclusion programs and initiatives by attending the International Food Festival, African Student Night, the International Hooding programs and other activities.

Ms. Kandy Noles Stevens continued to implement research based best practices into her courses to model for her students effective pedagogical strategies for her students for their future teaching. For her online courses, she implemented elements of effective practice supported by MinnState's "What Works Well in Online Teaching" document. To aid student conceptual learning and to assist students with professional networking, the educator invited three organizations to present and share resources with her students. The three organizations (and their presentations) were the Jeffers Foundation (Team Teaching with Mother Nature certification), Sue Knott (Minnesota Ag in the Classroom educator resources) and National Geographic's Elaine Larson (Geo-inquiry). The Assistant Professor created a local STEM enrichment organization and invited students to be co-collaborators on curricular development and presentations to local children. Through her work as a doctoral student, the educator was mentored by Dr. Donald Easton-Brooks, a culturally responsive teaching (CRT) researcher and author. She arranged for Dean Easton-Brooks to be the keynote speaker at the Action Research Conference for the junior methods students. Using the knowledge gained from personal studies and conference attendance, the educator shared her expertise with the education students by presenting both for faculty (CRT) and for students (on the implementation of interactive word walls). Ms. Noles Stevens continued maintenance with the Office of Professional Educator Services by

serving as a student teaching supervisor in the Fall and a Pre-Student Teaching Experience supervisor in the Spring.

Dr. Paulette Stefanick believes that any contribution she can make to student growth and development will helpful in making SMSU teacher candidates stronger students and better educators. Some of the student activities Dr. Stefanick assisted with include:
- Attended Convocation
- Assisted with university advising sessions during the academic year
- Conducted regular advising days for my own advisees
- Served as faculty chairperson for two graduate action research projects
- Acted as a reviewer for undergraduate Action Research presentations
- Served as university supervisor for the Early Childhood Clinical
- Reviewed LiveText TEP applications for students seeking admission to the SMSU School of Education
- Participated in Graduation Portfolio Reviews for undergraduate students
- Conducted Reading Licensure Portfolio Reviews for graduate and undergraduate students

Dr. LeAnne Syring chaired ten graduate research projects, as well as being a committee member on an eleventh. Dr. Syring, along with Dr. Bonnstetter and Assistant Professor Deschneau traveled to the Dakota County Technical College to meet with the Superintendent of Intermediate School District 917 & 196. They presented our special education programs to Mr. Zuzek and, at a second meeting, to members of his staff. Dr. Syring also represented the Early Childhood Program at the Early Childhood/ Child Life & Transfer Fair at Dakota County Technical College. Dr. Syring was EMSP co-advisor with Dr. Schoolmeester for the second year. She also hosted a student mentor for the second year. Her advisee list included 83 students.

Dr. Debbie VanOverbeke advised 68 (43 graduate students and 25 undergraduate students) SMSU students, and chaired the final graduate action research papers for seven graduate students as well as chaired graduate action research papers for eight graduate students in various stages of completion. Dr. Van Overbeke supported teacher candidates by attending advising days at SMSU, evaluating undergraduate action research projects, and evaluating teaching during elementary clinicals.

Dr. Sonya Vierstraete conducted prospective student visits as requested by the Admission Office. She assisted at Admitted Students/Registration Days hosted by the Admission Office and assisted with Mustang Days. Dr. V. assisted student teachers with questions on the Elementary Literacy edTPA during support sessions offered throughout the year. She advises approximately 60 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 Teaching 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 presented on active learning to Dr. Lamb's group of Thai students. Additionally, she hosted the two Thai groups (Dr. Lamb and Dr. Kabes) at her home so they could experience a traditional MN meal, see a typical farm home, as well as meet with U.S. law enforcement. In addition to her off-campus graduate students, Dr. Yerigan volunteered to serve on a research committee for an on-campus graduate student.

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. Michelle Beach served on several SMSU committees, including the Academic Technology Committee, the Multicultural Issues Committee, the Diversity and Inclusion Committee, the Student Technology Fee Committee, Disability Advocate Committee and the Teacher Education Advisory Council (TEAC). Dr. Beach was one of two faculty representatives appointed to the MnSCU Online Technology Workgroup, and a member of the state Campus Academic Technology Team (CATT). Additionally, she was 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. Locally, Dr. Beach served as a research and dissertation mentor to LeAnne Syring and participated in several department sub-committees. In the community, she volunteers for the American Heart Association, Shriner's Hospital for Children, Reinertsen Elementary School, Horizon Middle School, and Park Christian School.

Dr. Rhonda Bonnstetter was active in a number of areas of service to the university and to the community during 2018-2019:

- Member of the Agriculture Education Advisory Council
- Worked with the Communications Arts faculty to develop courses for a minor and graduate emphasis in Technology for Training and Learning
- Served on the PELSB site review team for the first alternative teacher preparation program unit review for Lakes Country Service Cooperative in Fergus Falls, MN
- Served on the Teacher Education Program and Education Leadership teams for the School of Education
- Served as a program reviewer for PELSB in the areas of middle and secondary math and the Standards of Effective Practice
- Worked on the program approval process for the PE/Health Education program
- Served on the Honors Review Board
- Served on the Undergraduate Curriculum Committee
- Served on the search committee for the Early Childhood Education position
- Served on the Southwest Regional & Outreach Center advisory committee
- Served on the MACTE Executive Committee as the president-elect, taking on the role of President during the April MACTE Collaboration. She will serve as president for the next two years.

Dr. Michael Deschneau, along with Dr. Syring and Dr. Bonnstetter, made a connection with ISD 917. The intention was to introduce SMSU's Para to SpEd, Masters, and Administration programs to interested staff. The goal was to establish a relationship in order to fill the licensing needs of ISD 917.

Coach Deschneau served as a volunteer hockey coach within the Marshall Amateur Hockey Association (MAHA) for two different age levels, co-head coach for the Marshall Squirt A team (ages 9 – 11) and an assistant coach for the Mite level (ages 6 – 9). This experience provided the opportunity for my family to establish connections within the community and provide service to a Marshall area organization. Additionally, he served as a part-time assistant football for the SMSU Football Program. This experience afforded Mike the opportunity to facilitate relationships with students and staff outside the School of Education.

Dr. Sharon Kabes chaired the Graduate Council and the Graduate Curriculum Committee. Dr. Kabes is also a member of the Executive Committee, Indigenous Peoples Committee, and Professional Development Day 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.

Ms. Kandy Noles Stevens was invited to submit a proposal, was selected, and a presented at Professional Development Day a session on Culturally Responsive Teaching. Additionally, she worked collaboratively with two fellow educators, Dr. Emily Deaver and Dr. Alyssa Anderson to draft a proposal for Campus Innovation funds and their work to create an outdoor classroom was one of the projects selected. Continued work by the three educators resulted in the submission of curricular proposals for a new Environmental Education minor and for the first time ever, the Assistant Professor of Education/College Now created a proposal for a new course: ED373 – Environmental Education Strategies. Additionally, through her work with the College Now program, the educator worked collaboratively with Dr. Sonya Vierstraete on the creation of a summer academy for future educators. Ms. Noles Stevens was invited to become a science education consultant with the SWWC service cooperative to present workshops to area teachers and teacher candidates. She, along with two other colleagues, Dr. Wendy Schoolmeester and Dr. LeAnne Syring, were selected to be keynote speakers at joint professional development day. She maintained her commitment to growing the SMSU family by serving as a representative at prospective student events as well as championing the university in her visits with high schools around the state. She continued her commitment to the community by serving in the capacities of philanthropic board member, national speaker, regional grief and organ donation advocate, and community volunteer.

Dr. Paulette Stefanick served on the Professional Improvement Grant committee. Dr. Stefanick is serving her third 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. Giving back to students, the university, and the community is part of who we are at Southwest Minnesota State University. For most of us, this time commitment is far understated. As a professor in the School of Education, Dr. Stefanick is continually engaged in relevant, meaningful service work that benefits students and the university. Examples of her service to SMSU include:

- Met with potential new undergraduate students who came for campus visits; also participated in informational meetings to attract new graduate students
- Wrote letters of recommendation for students applying for teaching positions, scholarships
- Assisted Dr. VanOverbeke with the Master of Science Program Review on May 3, 2019 with reviewer, Dr. Aura Wharton-Beck
- Assisted with graduate Hooding ceremony and attended Commencement
- Conducted Reading Licensure Portfolio Reviews for graduate and undergraduate students, as needed.

Dr. LeAnne Syring was a member of both the Academic Affairs Committee and the Committee for Institutional Assessment this year. She was also a member of several committees within the Education Department including; TEP workgroup, Undergrad Committee, Graduate Committee, Graduate Marketing Committee, and the School of Ed Strategic Planning Committee. Dr. Syring engaged in several university marketing opportunities, including; designing a flier for undergrad special education programs, continued to manage the SMSU Special Education Facebook page, and attended the National College Fair with the Admissions Office for the second year in a row. Dr. Syring participated on three statewide committees; ECSE Consortium, Institutes of Higher Ed (IHE) Forum, and the SpEd Workforce Workgroup. Dr. Syring also volunteered her time to the Junior Achievement Program as well as several on-campus activities.

Dr. Debbie VanOverbeke served on the following committees:
- HLC Criterion 3 committee that contributed to the successful HLC accreditation visit.
- As the chair of the Long-Range Planning committee, I was an automatic member of the Strategic Planning Committee. In this capacity, I specifically served on the Enrollment Management Planning section that developed action plans and outcomes for the enrollment management planning goals.
- State Graduate Committee that worked to raise awareness of the needs of graduate education in the MinnState system.
- SMSU Graduate Council and Graduate Curriculum Committee that worked to oversee and expand graduate education at SMSU.
- IRB Committee that ensured research conducted at SMSU was safe for human participants.
- State Salary Equity Committee that is in the process of developing criteria for annual salary review and for setting salaries with a revised salary calculator.
- Graduate Marketing Committee to develop plans for marketing the graduate programs.
- Attended the undergraduate, full faculty, and graduate meetings throughout the year to assist with the efficient operations of all the programs.

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 Professor of Education position as well as a member of the Presidential search for SMSU. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools). She serves as the Vice-President of the Southwest Minnesota Reading Council and to serve on the MACTE Executive Board. She also volunteers in various classrooms at area schools.

Dr. Tanya Yerigan continued to serve on the Graduate Curriculum Committee and the Graduate Council. This year, Dr. Yerigan's research organization hosted a 7th international academic research conference highlighting 65 cutting-edge research studies with 85 researchers from 3 countries, 25 states, and 51 institutions. Additionally, Dr. Lamb and Dr. Yerigan edited and published two refereed journals.

SECTION III: Assessment

This section describes each program area's assessment plan, results, and how the results impacted or will impact teaching and learning. The most thorough reporting of programmatic assessment is within the RASLs submitted in September.

Undergraduate Education Programs. The undergraduate programs in Education were previously accredited by the Minnesota Board of Teaching. All of our licensed programs received full approval from the Board of Teaching (now PELSB) in 2010. The program applications were submitted via the EPPAS – Educator Preparation Program Application system, and have been approved until 2019. The most recent Board of Teaching site visit took place in November of 2017, and the SMSU School of Education Teacher Education Program received full approval until 2023 with a focus area report due within the 2-year interim.

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

Checkpoint I: Admission to the Teacher Education Program
Candidates now apply for admission to the Teacher Education Program via an online application utilizing Livetext typically at the end of their sophomore year. This online application was newly developed and adopted in AY2018 with a new version in AY2019. Criteria for admission may be found on the School of Education website: Criteria for Admission http://www.smsu.edu/academics/departments/education/teacher-education-program.html

Updates since February of 2018, include:
Upon completion of 45 college-level credits with acceptable CUM GPA, teacher candidates may be admitted to the Teacher Education Program after successful completion of MnTC Goal 1 and 4 requirements AND attempting the NEA Essential Academic Skills (EAS) tests. With the implementation of tiered licensure in 2019, teacher candidates no longer need to pass the EAS exams for Tier 3 licensure; they do need to pass the EAS exams for Tier 4 licensure, however.
*All ELED majors will need to take MATH 110 as it is a prerequisite for MATH 129, which is required for those corresponding degrees.

In addition to the required prerequisite coursework, candidates must have completed 45 semester credits, and will have completed 60 credits by the end of the term in which the student is applying for admission to the Teacher Education Program.

Also, 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.

Once the application is completed and submitted, 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.

Assessment of Checkpoint One includes:
The Standards of Effective Practice (SEP) Program via submission of assignments in Livetext.

In ED 101 Introduction to Education, candidates complete a philosophy of teaching and are also evaluated on a 15-hour field experience which includes observation and writing/teaching one lesson. Assessed SEPs include: 7A, E, F; 9B, D, E; 10A, C. Additionally, in the ED 101 field experience: SEPs 4B, C, H; 6C, D, J; 9H, J, L; and dispositions.

Checkpoint II: Application for Student Teaching
Candidates apply for student teaching approximately 9-12 months prior to their student teaching placement.
Candidates must meet with their advisor(s) to document that they have 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.

The checkpoints have recently been revised to include the key assessments, which are embedded in the methods courses in each content area, as required by the BOT/PELSB last year.

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.

Assessment of Checkpoint II includes:
The Standards of Effective Practice (SEP) Program via submission of assignments in Livetext.

In SOCI 212 Human Relations, candidates complete a Native American project and complete a text analysis for bias. MN Standards addressed via SOCI 212: 3D, J; 9C, G, I; 10D, E, G.

Checkpoint III: Methods

Assessment of Checkpoint III includes:
The assessment of Checkpoint III occurs the fall of junior or senior year (currently offered once every two years). For example, candidates submit their curriculum unit in HLTH 492. This is assessed with a rubric aligned to content standards in Health Education. MN Standards addressed: Content standards, specific to each program, such as this example for Health Education:
Standards -
3.H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:
3.H.2 : - understand and apply the research base for and the best practices of middle and high school education;
3.H.3: - develop curriculum goals and purposes based on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline

Other areas of content assess the following key assessments:
ECE – ED 318 (kindergarten center), ED 361 (math unit)
ELED – ED 318 (kindergarten center), ED 361 (math unit)

     Endorsements to Elementary:
     Pre-primary –also ED 330
     Math – ED 412 content methods course
     Science – ED 413 content methods course
     Social Sciences – ED 416 content methods course
     Comm Arts – ED 414 content methods course
     K-8 Spanish – ED 409 content methods course

SEC/K-12 – content methods course
DAPE – PE 220 unit
K-12 Reading – ED 451/551
SPED- SPED 430, SPED 480
TESL – TESL 435 (TESL unit)

<u>CHECKPOINT IV: Student Teaching</u>

Assessment of Checkpoint IV includes the successful completion of student teaching at the end of the program. The Student Teaching evaluations, aligned to each of the 10 SEPs, are completed by the classroom mentor teacher and the university supervisor. Candidates must receive a positive recommendation to complete the student teaching experience and to be recommended for graduation and licensure.

All candidates are required to complete the EdTPA during student teaching and submit to Pearson for scoring. If they do not meet the state recommended threshold, candidates are required to revise their submission and resubmit to Pearson for official scoring. Candidates are required to meet competent levels in order to be recommended for graduation and licensure. The Director of Assessment & Accreditation facilitated the submission and remediation of the edTPA portfolios.

The Graduation Portfolio Review, aligned to each of the 10 SEPs, is conducted during the last week of the student teaching semester. Each candidate is assigned to an Education Department faculty member to complete a review of their portfolio, showcasing their best work in each of the 10 SEPs and in their knowledge of their content area. Candidates are scored 1-4 with a rubric developed by the education faculty. Candidates must receive a positive recommendation to be recommended for graduation and licensure.

MN Standards addressed and assessed in Checkpoint IV include: All 10 SEPs and content area standards are assessed during the portfolio review process and the student teaching evaluation.

<u>Licensure:</u>
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 PELSB now allows candidates to waive the EAS tests in Reading, Writing, and Math if they have met a threshold with ACT scores or other national test scores. Details can be found on the PELSB website: https://mn.gov/pelsb/aspiring-educators/requirements/. In the fall of 2017, 79 candidates who were admitted to the Teacher Education Program met this threshold; thus these candidates are not included in the MTLE EAS test results, removing the highest performers from the testing pool. This also results in skewing the test results posted for each institution. The EAS exams need to be passed to move from Tier 3 to Tier 4 licensure.

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. Often 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 Essential Academic Skills tests 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 aligned with our preparation for the Board of Teaching Accreditation Site Visit, which occurred in November 2017. SMSU's Institutional Report on Teacher Education and additional accreditation information can be found on our website: http://www.smsu.edu/academics/departments/education/education-department-accreditation.html

A main area of focus in assessment for the 2019 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. In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. During the 2019 academic year, all student teachers were required to submit their edTPA portfolios to Pearson or 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 was remediated by faculty or the Director of Professional Educator Services at an edTPA support session or individual meetings, and then the candidate resubmitted 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 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. (National PE 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. (National PE Standards 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 Professional Educator Licensing and Standards Board. We underwent our most recent review in November of 2017, and received full approval for all of our licensure programs. The on-campus Teaching, Learning, and Leadership and Sports Leadership emphasis areas and the off-campus Teaching, Learning, and Leadership Learning Communities was reviewed by the Higher Learning Commission in 2016 and in preparation for the fall of 2018 focus report.

    Assessment Plan. The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year. The Oncampus/Online Graduate Education Program conducted a program review in AY2020, and is currently waiting for the final report.

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 K-12 SPED: 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.

As a result of the accreditation review done by the Minnesota Board of Teaching (BOT) in December 2010 for the licensure programs, two areas of weakness were noted. A recommendation was made that licensure programs in Graduate Education should include the use of Livetext as a platform for documenting assessment results to remain consistent with the undergraduate licensure programs. In a follow-up report filed 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 Teaching 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.

<div align="center">**Section IV: <u>Strategic Plan</u>**</div>

The School of Education updated the strategic development plan during the 2014-2015 academic year and again in AY2016, AY2018, and AY2019. 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
School of Education
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.

Full Graduate Education Program Faculty	Associate Graduate Education Program Faculty	Undergraduate Education Program Faculty	Clinical Education Program Faculty
* 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	
Full Graduate Physical Education Program Faculty	**Associate Graduate Physical Education Program Faculty**	**Undergraduate Physical Education Program Faculty**	**Clinical Physical Education Program Faculty**
* 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.	Master's degree minimum required in related area. If no master's degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	Master's degree minimum required in related area.

* 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 A –

Institutional Report for Teacher Education

Appendix B

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 and again in 2018 and 2019. 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. It is important to note that with the adoption of Tiered licensure, the NES Essential Academic Skills (EAS) tests are required for Tier IV teacher licensure; our candidates are considered Tier III when they graduate so they are required to take all three tests currently, but do not need to pass them for licensure when completing our program. Also – it is important to note that ACT and other PELSB approved tests are considered acceptable; potentially the best standardized-test-takers are no longer being represented in our EAS scores.

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.

Attached are several documents supporting our assessment progress, including: Our assessment alignment of the SEPs to the LEP (Liberal Education Program, comparison of the AY2017 to AY2018 MTLE/EAS data, and edTPA scores for the AY2018 for all majors. This information will be updated with the RASL in September 2019.

**School of Education Program Goals
and Student Learning Outcomes**

**SMSU Teacher Education
Communities of Practice Investigating Learning and Teaching**

**Description
Communities of Practice: Understand and use "community building" theory to guide and maintain effective learning communities. (SEP Learning Environments/STA 5-4)**

Understand and demonstrate the knowledge base, dispositions, and skills of community processes including communication, caring communities, chaos, conflict resolution, cultural valuing, and shared experience. (Critical Thinking, Physical & Social World, Diversity, Civic Engagement)

Demonstrate the knowledge, dispositions, and skills of reflection and construction of meaning that result from collaboration in *Communities of Practice*. (Creative Thinking, Communicate Effectively)

Provide evidence of personal and professional growth through course work, field experiences, and other professional practice. (Moral Reasoning, Physical & Social World)

Investigating Learning and Teaching: Use research, colleagues, and professional development opportunities to become a better teacher, learner, and leader. (SEP Reflection and Professional Development/STA 9-3)

Provide evidence of a knowledge base and understanding in subject matter, historical foundations, and learning and teaching theory. (Critical Thinking, Creative Thinking)

Provide evidence of investigating relationships between learning and teaching (e.g. reflection, self-study, collaboration, and action research) in course work, field experiences, and other professional practice. (Moral Reasoning, Physical & Social World)

Provide evidence of multiple assessments of student learning for guiding practice. (Critical Thinking)

Provide evidence of advocacy for the profession, children, and families, including support for social/political, cultural, health, and educational needs, in course work, field experiences, and other professional practice. (Physical & Social World, Diversity, Moral Reasoning)

Provide evidence of competency in technology operations and concepts: planning and designing learning environments and experiences; teaching, learning, and the curriculum; assessment and evaluation; productivity and professional practice; social, ethical, legal, and human issues. (Creative Thinking, Communicate Effectively, Critical Thinking)

The Seven Core Values. To accomplish the mission of the School of Education at Southwest Minnesota State University, *Communities of Practice Investigating Learning and Teaching* include the core values of (1) inquiry, (2) human diversity, (3) socio-cultural interactions, (4) learning environments, (5) belief, value, and knowledge structures, (6) democracy, and (7) leadership.

Goal 1: Inquiry involves the use of questioning, research, and reflective processes for learning and teaching. (SEP/STA 4-3, 9-3)

Goal 2: Human Diversity is valuing similarities and differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, age, religion, sexual orientation, and geographical area. (SEP/STA 3-1, 3-2, 3-3, , 7-1, 7-2)

Goal 3: Socio-Cultural Interaction requires understanding and applying cultural and social learning theories in context. It is the ability to interact with other people and groups within the context of learning communities, where people are engaged in actions and relationships. (SEP/STA 3-1, 3-2, 3-3, 5-1, 5-2, 5-3, 5-4, 10-1, 10-2, 10-3)

Goal 4: Positive Learning Environments A positive learning environment is created through the physical setting and psychological tone. (SEP/STA 2-1, 5-1, 5-2, 5- 3, 5-4, 10-3)

Goal 5: Beliefs, Values, and Knowledge Structures means that learners organize their beliefs, values, and knowledge structures and construct a philosophy to guide practice. Teaching practice is guided by philosophy. (SEP/STA 2-1, 2-2-, 2-3, 9-2)

Goal 6: Democracy practices the principles of equitable, respectful treatment of others, and encourages caring citizenship when engaged in actions and relationships. (SEP/STA 3-3, 5-1, 5-4, 10-3)

Goal 7: Leadership means being a positive contributor for the profession, children, families, and various communities of practice (SEP/STA 4-1, 9-3, 10-3)

PROGRAM NAME: Education

LEP SLOS	PROGRAM SLOS	PROGRAM COURSES							CAPSTONE Student Teaching
		ED 101	ED 312 /SOC212	ED 301	ED 423	ED 443/444	ED 304 PSTE	EMSP ED MN STUDENT PROGRAM	
Communication	SEP 6	I	R	A	A	A	A	R	A
Critical Thinking	SEP 4	I	R	A	A	A	A		A
	SEP 7	I		A	A		A		A
Critical Thinking	SEP 8	I	R	A	A	A	A		A
History and the Social and Behavioral Sciences & People and the Environment	SEP 9	I		A	A	A	A		A
	SEP10	I	R	A	A	A	A		A
Human Diversity & Global Perspective	SEP 2	I		A	A	A	A		A
	SEP 3	I	A	A	A		A		A
Ethical and Civic Responsibility	SEP 9	I		A	A	A	A		A
Ethical and Civic Responsibility	SEP 5	I		A	A		A	R	A
	SEP 10	I	R	A	A	A	A	R	A

KEY: MnTCM = Minnesota Transfer Curriculum: Goal 1 – Communication, Goal 2 – Critical Thinking, Goal 3 – Natural Sciences, Goal 4 – Mathematical/Logical Reasoning, Goal 5 – History and the Social and Behavioral Sciences, Goal 6 – The Humanities and Fine Arts, Goal 7 – Human Diversity, Goal 8 – Global Perspective, Goal 9 – Ethical and Civic Responsibility, Goal 10 – People and the Environment SEP = Standard of Effective Practice: 1 – Subject Matter, 2 – Student Learning, 3 – Diverse Learners, 4- Instructional Strategies, 5- Learning Environment, 6- Communication, 7- Planning Instruction, 8- Assessment, 9- Reflection & Professional Development, 10- Collaboration, Ethics, & Relationships
*Each course incorporates both K- knowledge & A - assessment of the SEPs identified. I –

Introducing D – Developing R – Reinforced
RED = Added/secondary course addressing standard; not specifically noted in syllabi.

Courses in the Major	LEP SLOs addressed by course	Assessment Methods	Timeline	Person Responsible for Collecting Evidence	Process for Analyzing Evidence	Documentation of Continuous Improvement
ED 101 **Introduction to Education and Lab**	2-10	Philosophy of Education – rubric in Livetext	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Changes made to SMSU Lesson Plan Template, updates to ED 101 Lab handbook
ED 102 **Technology: Classroom Applications & Portfolio**	2-10	Professional Development project; presentation	Was documented in Livetext prior to 2016;could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
ED 251 **/PSYC341** **Introduction to Child Growth and Development**	2, 4, 6, 8, 10	Child development project	Was documented in Livetext prior to 2016;could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
SPED 290 **Introduction To Special Needs & Lab**	3, 5, 6, 7, 8, 10	Philosophy of Special Education, presentation	Was documented in Livetext prior to 2016;could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
ED 312/SOCI 212 **Human Relations**	3, 4, 6, 8, 10	Text analysis for bias; Native American Project	Currently available	Course instructors; Director of Professional	Review of results by faculty teaching the course, reports	Updates made to project requirements

				Educator Services	to undergraduate Ed faculty	
ED 301 **The Teaching & Learning Process & Lab**	2-10	Classroom management plan	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of assessment of student learning, edTPA features
ED 423 **Classroom Management Theories and Practices & Lab**	2-10	Classroom management plan	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of edTPA features
ED 443/444 **Action Research**	2, 4, 6, 8, 9, 10	Action Research project	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of edTPA features
ED 304 **Pre Student Teaching Experience Practicum**	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of practice edTPA
Student Teaching	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher; edTPA scores	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to SMSU Lesson Plan to support the edTPA; requirement that students who do not meet state passing score remediate and resubmit prior to moving forward for licensure

Essential Academic Skills & Minnesota Teaching Licensure Exams Results
*To be updated with the RASL in September 2019

16-17 Subtests	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	145	123	22	85%	85	15%	539.5	541.7
EAS Reading (08/16-Present)	150	138	12	92%	92	8%	544.7	552.2
EAS Writing (08/16-Present)	144	110	34	76%	76	24%	529.6	533.1
17-18 Subtests	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	112	75	37	67%	67	33%	530.8	540.8
EAS Reading (08/16-Present)	113	96	17	85%	85	15%	543.6	550.8
EAS Writing (08/16-Present)	125	88	37	70%	70	30%	525.4	530.7

edTPA Scores - all Majors – AY18
*To be updated with the RASL in September 2019.

Elementary Literacy (03/12-Present)	54	3.6	Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	36	2.4	Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	52	3.5	Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	46	3.1	Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	46	3.1	Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	40	2.7	Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	39	2.6	Elementary Literacy (03/12-Present)	59	3.9
Elementary Literacy (03/12-Present)	45	3.0	Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	55	3.7	Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	46	3.1	Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	43	2.9	Elementary Literacy (03/12-Present)	53	3.5
Elementary Literacy (03/12-Present)	43	2.9	Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	41	2.7	Elementary Math (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	42	2.8	Elementary Math (03/12-Present)	52	3.5
Elementary Literacy (03/12-Present)	47	3.1	Elementary Math (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	43	2.9	Elementary Math (03/12-Present)	59	3.9
Elementary Literacy (03/12-Present)	40	2.7	K-12 Phys Ed (03/12-Present)	35	2.3
Elementary Literacy (03/12-Present)	53	3.5	K-12 Phys Ed (03/12-Present)	49	3.3
Elementary Literacy (03/12-Present)	46	3.1	K-12 Phys Ed (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	47	3.1	K-12 Phys Ed (03/12-Present)	36	2.4
Elementary Literacy (03/12-Present)	39	2.6	Secondary ELA (03/12-Present)	53	3.5
Elementary Literacy (03/12-Present)	43	2.9	Secondary HSS (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	41	2.7	Secondary HSS (03/12-Present)	52	3.5
Elementary Literacy (03/12-Present)	45	3.0	Secondary Math (03/12-Present)	47	3.1

Elementary Literacy (03/12-Present)	49	3.3	Special Education (03/12-Present)	34	2.3
Elementary Literacy (03/12-Present)	46	3.1	Special Education (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	45	3.0	Special Education (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	46	3.1	Special Education (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	60	4.0	Special Education (03/12-Present)	40	2.7
Elementary Literacy (03/12-Present)	47	3.1	Special Education (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	41	2.7	Special Education (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	41	2.7			
Elementary Literacy (03/12-Present)	46	3.1	Average from 2016-2017	**45.55**	
Elementary Literacy (03/12-Present)	40	2.7			
Elementary Literacy (03/12-Present)	45	3.0	Average from 2015-2016	**40.89**	
Elementary Literacy (03/12-Present)	46	3.1			
Elementary Literacy (03/12-Present)	42	2.8	Average from 2014-2015	**38.79**	
Elementary Literacy (03/12-Present)	49	3.3			
Elementary Literacy (03/12-Present)	48	3.2			
Elementary Literacy (03/12-Present)	42	2.8			
Elementary Literacy (03/12-Present)	44	2.9			
Elementary Literacy (03/12-Present)	48	3.2			
Elementary Literacy (03/12-Present)	45	3.0			
Elementary Literacy (03/12-Present)	53	3.5			
Elementary Literacy (03/12-Present)	44	2.9			
Elementary Literacy (03/12-Present)	47	3.1			
Elementary Literacy (03/12-Present)	49	3.3			
Elementary Literacy (03/12-Present)	44	2.9			
Elementary Literacy (03/12-Present)	44	2.9			

(Continued)

DEPARTMENT of MANAGEMENT & MARKETING

ANNUAL REPORT

2018-2019 ACADEMIC YEAR

<u>Report Authored By:</u>

Douglas L. Simon

Chair of Department of Management & Marketing

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Prepared:
May 25, 2019

MANAGEMENT AND MARKETING DEPARTMENT

ANNUAL REPORT

2018-2019 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. Before 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. Beginning July 1, 2019, the Department of Management and Marketing and its programs will be collapsed with the Department of Finance, Accounting, and Legal Studies. The new department that will emerge, as of this writing, does not have a formal name.

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 2018-2019 academic year:

- Bachelor of Science, Management

    - General Management Concentration
    - Human Resource 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 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 2018—2019 academic year is as follows:

Term	# of Management Majors
Fall 2018	193
Spring 2018	170
Summer 2018	53

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 2018 (with 193 majors) there was a total cumulative reduction of 208

majors). The reduction in majors reflects a downturn in on-campus enrollment, the extended learning enrollment, and an indicator that recruiting and retention requires additional efforts.

In total, 44 students graduated with a Bachelor of Science degree in Management in the 2017—18 academic year and 7 students graduated with the Bachelor of Applied Science. The head-count in the Management courses by term during the 2017—2018 academic year is as follows:

Term	Student Head-Count
Fall 2018	479
Spring 2018	465
Summer 2018	75

During the 2018 academic year, 55 Management courses were offered; those numbers are as follows:

Term	Management Courses Offered
Fall 2018	25
Spring 2018	22
Summer 2018	5

Marketing Program

(Source: Data Management and Institutional Research Department information posted to "Administration" link at the 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 2018 academic year is as follows:

Term	# of Marketing Majors
Fall 2018	70
Spring 2018	69
Summer 2018	21

The number of Marketing majors has observed an enrollment decrease since 2011 from 111 enrolled majors in Fall 2011 to 70 in Fall 2018 (a decrease of 41 students).

In total, 21 students graduated with a Bachelor of Science degree in Marketing in the 2018 academic year. The head-count in the Marketing courses by term during the 2018 academic year is as follows:

Term	Student Head-Count
Fall 2018	169
Spring 2018	184
Summer 2018	35

During the 2018 academic year, 18 Marketing courses were offered; those numbers by term are as follows:

Term	Marketing Courses Offered
Fall 2018	8
Spring 2018	7
Summer 2018	3

Section 3: Qualitative Activities and Accomplishments

During the 2018-2019 academic year, the Management and Marketing programs realized a number of significant accomplishments. These accomplishments are described in the following sections of this report.

Creation of the Center of Entrepreneurship and Associated Curriculum

The SMSU Administration awarded $40,000 for the establishment of the Center of Innovation and Entrepreneurship. Physically located in ST 218, this umbrella Center will house the SBDC, AMA, SMAC, and ENACTUS. With the Entrepreneurship curriculum, a focus toward project-based experiential learning, and a commitment to foster economic development with the 18-county Southwest Minnesota region are desired outcomes. The Management Program desires to increase enrollment with a new Entrepreneurship Concentration, Minor, and Certificate. With both the Entrepreneurship programming and the Center, the goal is to have full implementation by fall 2019.

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:

- o Fall Semester *Career Expo Event* in the R/A Facility
- o October *Mustang Days*
- o Fall and Spring Semester All-Day Advising
- o November – *A Day at SMSU*
- o *Prospective Student Visit Day* & SMSU Hawaiian Night
- o *Admitted Student Days* – Fall and Spring Semesters
- o Junior Visit Day at SMSU
- o April, June, July, August, December and January *Registration Days*
- o Attendance at Casino Night
- o 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 implementation of 4-year program-of-study guides for its majors.
- Active review of DARS Degree Checks.

Faculty Engagement in Student Success

In the 2018-2019 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."[1] 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.

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[1] 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).

- 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 include placing in the top 48 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 collegiate chapter that permits students to access a number of benefits that AMA offers, like career resources, professional development, and experiential learning.
- Human Resources Club. The club introduces, encourages, and reinforces the importance of Human Resources (HR) to its members. The club allows students the opportunity to become a Society of Human Resources student member, which provides access to helpful research and outreach opportunities. The club engages in volunteer work on campus through mock interviews, resume building workshops, and a professional clothing seminar. Additionally, the club assisted the community through one-on-one consulting of HR practices and fundamentals throughout the academic year.
- DECA. SMSU DECA chapter promotes, through competition the preparation, an emergence of new business leaders and entrepreneurs. Through Dr. Chukwuba's leadership, DECA achieved victory at the state and national levels of competition. He is currently the chapter advisor and vice chair-board member of Minnesota Collegiate DECA. In February 2019, the SMSU Chapter came in first, second, third, and fourth in the Organizational Leadership Challenge at the State level, while in April 2019, came in third in the Management Institute at the National Level. In addition, Dr. Chukwuba received the 2018 faculty of the year award for my contribution to student growth.

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

Faculty members within the department made the following contributions to scholarly and creative activity:

Dr. Ken Chukwuba. Accepted and presented a paper titled *Management in Human and Societal Development: "Images of Organization Analysis"* at the Midwestern Academy of Management Conference in St. Louis Missouri in October 2018. The paper was about the management techniques that can be used in an organization by applying Morgan's "images" as they relate to the history of management thought, represented by major schools of thinking (such as scientific management).

Dr. Denise Gochenouer. Presented abstract, "*Incorporating simulations in the classroom*" at the AMA international collegiate conference in New Orleans, LA. Two papers are in progress: "*The Perception of a Healthy diet: a case study of Nigeria, Nepal and the United States*" in collaboration with Cindy Aamlid from Sociology and "*Will Shoppers be Receptive to the Implementation of Smart Shopping Technology*" in collaboration with Dean Jackson from Zebra Technologies. I am hoping to have both papers submitted initially to a couple conferences in the fall 2018/Spring 2019.

Dr. Heather Rickgarn. Dr. Rickgarn completed her Ph.D. in Business Administration with an emphasis in Healthcare Administration from Northcentral University (NCU) in Prescott Valley, AZ. She successfully defended her dissertation in April 2019.

Dr. Abu Haddud. Dr. Haddud received the 2018 Highly Commended Paper Award from Emerald Publishing for an article he co-authored with other researchers: Haddud, A., Deouza, A., Khare, A. and Lee, H., 2017. Examining potential benefits and challenges associated with the Internet of Things integration in supply chains. *Journal of Manufacturing Technology Management, 28(8)*, pp, 1055-1085. In addition, Dr. Haddud submitted a full paper to the 50th Annual Conference of the Decision Science Institute (DSI), which will be held in November of 2019. The paper is titled *"Digitalizing Supply Chains: Potential Business Benefits and Challenges."*

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.

Dr. Douglas Simon attended two conferences/training programs in the 2018-2019 academic year: They are as follows:

- The 2019 National Guard All States Legal Update held in Jacksonville, FL. This national conference provided updates for senior leader judge advocates in the areas of cyber law, ethics, investigations, sexual assault, and domestic operations. This event was held in May 2019.

- The Equipment Leasing Financing Association (ELFA) Legal Forum held in San Diego, CA. 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 April 2019.

Dr. Kenneth Chukwuba submitted a paper that was accepted and presented at the Midwest Academy of Management conference in St. Louis Missouri in October 2018. He also reviewed manuscripts for the Academy. In addition, Dr. Chukwuba collaborated with Dr. Bhakata and presented papers at the Asian National Management Conference at Asian School of Business Management, Bhubaneswar, India, and the Midwest Academy of Management, which is an affiliate of the AOM. He also read a few peer-reviewed articles that were later incorporated into his lectures. In addition, he wrote a book chapter that will be published in June 2019.

Dr. Denise Gochenouer remains current with the American Marketing Association and the American Sociological Association. Dr. Gochenouer also am receives the *Journal of Marketing Research, Marketing News*, *Sociological Theory*, *Social Psychology quarterly* and the *Sociological quarterly,* which she refers to frequently for new ideas, techniques, and discussion articles. In addition, she continued to attend and present at conferences and webinars with a primary view of improving my delivery in classroom and contributing to the body of work in marketing. Dr. Gocheneour also attended the Webinar and received *certification on social media best practices* and also attended the Webinar "An easy and effective way to disrupt your students learning" through the use of simulations. Finally, Dr. Gochenouer presented "*Incorporating simulations in the classroom"* at the AMA international collegiate conference in New Orleans, LA.

Dr. Abu Haddud maintains affiliation and membership with the Decision Science Institute. He also attended an online meeting about new changes to D2L from MinnState in July 2018. Finally, Dr. Haddud is an active member of the SMSU CIA committee and assists with program accreditation.

Dr. Marta Almeyda-Ibanez attended the following webinars: Global Economy in 2019, The Top 10 Global Consumers 2019, Stukent Spring Digital Summit 2019, and Stuken Fall Digital Summitt 2018. She also joined the American Marketing Association and served as a reviewer for the European Research on Management and Business Economics.

Professor Kathy Schaefer attended the Minnesota Chapter of CSCMP on April 12, 2019. She also remains current in project management and supply chain with her memberships in the Project Management Institute and Council of Supply Chain Management Professions.

Service to Students

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

- Professor Heather Rickgarn advises the campus chapter of SHRM.
- Professor Kathy Schaefer and Dr. Doug Simon serve as the Sam Walton Fellows for ENACTUS.

- Dr. Chukwuba serves as the advisor to DECA. at National and International. He is currently the chapter advisor and vice chair-board member of Minnesota Collegiate DECA. On November 16, 2018he hosted an Emerging Leaders Academy at SMSU in Marshall, MN. Thirty students attended the event from various universities and colleges in Minnesota. Finally, with Dr. Chukwuba's efforts, they raised $3,680 to help fund the Minnesota State Conference.

Services to the University and Community

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, Management Position Search Committees.
- Member, Scholarship Application Review Committee.

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 Jon Jensen, 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 on the IFO statewide Governmental Relations Committee.
- Dr. Doug Simon chaired the Human Resource Management search committee.

Dr. Ken Chukwuba has made the following contributions:

- Member of the Academic Affairs Committee and the Graduate Curriculum Committee.
- Participated in the following events:
  - Friday, December 5, 2018 New Student Registration Day Program
  - Friday, January 11, 2019 New Student Registration Day Program
  - Wednesday, February 14, 2018 at 10:00 a.m. registration for summer classes.
  - Junior Visit Day held on Friday, March 21, 2019. Registration
  - Began on March 23; I participated on Saturday, March 19 and Thursday, March 21.
  - Friday, April 8 & 12 for transfers, and Monday/Friday, April 15 & 19, and Monday/Friday April 16 & 20 for new freshmen. Friday, April 20 New Freshmen Student Registration Day Program.

Dr. Denise Gochenouer has contributed to the University in the following ways:

- Chair - Faculty Improve Grant committee - SMSUFA
- Member - Executive Committee SMSUFA
- Member - Faculty Assembly
- Member - Graduate Curriculum Committee
- Member - Curriculum Committee
- Member - Graduate Council Committee
- Director MBA Graduate Program
- Coordinate program assessment
- Develop overall assessment for the MBA program to assess the core courses
- Responsible for program assessment and program review
- Participate in Department growth
- Ensure adjunct professors are familiar with marketing curriculum
- Support Alumni
- Consultant for SBDC (Small Business Development Center)
- Director – Capital Solutions (Private Equity Bank in Jamaica)

Dr. Heather Rickgarn has made the following service contributions:

- Serves on the SMSU Disabilities Advocacy Committee and is the faculty advisor for the campus HR Club.
- Serves as the secretary of the Hope Harbor Board, is on the Minnesota AAHAM board, and is an active member of both national and state SHRM, national and state AAHAM, and the Marshall Chamber Young Professionals group.

Section 5: Assessment

The Management and Marketing Program have made significant strides in developing a functional and well-structured assessment plan. That journey began in earnest after the Higher Learning Commission (HLC) completed the on-campus visit in October of 2014. The feedback from the HLC highlighted that university assessment required additional support and attention. The emphasis on assessment, among other steps taken by the University, prompted the Management and Marketing Programs to revise, update, and conform the program's assessment plan to University assessment standards. Those efforts have led to a full cycle assessment report that both programs generated in October 2018. These Assessment Reports demonstrate that both programs have fully functional assessment plans and processes to assess student learning.

Section 6: Five-Year Plan

The Department has a number of accomplishments that will significantly enhance its curricular offerings and service to students in relation to recruitment and retention for the next five years. Grant funding of $40,000 for a Center of Innovation and Entrepreneurship with associated

curriculum is a critical step for the programs. The Management and Marketing Programs view the Center of Innovation and Entrepreneurship and the associated curricular offerings as a key strategic step towards fostering enrollment and the overall growth of the program. The Center's geographic focus, the 18-county Southwest Minnesota region, is directly aligned with SMSU's mission and provides an excellent educational opportunity for students to engage in project-based experiential learning. Also, with the formal partnership with the Southwest Minnesota Business Development Center (SBDC), provides opportunities for students to engage in their business community and learn by experience.

Second, the Management Program is committed to developing a Healthcare Administration Concentration. The need exists, and students from the region looking for career opportunities rate healthcare and medical fields as their number one area of interest. The Management Program seeks to capitalize on this interest in the form of a Healthcare Administration concentration, minor, and certificate.

Finally, innovating in the form of content delivery is critical to the success of the program. With a more difficult higher education market to recruiting and retention, distinguishing one's product is a crucial element to success. One way to differentiate is the continuing efforts of the Management and Marketing Programs to provide additional offerings of synchronous and asynchronous course delivery.

DEPARTMENT OF NURSING

2018-19 ACADEMIC YEAR ANNUAL REPORT

Submitted by Dr. Laurie Johansen

Date: 6-28-19

Introduction

The 2018-19 Department of Nursing Annual Report provides a means to describe the activities, successes, and encounters of the Department of Nursing. The academic year of 2018-19 presents the sixth year of the SMSU RN to BSN Program. The RN to BSN Program (Bachelor of Science in Nursing) continues to be 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 while demonstrating critical thinking and flexibility in order to translate, integrate, and apply knowledge to enhance patient care quality and safety.

During the past year, several major activities added to the continued development and growth of the RN to BSN Program. Additional faculty have been recruited to add depth to the Department of Nursing, starting Fall 2019. Furthermore, changes in admission criteria for nursing students have been initiated, the collaborative Early Entry Program with Minnesota West Community and Technical College was launched, and a statewide email campaign was executed to contact every registered nurse in Minnesota.

Rigorous recruitment efforts have continued, with ever-increasing enrollments being experienced in the RN to BSN Program. Enrollment numbers have grown from:
- 37 nursing students, in the Spring of 2015, being enrolled in SMSU courses
- 72 nursing students, in the Spring of 2016, being enrolled in SMSU courses
- 81 nursing students, in the Spring of 2017, being enrolled in SMSU courses
- 100 nursing students, in the Spring of 2018, being enrolled in SMSU courses

With this continued growth of the RN to BSN Program, we are also very proud to have 127 SMSU alumni from the RN to BSN Program.

With the additional faculty starting in the Department of Nursing during the Fall 2019 semester, an increasing number of nursing students are being admitted to the RN to BSN Program. Instead of admitting 25 nursing students to start taking nursing courses this coming fall semester, we plan to admit 75 students.

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 RN to BSN Program 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

The student learning outcomes of the SMSU RN to BSN Program are to:
1) Examine the Scope and Standards of Practice and the Standards of Professional Performance
2) Construct an appreciation of cultural diversity through cultural assessment
3) Demonstrate skills and knowledge of health assessment through a comprehensive health assessment
4) Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families
5) Utilize evidence-based resources in the community assessment process and propose patient-centered health teaching interventions
6) Demonstrate the ability to apply scientific method to a public health concern
7) Analyze evidence related to pathophysiology to promote patient safety and quality outcomes
8) Evaluate evidence-based practices for integration into nursing practice
9) Apply theory, while critically evaluating the context of rural healthcare settings and influences on rural health disparities, in order to address health of the rural population
10) Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement leadership
11) Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders
12) Apply theory, research findings, and evidence to address common situations in health care system leadership
13) Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities

The mission, goals, and student learning outcomes guide the RN to BSN Program as a rigorous and applicable curriculum is provided to registered nurses in the region and beyond.

Faculty members in the Department of Nursing for the 2018-19 Academic Year:
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 Regional 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 Holistic Nurse Board Certification by the American Holistic Nurse Association. Areas of expertise include public/community health, holistic nursing, informatics, and professional nursing.

Dr. Ruth Van Heukelom has been the key adjunct faculty member for the Department of Nursing. Dr. Van Heukelom has been practicing nursing since 1974, keeping current with nursing practice through many venues, including teaching nursing assistant courses in her community, working with the Certification Center at the University of Iowa, and as an adjunct instructor for Minnesota West Community and Technical College. As a key SMSU 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 four years. Her expertise in administrative and clerical support, and growth in understanding the profession of nursing, significantly adds to the quality program provided to students in 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 (3 cr)
NURS 310 Transcultural Nursing (3 cr)
NURS 320 Chronic Illness in Rural Settings (3 cr)
NURS 330 Healthcare Policy and Informatics (3 cr)
NURS 375 Pathophysiology (3 cr)
NURS 400 Prevention and Population Health (3 cr)
NURS 410 Public/Community Health Clinical Experience Seminar (1 cr)
NURS 430 Evidence Based Practice (3 cr)
NURS 434 Care of the Rural Population (elective) (2 cr)
NURS 435 Clinical Reasoning and Judgment (elective) (2 cr)
NURS 436 Advanced Health Assessment (elective) (2 cr)
NURS 440 Organizational and System Leadership (3 cr)
NURS 450 Public/Community Health Clinical Experience (3 cr)

The need for increased offerings of NURS courses continues to be a need as more nursing students are enrolled in 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 taking courses on a fulltime basis. All NURS courses, with the exception of the three elective courses, are now offered at least three times an academic year, dependent on adequate numbers of enrolled students, to meet the needs of nursing students in the RN to BSN Program. Also, an additional NURS elective has recently been added to the curriculum – Care of the Rural Population.

NURS course collaboration with other SMSU departments – the Department of Nursing continues to provide the opportunity for non-nursing students to take NURS 375 – Pathophysiology. Many non-nursing students have benefited from this opportunity, as they either prepare for their second bachelor degree or graduate school. Thus, the NURS 375 course continues to be developed to include course content that would meet the needs of non-nursing students taking the course.

Collaboration with Department of Education – through collaborative efforts with the Department of Education, in the Health Educator offerings, Dr. Leibold has taught the HLTH 340 – School Health and Sexuality and HLTH 370 – Community Health and Health Promotion.   Dr. Leibold's expertise creating, and teaching, these courses has benefited the Department of Education in their state licensure needs.

Faculty participation in opportunities to improve teaching and learning:
During the 2018-19 academic year, the SMSU Department of Nursing developed Faculty Guidelines for Evaluation.   Within those guidelines, the demonstrated ability to teach effectively was defined with the expected outcome that 100% of faculty/adjuncts will engage in professional development related to teaching assignments. The evidence below displays the Department of Nursing's achievement of this expected outcome:

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

Education/Nursing Education Faculty Development

Title of Faculty Development and Agency Providing Resource	Contact Hours (if awarded)	Date
Open Textbook – Minnesota State OER Coordinator	1.5 hour	5-23-18
Human Trafficking: A Rural Perspective - part of the 2018 Rural Behavioral Health Webinar Series hosted by the Substance Abuse and Mental Health Services Administration and the American Institutes for Research	1.5 hours	5-24-18

The Need and Opportunity for Nursing Schools & Faculty to Engage in Local & State Coalitions – American Association of Colleges of Nursing	1 hour	6-15-18
Ethics in Nursing Practice - NCSBN Learning Extension	4.8 hours	6-19-18
SMSU Active Learning Classroom Workshop and Certification - Kate Borowske	3 hours	6-20-18
Certified Nurse Educator (CNE) Prep Course – Southwest Minnesota Nursing Honor Society	6 hours	6-21-18
Open Textbook Webinar - Karen Pikula, Central Lakes College faculty and Minnesota State OER Coordinator, and Kimberly Johnson, Director for Faculty and Instructional Development, Minnesota State	1.5 hours	6-23-18
Righting a Wrong – Ethics and Professionalism in Nursing – NCSBN	3 hours	6-27-18
Handling MN Information Securely – Minnesota Department of Human Services	2.25 hours	7-9-18
CCNE: Standard I- Program Quality: Mission and Governance – American Association of Colleges of Nursing	1 hour	8-15-18
Campus Security Authority Online Training - SMSU	1 hour	8-15-18
Mentoring: Embracing a New Generation of Nurses – American Nurses Association	1 hour	8-15-18
CCNE Accreditation: Standard II – Program Quality: Institutional Commitment and Resources – American Association of Colleges of Nursing	1 hour	8-21-18
SMSU Professional Development Day - SMSU	8 hours	8-21-18
3rd Annual Distance Education Professional Development Event - SMSU and MN West	4 hours	8-22-18
CCNE Accreditation: Standard III – Program Quality: Curriculum and Teaching-Learning Practices – American Association of Colleges of Nursing	1 hour	8-23-18
CCNE Accreditation: Standard IV – Program Effectiveness: assessment and achievement of program outcome – American Association of Colleges of Nursing	1.5 hours	8-29-18
Open Textbook Webinar - Karen Pikula, Central Lakes College faculty and Minnesota State OER Coordinator, and Kimberly Johnson, Director for Faculty and Instructional Development, Minnesota State	1.5 hours	9-17-18
Respectful Workplace/Anti-bullying - SMSU	2 hours	10-23-18
How to Survive Bullies During Your Early Years as an RN – Part 2 - American Nurses Association	1 hour	12-7-18
Preparing for CCNE Accreditation in 2019: Getting a Jumpstart on the New Year – American Association of Colleges of Nursing	1.5 hours	12-17-18

Social Media and the Law – American Association of Colleges of Nursing – Andrea J. Jahn, JD from Creighton University	1 hour	12-18-18
SMSU Professional Development Day - SMSU	8 hours	1-10-19
ADA Accommodations (Students and Employees) - MinnState's Office of General Counsel; Gary Cunningham, Scott Goings, & Betsy Thompson	1.5 hours	1-17-19
Shadow Health Instructor Endorsement Program Completion	4 hours	1-31-19
Live Campus Academic Technology Teams (CATT) meeting – Digital Citizenship – Minnesota State	1 hour	2-5-19
A Civics Refresher for Student Policy Summit Attendees – American Association of Colleges of Nursing	1 hour	2-7-19
SMSU Assessment Day - SMSU	7 hours	2-8-19
Happiness/Sleep/Mindfulness: Improving Nurse Health and Wellness - American Nurses Association	1 hour	2-20-19
Groups for Discussions, Assignments, and Assessments – Minnesota State Faculty Development – Karen Wenz – Team Lead D2L System Administrator	1 hour	4-2-19
Culturally Relevant Teaching Practice in Nursing - Dr. Nancyruth Leibold and Dr. Laura Schwartz	1 hour	4-16-19
Nurses4US: Elevating the Profession! - American Nurses Association for National Nurses Week, Dr. Ernest Grant and Faith Roberts	1 hour	5-8-19
Creating a Culturally Responsive Learning Environment in Nursing Education Conference in Marshall, MN	4.75 hours	5-20-19
Certified Nurse Educator (CNE) Prep Review Course – Southwest Minnesota Nursing Honor Society in Marshall, MN	7.5 hours	5-21-19
Meaningful Practice Experiences in Online RN-BSN Programs – American Association of Colleges of Nursing	1 hour	5-28-19
Preparing Faith Community Nurses to Precept Public Health Nursing Students - Dr. Linda Anderson, Bethel University Department of Nursing	3 hours	5-28-19
Preparing Specialty Public Health Nurses to Precept Public Health Nursing Students - Dr. Linda Anderson, Bethel University Department of Nursing	3 hours	5-29-19
Preparing Public Health Nurses to Precept Public Health Nursing Students - Dr. Linda Anderson, Bethel University Department of Nursing	3 hours	5-30-19
Accreditation Guidance on Developing & Implementing IPEP Deep Dive – 2019 HPAC National Center Report – American Association of Colleges of Nursing	1 hour	6-6-19

- Awarded National Board Certification as Nurse Educator, National League for Nursing (CNE)

- Journal/Book Publications Reviewer – 2018 to present - Online Journal of Rural Nursing and Healthcare

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

Education/Nursing Education Faculty Development (Reverse Chronological Order)

Title of Faculty Development Activity	Contact Hours (if awarded)	Date
Minnesota Health Educator Conference		April 10-12, 2019
D2L Brightspace Conference		April 5, 2019
Facilitating Multiple Patient Simulations	1 contact hour	February 15, 2019
The Use of Mindfulness in Simulation Pre-briefing to Increase Situational Awareness - MnSHEP	1 contact hour	January 24, 2019
SMSU Faculty Development Day	8:30 to 4 pm	January 10, 2019
Preparing for CCNE Accreditation in 2019: Getting a Jumpstart on the New Year - American Association of College of Nursing		December 7, 2018
Demonstrating Your Success - How to Create an Efficient and Effective System for Simulation Program Evaluation - MnSHEP	1 contact hour	December 14, 2018
CHLOE 3: Highlights of the Third QM-Eduventures Changing Landscape of Online Education Survey	1 hour	November 27, 2018
Sharing our Success Incorporating Simulation into Undergraduate Interprofessional Education	1 contact hour	November 8, 2018
Respectful Workplace/Anti-Bullying Training Video	2-hour video with quiz—score 100%	October 23, 2018
Difficult Debriefings (with Simulation) - MnSHEP	1.5 contact hours	October 16, 2018
Understanding the PhD Degree: Perspectives from Faculty and a Recent Graduate Registration	1 contact hour	October 11, 2018
Faculty Policy Think Tank Report: Recommendations & Best Practices	1 contact hour	October 10, 2018
Understanding the Doctor of Nursing Practice (DNP) Degree	1 contact hour	October 10. 2018

NLN CNEA Self-Study Reports: An Overview of the Process	1 contact hour	October 10, 2018
Creative Commons Certification Course (SMSU Representative to MinnState)		October 1 to December 7, 2018
Contemplation, Reflexivity, and Gender/ Sexual Diversity in the Classroom - Contemplative Mind in Higher Education	1 hour	September 28, 2018
Contemplative Practices in the Scholarship of Teaching and Learning - Contemplative Mind in Higher Education	1 hour	August 31, 2018
CCNE Accreditation Standard IV Webinar	1.0 contact hour	August 29, 2018
CCNE Accreditation Standard III Webinar	1.0 contact hour	August 23, 2018
3rd Annual Distance Education Professional Development Event		August 22, 2018
CCNE Accreditation Standard II Webinar	1.0 contact hour	August 21, 2018
Professional Development Day at SMSU		August 21, 2018
Quality Matters Research Webinar: The Role of Research in Developing the Sixth Edition of the QM Higher Education Rubric for Course Design	1 hour	July 31, 2018
Thinking Interprofessionally: Overcoming Obstacles and Seeing Success Nurse.com	1 contact hour ANCC	July 29, 2018
Nursing Faculty: The Influence Behind Nursing's Future Nurse.com	1 contact hour ANCC	July 29, 2018
Teaching Techniques: Developing Curriculum Lynda.com	44 minutes	July 29, 2018
Teaching Techniques: Making Accessible Learning Lynda.com	50 minutes	July 29, 2018
Quality Matters Webinar: Everything I Need to Know About Student Engagement I Learned from a Rabid Sports Fan - Quality Matters		July 27, 2018
Establishing Team Tools that Promote Evidence-based Course Design - Quality Matters		July 26, 2018
Rise in Nurses Obtaining Advanced Degrees, Furthering Education - Medscape.com	0.25 contact hours	July 25, 2018

Quality Matters Master Reviewer Recertification - National QM		June 23, 2018
A Quick Guide to Preparing Professional Presentations Nurse.com	1 contact hour	June 22, 2018
Top Posters at Nursing Education Research Conference - Sigma Theta Tau International	2 contact hours ANCC reviewed	May 22, 2018

- Maintained Advanced Holistic Nurse Board Certification, American Holistic Nurse Association (AHN-BC)
- Maintained Usui Reiki Master/Teacher
- Maintained National Board Certification as Nurse Educator, National League for Nursing (CNE)
- Certified Master Reviewer, Quality Matters

Adjunct Faculty	Evidence of Achievement
Lindsay Rohlik	● Participated in D2L webinars for effective teaching/learning strategies in online teaching/learning environment -Feb 12, 2019: Create Rubrics and Understand Rubric Status -Feb 19, 2019: Use Rubrics to Score Assignments and Discussions -Feb 26, 2019: Assignments: New Grading Experience and Preview of Annotations ● Shadow Health Asynchronous Training: April 10, 2019 (certification on file) ● Engaged in professional development by attending and presenting at SMSU's Creating a Culturally Responsive Learning Environment in Nursing Education: May 20, 2019 ● 2018-2019: Minnesota State Discipline Teaching Grant on behalf of SMSU, MSU, and Minnesota West/ Project Title/Focus: Culturally Relevant Teaching Praxis in Nursing Education – engaged in assisting with creation of project
Dr. Ruth Van Heukelom	● January 10: MOQI webinar: MediaSpace for Recorded Lectures ● February 20: MOQI webinar: Increase Student Engagement with Discussion Boards ● March 7: MOQI webinar: The ABC's of Assessments ● March 20 – MOQI webinar: Building Instructor Presence in

	Online and Blended Courses ● April 3 – MOQI webinar - D2L Brightspace – Groups and Discussion Boards ● April 10- MOQI webinar – D2L Brightspace Intelligent Agents and Release Conditions ● May 20 – Open Educational Resources workshop ● Recorded webinars focusing on D2L Brightspace functionality (assignment annotations, discussion groups, group assignments, rubrics)

B) Scholarly/Creative Activity

During the 2018-19 academic year, the SMSU Department of Nursing developed Faculty Guidelines for Evaluation.   The advancement of knowledge and education calls for many kinds of scholarship/creative activity/research. In the discipline of nursing, a minimum of one primary activity and one secondary activity are required each year by every faculty member (full time, part time but not adjuncts) to meet the goal set by the Department of Nursing. The evidence below displays the Department of Nursing's achievement of this expected outcome:

- **Dr. Laurie Johansen contributed to SMSU, the Department of Nursing, and the profession of nursing through the following scholarly activities**:

Peer Reviewed Manuscript Presentation

Date	Presenter(s)	Title	Organization
2018	**Johansen, L. J.,** Evanson, T. A., Ralph, J. L., Hunter, C., & Hart, G.	Experiences of Rural Nurses who Commute to Larger Communities	Online Journal of Rural Nursing and Health Care, *18(*2). doi: 10.14574/ojrnhc.v18i2.540

Peer Reviewed Podium Presentation

Date	Presenter	Title	Organization
7-25-18	Laurie Johansen, PhD	Experiences of Rural Nurses: Impacts on Decisions to Commute for Employment	2018 International Rural Nursing Conference in Nashville, Kentucky
2-12-19	Laurie Johansen, PhD	How Can We Recruit and Retain Nurses in Rural Healthcare Settings	Transforming Healthcare – Exploring the Current Challenges and Possibilities in Nursing Conference in Honolulu, Hawaii

Invited Podium Presentation

Date	Presenter	Title	Organization
3-26-19	Laurie Johansen, PhD	Trusting Relationships in Rural Nursing	Southwest Minnesota Nursing Honor Society 2019 Spring Summit: Excellence in Rural Nursing in Marshall, MN
5-20-19	Laurie Johansen, PhD	Teaching Strategies	Creating a Culturally Responsive Learning Environment in Nursing Education Conference in Marshall, MN
5-21-18	Laurie Johansen, PhD	CNE Prep Course - Curricular Design and Evaluation of Program Outcomes	Southwest Minnesota Nurses Honor Society in Marshall, MN

Invited Webinar Presentation

Date	Presenter	Title	Organization
2019	Leibold, N., Schwarz, L., Gordon, D., Johansen, L., Rohlik, L., & Lehrke, K.	Culturally Relevant Teaching Praxis in Nursing Education (Soft Chalk Interactive Virtual Module)	Creative Commons License: BY NC SA. Also published at MERLOT II at https://www.merlot.org/merlot/viewMaterial.htm?id=1380194. Retrieved from https://www.softchalkcloud.com/lesson/serve/sGJt9oRBnd1CFm/html
2019	Leibold, N., Schwarz, L., Gordon, D., Johansen, L., Rohlik, L., & Lehrke, K.	Culturally Relevant Nursing Education Resource Guide.	Creative Commons License: BY NC SA. Also published at MERLOT II at https://www.merlot.org/merlot/viewMaterial.htm?id=1380189 and Health Force Minnesota at http://healthforceminnesota.org/educators_college/curriculum_diversity.html. Retrieved from https://culturallyrelevantnursingteachingresourceguide.yolasite.com/

| 4-16-19 | Leibold, N., Schwarz, L., Gordon, D., **Johansen, L.** Rohlik, L. & Lehrke, K. [Webinar Presentation by Leibold, N. & Schwarz, L.] | Culturally Relevant Teaching Praxis in Nursing Education | Hosted by HealthForce Minnesota |

Poster Presentations

Date	Author(s)	Title	Conference
2-8-19	Johansen, L. & Leibold, N.	Statistical Literacy throughout RN to BSN Program	Southwest Minnesota State University Faculty Assessment Day in Marshall, MN
3-26-19	Laurie Johansen, PhD	Recruitment and Retention Interventions for Rural Nurses	Southwest Minnesota Nursing Honor Society 2019 Spring Summit: Excellence in Rural Nursing in Marshall, MN

Accreditation Reports

Date	Agency	Report
10-30-18	American Association of Colleges of Nursing (AACN)	2018 AACN Annual Report

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

Leibold, N. (2019). The Southwest Minnesota Nursing Honor Society Application to be a Sigma Theta Tau Chapter. Online Application through Sigma.

PUBLICATIONS
Peer Reviewed
Bemker, M. & **Leibold, N**. (2018). Peer Mentoring: A Key to Success in Online Graduate Nursing Education. *Virginia Henderson Global Nursing e-Repository. In Sigma Theta Tau Leadership Connection Collection.* Retrieved from https://sigma.nursingrepository.org/handle/10755/16378
Leibold, N. & Bemker, M. (2018). Telling Our Story: From Change Resistance to Readiness. *Virginia Henderson Global Nursing e-Repository. In Sigma Theta Tau*

Leadership Connection Collection. Retrieved from
https://sigma.nursingrepository.org/handle/10755/16380

Books

Leibold, N. (2019). *The praxis of critical thinking in nursing.* St. Paul, MN: Nanza Publications.
(Note: also published at MERLOT II and OER Commons). Creative Commons License: BY
NC ND. Available at https://thepraxisofcriticalthinkinginnursing.yolasite.com/

Book Chapters

Leibold, N. (in progress—due out in 2019). **Understanding and Characterizing the Doctor of
Nursing Practice.** In M. Bemker & B. Schreiner (Eds.). *The DNP Degree & Capstone
Project.* (2nd ed.). Lancaster, PA: DEStech Publications, Inc.

Leibold, N. & Schwarz, L. M. (2018). The Use of Social Marketing in Population Health Nursing. In
M. Bemker & T. Ralyea (Eds.). *Population Health and Its Integration into Advanced Nursing
Practice.* Lancaster, PA: DEStech Publications, Inc. **1st place win** of *Population Health and
Its Integration into Advanced Nursing Practice* in the AJN 2018 Book of the Year Awards
program in the Advanced Practice Nursing category.

Schwarz, L. M. & **Leibold**, **N.** (2018). Integration of Population Health to Advanced Nursing Care.
In M. Bemker & T. Ralyea (Eds.). *Population Health and Its Integration into Advanced
Nursing Practice.* Lancaster, PA: DEStech Publications, Inc. **1st place win** of *Population
Health and Its Integration into Advanced Nursing Practice* in the AJN 2018 Book of the Year
Awards program in the Advanced Practice Nursing category.

**Multimodal Publications (Open Education Resources, Magazines, Virtual Simulations,
Websites, Videos, Technology, Other)**

Leibold, N., Schwarz, L., Gordon, D., Johansen, L., Rohlik, L., & Lehrke, K. (2019). Culturally
relevant teaching praxis in nursing education. (Soft Chalk Interactive Virtual Module).
Creative Commons License: BY NC SA. Also published at MERLOT II at
https://www.merlot.org/merlot/viewMaterial.htm?id=1380194 Retrieved from
https://www.softchalkcloud.com/lesson/serve/sGJt9oRBnd1CFm/html

Leibold, N. (2019). Using Creative Common Licenses and Creative Commons Licensed Works.
1.1. (Soft Chalk Interaction Virtual Module). Edition 1.0. Creative Commons License: BY
NC. Published at MERLOT II at
https://www.merlot.org/merlot/viewMaterial.htm?id=1380209 Retrieve from
https://www.softchalkcloud.com/lesson/serve/SybalsU1E8cVgd/html

Leibold, N. (2019). Nurse Scholar Café Website 4.2. (Creator, Director, and Editor). (Note: also
published at MERLOT) This website includes a variety of resources and information in
nursing and nursing education. Revised (4.2 edition). Creative Commons License: BY
NC. Retrieve at nursescholarcafe.com

Leibold, N. (2019). The anatomy of a creative commons license. 1.1. (Soft Chalk Interactive
Virtual Module). Creative Commons License: BY NC. Published at MERLOT II at
https://www.merlot.org/merlot/viewMaterial.htm?id=1380208 Retrieve at
https://www.softchalkcloud.com/lesson/serve/GZRhS8BCclLsAo/html

Leibold, N. (2019). Basics of copyright law. 1.1 (Soft Chalk Interactive Virtual Module).
Creative Commons License: BY NC. Published at MERLOT II at
https://www.merlot.org/merlot/viewMaterial.htm?id=1378660 Retrieve at
https://www.softchalkcloud.com/lesson/serve/8SzqelO45QRy0K/html

Leibold, N. (2019). Creative Commons: The history and current state. 1.1 (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Published at MERLOT II at https://www.merlot.org/merlot/viewMaterial.htm?id=1378661 Retrieve at https://www.softchalkcloud.com/lesson/serve/ZGboIEUsqjwCzg/html

Leibold, N., Schwarz, L., Gordon, D., Johansen, L., Rohlik, L., & Lehrke, K. (2019). Culturally Relevant Nursing Education Resource Guide. Creative Commons License: BY NC SA. Also published at MERLOT II at https://www.merlot.org/merlot/viewMaterial.htm?id=1380189 and Health Force Minnesota at http://healthforceminnesota.org/educators_college/curriculum_diversity.html Retrieved from https://culturallyrelevantnursingteachingresourceguide.yolasite.com/

Leibold, N. (2019). How to write paragraph summaries of nursing research studies for your review of literature section of the evidence-based paper 4.0. (Note: also published at MERLOT II) (Storybird Software Online Book). Creative Commons License: BY NC SA. Retrieve at http://storybird.com/books/how-to-write-paragraph-summaries-of-nursing-resear/?token=fj48q535rr

Leibold, N. (2019). APA video tip: Titles in references. Creative Commons License: BY NC SA. Retrieve at https://screencast-o-matic.com/watch/cqe63D0wVH

Leibold, N. (2019). Writing lab: An introduction to APA format. Edition 4.1. Creative Commons License: BY NC SA. Retrieve at https://www.softchalkcloud.com/lesson/serve/iwd87TEScX3r42/html

Leibold, N. (2019). The Southwest Minnesota Nursing Honor Society Application to be a Sigma Theta Tau Chapter. Online Application Through Sigma.

Leibold, N. (2019). The Nursing Portfolio. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Retrieved from https://www.softchalkcloud.com/lesson/serve/BWhNSL6onmbvDq/html

Leibold, N. (2019). Research Ethics: Protecting Human Rights in Research Studies. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY. Retrieved from https://www.softchalkcloud.com/lesson/serve/wC6mOEdhAsFRvi/html

Leibold, N. (2018). Using Creative Common Licenses and Creative Commons Licensed Works. (Soft Chalk Interaction Virtual Module). Edition 1.0. Creative Commons License: BY NC. Retrieve from https://www.softchalkcloud.com/lesson/serve/SybalsU1E8cVgd/html

Leibold, N. (2018). Conflict and Conflict Management Styles in Nursing. Edition 3.0 Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/9mlAyVhPfbL3DX/html

Rohlik, L. & **Leibold, N.** (2018). New member orientation to Southwest Minnesota Nursing Honor Society. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/kbzPENW4I5t98X/html

Leibold, N. (2018). The anatomy of a creative commons license. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/GZRhS8BCclLsAo/html

Leibold, N. (2018). Basics of copyright law. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/8SzqelO45QRy0K/html

Leibold, N. (2018). The Nurse Manager/Leader, Team Building, and Coaching. Edition 3.0 (SoftChalk Interactive Virtual Module) Creative Commons License: BY NC SA. Retrieve at https://www.softchalkcloud.com/lesson/serve/L3SE0Qi1kDB8uU/html

Leibold, N. (2018). Creative Commons: The history and current state. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/ZGboIEUsqjwCzg/html

Leibold, N. (2018). Writing lab: An introduction to APA format. Edition 4.0. Creative Commons License: BY NC SA. Retrieve at https://www.softchalkcloud.com/lesson/serve/iwd87TEScX3r42/html

Leibold, N. (2018). The Nurse Manager/Leader and Operational and Strategic Planning. Edition 2.0 (SoftChalk Interactive Virtual Module). Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/uGCDUz85nL0m2y/html

Leibold, N. (2018). The Nurse Manager/Leader, Team Building, and Learning Theories. Edition 2.0 (SoftChalk Interactive Virtual Module) Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/L3SE0Qi1kDB8uU/html

Leibold, N. (2018). The Nurse Manager/Leader and Performance Appraisals. Edition 2.0 (SoftChalk Virtual Module). Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/U9owvM5PpJrZHG/html

Leibold, N. (2018). The Nurse Manager/Leader and the Challenging Employee. Edition 2.0 (SoftChalk Virtual Module). Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/6oXpQEnO7DbdWM/html

Leibold, N. (2018). Delegation for Nurses 3.0. (SoftChalk Interactive Lesson and Case Study Virtual Simulation). Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/5meFr9DadQu8by/html

Leibold, N. (2018). Nurse Scholar Café Website 4.1. (Creator, Director, and Editor) (Note: also published at MERLOT) This website includes a variety of resources and information in nursing and nursing education. Revised (4th edition). Creative Commons License: BY NC. Retrieve at nursescholarcafe.com

Leibold, N. (2018). Introduction to comprehensive school health program. Edition 1.0. (Note: This lesson was awarded "Lesson of the Week" in May 2018 by SoftChalk!) Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/lEi3TtfXNmwMh2/html

Leibold, N. (2018). The use of peer leaders in school health education. Edition 1.0. Creative Commons License: BY NC. Retrieve at https://www.softchalkcloud.com/lesson/serve/x9saEuKRJYLVHp/html

PRESENTATIONS [*data-based]

Invited

Leibold, N. (2019). Culturally relevant teaching praxis in nursing education. Presented at the 2019 Minnesota Health Educator Conference. Alexandria, MN. April 11, 2019. This is the presentation authored by Leibold, N., Schwarz, L., Gordon, D., Johansen, L., Rohlik, L., & Lehrke, K.

Leibold, N., Schwarz, L., Gordon, D., Johansen, L. Rohlik, L. & Lehrke, K. (2019). Culturally relevant teaching praxis in nursing education. [Webinar Presentation by Leibold, N. & Schwarz, L., April 16, 2019, hosted by HealthForce Minnesota.]

Leibold, N. & Schwarz, L. (2018). Certification Implications for Nurse Educators. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. June 21, 2018.

Leibold, N. (2018). Nurse Educator Ethics. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. June 21, 2018.

Leibold, N. (2018). CNE Eligibility Requirements. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. June 21, 2018.

Leibold, N. (2018). Facilitate Learner Development and Socialization. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. June 21, 2018.

Leibold, N. (2018). Self-evaluation and Continuous Quality Improvement in the Academic Nurse Educator Role. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. June 21, 2018.

Leibold, N. (2018). CNE Test Blueprint, Tips for Studying and Test Taking. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. June 21, 2018.

Competitive Presentations   * Data Based
International:
*Leibold, N. & Bemker, M. (2018). *Telling Our Story: From Change Resistance to Readiness.* Podium Presentation for Sigma Theta Tau International Leadership Connection. September 15-18, 2018. Indianapolis, IN.

Bemker, M. & **Leibold, N.** (2018). *Peer Mentoring: A Key to Success in Online Graduate Nursing Education.* Podium Presentation for Sigma Theta Tau International Leadership Connection. September 15-18, 2018. Indianapolis, IN.

National:
Leibold, N. & Bemker, M. (2018). *The Nature of Storytelling for Holistic Praxis.* Podium Presentation at the 2018 American Holistic Nurse Association, Niagara Falls, NY. June 5-10, 2018.

Poster Presentations
Leibold, N. (2019). *Southwest Minnesota Nursing Honor Society's 2019 Bumper Crop.* [Poster Presentation]. 2019 Summit: Excellence in Rural Nursing. Southwest Minnesota Nursing Honor Society. March 26, 2019. Marshall, MN

Johansen, L. & Leibold, N. (2019). Department of Nursing Program Assessment Journey. Integration of Statistical Literacy throughout the RN to BSN Program. [Poster Presentation] Southwest Minnesota State University, Faculty Assessment Day. Marshall, MN

Leibold, N. (2018). Spiritual coloring: A holistic intervention. Poster Presentation at the 2018
    American Holistic Nurses Association Conference. June 2018. Niagara Falls, NY. doi:
    10.13140/RG.2.2.33328.00007

Journal/Book Publications Reviewer

2018 to present	Associate Editor, MERLOT II (International Open Education Resource Repository)
2018 to present	Journal Manuscript Peer Reviewer, Journal of Nursing Scholarship
2018	Book Reviewer, Jones & Bartlett, Pathophysiology: A Practical Approach, 3rd Edition by Lachel Story. June 27, 2018
2018	Book Reviewer, *Informatics for Health Professionals* by Kathleen Garver Mastrian and Dee McGonigle. May 22, 2018
2018	Book Reviewer, Foundational Practices of Online Writing Instruction by Editors: Beth L. Hewett and Kevin Eric DePew with Elif Guler and Robbin Zeff Warner. OER at University of Minnesota.
2018	Book Reviewer, Yoga Minds, Writing Bodies: Contemplative Writing Pedagogy by Christy Wenger, Shepherd University, OER at University of Minnesota.
2015 to present	Journal Manuscript Reviewer, Journal of Effective Teaching in Higher Education
2013 to present	Review Board, Internet Journal of Allied Health Sciences and Practice

HONORS/AWARDS

2019   Daniel J. Pesut Spirit of Renewal Award, Sigma Theta Tau International. Nominee.

2019   Faculty Improvement Grant (FIG). Awarded monies for faculty development to attend
    the 2019 Minnesota Health Educator Conference in Alexandria, MN.

2019   2018 AJN Book of the Year Award, Advanced Nursing Category. Two co-authored
    chapters in M. Bemker & T. Ralyea. (Eds.). *Population Health and Its Integration into
    Advanced Nursing Practice.* Lancaster, PA: DEStech Publications, Inc.

2018   Culturally Relevant Teaching Praxis in Nursing Education, A Minnesota State Discipline
    Teaching Grant. October 11, 2018. Funded $9575.00 Grant Authors: Leibold, N.,
    Schwarz, L., & Gordon, D. This collaborative grant included three Schools of Nursing in
    the Minnesota State System: Southwest Minnesota State University, Minnesota State
    University, Mankato, and Minnesota West Community and Technical College. We
    authored several tools, one-hour presentation, and a four-hour workshop.   All
    publications are published as Open Education Resources (OER). Grant timeframe 2018-
    19 academic year.

2018   SoftChalk Lesson of the Week Award, May 24, 2018 for *Coordinated School Health
    Program,* A Virtual Lesson. This is an Open Education Resource publication.

2018   Minnesota Holistic Nurses Association Scholarship to attend American Holistic Nurses
    Association Conference in Niagara Falls, NY

C) Professional Development

During the 2018-19 academic year, the SMSU Department of Nursing developed Faculty Guidelines for Evaluation.   Engagement in continuing preparation and study is essential for all Department of Nursing faculty, with an expected outcome for all faculty/adjuncts to attend two continuing education activities per year. The evidence below displays the Department of Nursing's achievement of this expected outcome:

- **Dr. Johansen continued to advance her professional development through the following means:**

Title of Faculty Development and Agency Providing Resource	Contact Hours (if awarded)	Date
Addressing Workforce Shortages in Rural Areas – US Department of Labor	1 hour	5-16-18
Challenge Your Strategic Vision: How to Disrupt, Innovate and Succeed as a Nursing Leader - American Nurses Association	1.5 hours	5-23-18
Leadership, Role Model Criteria, and Conflict Management - American Nurses Credentialing Center	1.5 hours	5-31-18
History of Future Rural Health Research: Celebrating 30 Years - Rural Health Research & Policy Centers	1 hour	6-4-18
Building Health Equity: The Link Between Social Determinants, Healthy Communities, and Workforce Training - HRSA Workforce Grand Rounds Series.	1.5 hours	6-13-18
How to find the Perfect Mentor for Your Career Transitions – American Nurses Association	1 hour	6-27-18
2018 International Rural Nursing Conference in Nashville, MN.	14.3 hours	7-24/ 7-26-18
2018 Elections: Anticipating the Health Care Policy Ramifications, Minnesota Hospital Association – Matthew Anderson, Sr. VP of Policy and Chief Strategy Officer	1.5 hours	10-3-18
Rural America at a Glance, 2018 Edition - United States Department of Agriculture, John Cromartie, ERS-USDA	1 hour	11-8-18
How to Set up your Resume/CV & Cover Letter - American Nurses Credentialing Center, Dr. Tonya L. Appleby	1 hour	11-8-18
Avera McKennan Nursing EBP/Research Conference, Sioux Falls, SD	7 hours	11-19-18
Five Critical Actions to Take Now to Position Yourself as an Up & Coming Leader - American Nurses Association	1.5 hours	11-13-18
Interview Prep/Job Interview Questions - American Nurses Association Center	1 hour	11-15-18
The Value of Certification - Southwest Minnesota Nursing Honor Society	1 hour	12-3-18

What's at Stake as Rural America Loses Its Hospitals - USC Annenberg Center for Health Journalism	1 hour	1-22-19
Oral Defense: The Effectiveness of an ambulatory care health system redesign on patient engagement, healthcare utilization and clinical indicators - Nancy Madsen, Loyola University Chicago, Marcella Niehoff School of Nursing	1 hour	1-25-19
Transforming Healthcare – Exploring the Current Challenges and Possibilities in Nursing - Conference in Honolulu, Hawaii	15 hours	2-13/ 2-14-19
Collaborative Institutional Training Initiative (CITI Program) Training: through institutional affiliation with UND	6 hours	3-10-19
SMNHS 2019 Spring Summit: Excellence in Rural Nursing – Southwest Minnesota Nursing Honor Society	4.5 hours	3-26-19
52nd Annual Communicating Nursing Research Conference: Career, Connection, Community - Western Institute of Nursing in San Diego, CA	16.75 hours	4-10/ 4-13-19

1. Continued involvement in professional organizations with involvement including:
   a. Membership in Sigma Theta Tau Phi chapter
   b. Membership in the American Nurses Association and
      Membership in Minnesota Organization of Registered Nurses
   c. Membership in the Association of Community Health Nursing Educators
   d. Membership in the Western Institute of Nursing
   e. Membership in the Southwest Minnesota Nursing Honor Society
   f. Membership in Rural Nurse Organization
   g. Membership in NLN
2. American Heart Association Basic Life Support Provider CPR certification
3. President of the Southwest Minnesota Nursing Honor Society
4. Minnesota Board of Nursing Licensure
5. South Dakota Board of Nursing Licensure
6. Certified Nurse Educator, National League for Nursing

- **Dr. Leibold Nursing Continuing Education Professional Development in Nursing Science Topics (Reverse Chronological Order)**

Title of Professional Development/Continuing Education	Contact Hours (if awarded)	Date
2019 Spring Summit: Excellence in Rural Nursing	4 contact hours	March 26, 2019
Bridging Student and Family-Centered Mental Health in School Systems	1 hour	February 11, 2019

The Secret Ingredient for Optimum Nursing Care - American Nurses Association (ANA)	1 hour	October 16, 2018
International Leadership Connection Conference - Sigma Theta Tau International	9.5 contact hours	September 15-18, 2018
Moderator Education - Sigma Theta Tau International	1.4 contact hours	August 30, 2018
Cardiopulmonary Resuscitation Renewal	4.0 contact hours	August 1, 2018
Shared Governance	1.0 contact hours	July 1, 2018
Evidence-Based Effective Nursing Leadership: Check Your Practice - Nurse.com	1.0 contact hours	June 28, 2018
School Health Index: A Self-Assessment and Planning Guide - Centers for Disease Control and Prevention	1.5 contact hours	June 27, 2018
Peer Review in Nursing: An Evidence-Based Approach - Nurse.com	1.0 contact hour	June 26, 2018
Developing your Leadership Potential - Nurse.com	6.8 contact hours	June 23, 2018
Social Media for Health Care Providers - Sigma Theta Tau International	5.8	May 22, 2018
Farmworker Vulnerability to Heat Hazards: A Conceptual Framework - Sigma Theta Tau International	1.2 contact hours	May 22, 2018
Planetary Health and the Role of Nursing: A Call to Action	1.1 ANCC Reviewed	May 22, 2018
Roving Leadership		May 10, 2018

Professional Development for Dr. Nancyruth Leibold as an Advanced Holistic Nurse: Holistic Nursing Professional Development in Holistic Nursing Topics (Reverse Chronological Order)

Title of Holistic Professional Development/Continuing Education	Contact Hours (if awarded)	Date
Overview of Integrative Nursing - University of Minnesota	1.5 contact hours	October 15, 2018
Integrative Nursing: Laughter is the Best Medicine - ContraCare Health St. Cloud, MN	7.0 ANCC contact hours	September 20, 2018

Can Yoga Help Manage Metabolic Syndrome? Medscape.com	0.25 ANCC contact hours	July 24, 2018
Can Meditation Reduce Depression? Medscape.com	0.25 ANCC contact hours	July 24, 2018
Can Walking Reduce the Risk for Death? Medscape.com	0.25 ANCC contact hours	July 24, 2018
New Tool for Spiritual Well-Being in Palliative Cancer Care Medscape.com	0.25 ANCC contact hours	July 24, 2018
2018 Holistic Health and Well-Being Conference - Mayo, Rochester, MN	15.25 contact hours	July 18-20, 2018
A Complementary and Integrative Practices Potpourri - Nurse.com	1.0 contact hour	June 23, 2018
Complementary and Alternative Medicine Certificate	11 contact hours	June 23, 2018
2018 American Holistic Nurse Association Conference	18.05 contact hours	June 7-9, 2018
Healing, Wholeness, and Connection through Prayer: A Guide for Nurses & Sleep and Immune Function: Nurse Self-Care and Teaching Sleep Hygiene" - American Holistic Nurse Association	1.9 contact hours	May 22, 2018
Reflecting on Holistic Relationships: A New Definition of Culture and Bullying: The Archenemy of Holistic Care	1.2 contact hours	May 22, 2018

Professional Development for Dr. Nancyruth: Education/Nursing Education Faculty Development (Reverse Chronological Order)

Title of Faculty Development Activity	Contact Hours (if awarded)	Date
Minnesota Health Educator Conference		April 10-12, 2019
D2L Brightspace Conference		April 5, 2019
Facilitating Multiple Patient Simulations	1 contact hour	February 15, 2019
The Use of Mindfulness in Simulation Pre-briefing to Increase Situational Awareness - MnSHEP	1 contact hour	January 24, 2019

SMSU Faculty Development Day	8:30 to 4 pm	January 10, 2019
Preparing for CCNE Accreditation in 2019: Getting a Jumpstart on the New Year - American Association of College of Nursing		December 7, 2018
Demonstrating Your Success - How to Create an Efficient and Effective System for Simulation Program Evaluation - MnSHEP	1 contact hour	December 14, 2018
CHLOE 3: Highlights of the Third QM-Eduventures Changing Landscape of Online Education Survey	1 hour	November 27, 2018
Sharing our Success Incorporating Simulation into Undergraduate Interprofessional Education	1 contact hour	November 8, 2018
Respectful Workplace/Anti-Bullying Training Video	2-hour video with quiz—score 100%	October 23, 2018
Difficult Debriefings (with Simulation) - MnSHEP	1.5 contact hours	October 16, 2018
Understanding the PhD Degree: Perspectives from Faculty and a Recent Graduate Registration	1 contact hour	October 11, 2018
Faculty Policy Think Tank Report: Recommendations & Best Practices	1 contact hour	October 10, 2018
Understanding the Doctor of Nursing Practice (DNP) Degree	1 contact hour	October 10. 2018
NLN CNEA Self-Study Reports: An Overview of the Process	1 contact hour	October 10, 2018
Creative Commons Certification Course (SMSU Representative to MinnState)		October 1 to December 7, 2018
Contemplation, Reflexivity, and Gender/ Sexual Diversity in the Classroom - Contemplative Mind in Higher Education	1 hour	September 28, 2018
Contemplative Practices in the Scholarship of Teaching and Learning - Contemplative Mind in Higher Education	1 hour	August 31, 2018
CCNE Accreditation Standard IV Webinar	1.0 contact hour	August 29, 2018
CCNE Accreditation Standard III Webinar	1.0 contact hour	August 23, 2018
3rd Annual Distance Education Professional Development Event		August 22, 2018
CCNE Accreditation Standard II Webinar	1.0 contact hour	August 21, 2018
Professional Development Day at SMSU		August 21, 2018

Quality Matters Research Webinar: The Role of Research in Developing the Sixth Edition of the QM Higher Education Rubric for Course Design	1 hour	July 31, 2018
Thinking Interprofessionally: Overcoming Obstacles and Seeing Success - Nurse.com	1 contact hour ANCC	July 29, 2018
Nursing Faculty: The Influence Behind Nursing's Future Nurse.com	1 contact hour ANCC	July 29, 2018
Teaching Techniques: Developing Curriculum Lynda.com	44 minutes	July 29, 2018
Teaching Techniques: Making Accessible Learning Lynda.com	50 minutes	July 29, 2018
Quality Matters Webinar: Everything I Need to Know About Student Engagement I Learned from a Rabid Sports Fan - Quality Matters		July 27, 2018
Establishing Team Tools that Promote Evidence-based Course Design - Quality Matters		July 26, 2018
Rise in Nurses Obtaining Advanced Degrees, Furthering Education - Medscape.com	0.25 contact hours	July 25, 2018
Quality Matters Master Reviewer Recertification - National QM		June 23, 2018
A Quick Guide to Preparing Professional Presentations Nurse.com	1 contact hour	June 22, 2018
Top Posters at Nursing Education Research Conference - Sigma Theta Tau International	2 contact hours ANCC reviewed	May 22, 2018

Dr. Nancyruth Leibold's membership involvement in professional organizations includes:
a. Counselor, Program Chair, Newsletter Chair, WebMaster, Archivist, Governance Chair, and Membership in the Southwest Minnesota Nursing Honor Society
b. Membership in the National League for Nursing
c. Membership in Sigma Theta Tau International, Nu Rho Chapter
e. Membership in the American Association of Colleges of Nursing
f. Membership in the American Holistic Nurse Association
g. Minnesota Board of Nursing RN licensure
h. Nebraska Board of Nursing RN licensure
i. Minnesota Public Health Nursing Certification
j. Certified Nurse Educator, National League for Nursing
k. Advanced Holistic Nurse-Board Certified

l. Creative Commons Licenses Certificate
m. International Judge, Sigma Theta Tau International
n. International Nurse Leader Committee Member, Sigma Theta Tau International
o. Virginia Henderson Fellow, Sigma Theta Tau International
p. Sigma Theta Tau International, Heritage Society Member

D) Service to Students

The Department of Nursing provided service to students. Such service was exemplified in many ways throughout the year, for current and prospective nursing students, as well as alumni.

All students in the RN to BSN Program, as well as every student who has applied to SMSU while seeking admission to the RN to BSN Program, were offered individualized phone/in-person advising sessions with a faculty member/advisor at least once a semester. Students have been advised in a caring, honest, and professional manner, with advising sessions creating a course plan map for each at the completion of each advising session. Dr. Leibold has served as an academic advisor for 76-90 currently enrolled nursing students in the RN to BSN program during 2018-19 academic year, while Dr. Johansen served as an advisor for 190 nursing students/prospective nursing students as advisees (numbers fluctuated with transfers, new students, graduation, etc). The Department of Nursing faculty utilized a Curriculum Tracking spreadsheet to track all the nursing student's individualized course plans created during advising sessions, as a means to assist with the projection of future course offerings.

The Department of Nursing hosted the fourth annual Nurse Pinning Ceremony on May 10th, 2019. Graduating nursing students who were able to attend the ceremony were honored at the event, being pinned by either a nursing faculty member, or a special nurse in their lives. Guest speakers included graduating student, Ashley Yost, and alumnus, Tami Johnson, who spoke on Making a Difference as a BSN Prepared Nurse.

Dr. Nancyruth Leibold supports student success in a variety of ways. One way is her coaching of students in scholarly communication, dissemination, and presentation skills. Dr. Nancyruth Leibold served as their faculty advisor and coached students and provided support with evidence-based projects, scholarly writing, presentation skills, and abstract writing for over 200 projects during the 2018-19 academic year.

Service to prospective students occurred in many other ways:
1. Completed on-campus visits at community and technical colleges
    a. MN West Worthington Campus, met with RN students - Fall 2018 Nursing Program Preparation and Training Day – 8-16-18 by Dr. Johansen to introduce new Early Entry Collaboration Program between MN West and SMSU
    b. MN West Worthington Campus, met with RN students – 10-4-18 by Dr. Johansen
    c. MN West Granite Falls Campus, met with RN students – 10-10-18 by Dr. Johansen
    d. NW Iowa Community College – Career Fair with LPN and RN students – 10-11-18 by Dr. Johansen

     e.   Anoka Ramsey Nursing Student Association Career Fair in Coon Rapids – 10-22-18 by Dr. Johansen

     f.   Pine Technical Community College in Pine City, MN, met with RN students - 11-2-18 by Dr. Johansen

     g. Anoka Ramsey Nursing Student Association Career Fair in Coon Rapids - 2-4-19 by Dr. Johansen and Dr. Leibold

     h. MN West Granite Falls Campus, met with RN students – 4-16-19 by Dr. Johansen

     i.   MN West Worthington Campus, met with RN students – 4-23-19 by Dr. Johansen

     j.   Pine Technical Community College in Pine City, MN for 1st Annual Health Career Fair – 4-24-19 by Dr. Leibold

     k. MN West Granite Falls Campus, met with LPN students – 5-1-19 by Dr. Johansen

     l.   MN West Nurse Pinning Ceremony on Pipestone Campus with collaborative partnership highlighted in ceremony – 5-14-19 by Dr. Johansen

     m. MN West Nurse Pinning Ceremony on Granite Falls Campus with collaborative partnership highlighted in ceremony – 5-15-19 by Dr. Johansen

     n. MN West Nurse Pinning Ceremony on Worthington Campus with collaborative partnership highlighted in ceremony – 5-17-19 by Dr. Johansen

2. Attended community events, such as the Minnesota Workforce Council Career Day at SMSU and MN West on 9-25-18 and 9-26-18 – Dr. Johansen

3. 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) on 11-14-18 and on 2-21-19 for 1.5 hours by Dr. Johansen

4. Dr. Leibold spoke at Windom, MN hospital on two different dates about Conflict Management in the workplace on 11-28-18 and 12-4-18, as guest SMSU speaker.

5. Updated RN to BSN brochures to assure currency of information

6. Emailed/called all prospective students, sharing information about the RN to BSN Program

7. Tours of SMSU given to any prospective students

8. Individualized course planning sessions for every prospective student

9. Utilized a 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 (boards)

10. Collaborated with MN West Community and Technical College, to initiate an Early Entry program for MN West nursing students into the SMSU RN to BSN Program

11. Continued to use 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

12. Created online recruitment campaign to contact all 100,000+ RNs in Minnesota through a series of email announcements

13. Created 'Talking Points' to create consistence recruitment messages within Department of Nursing

14. Created May 2018, December 2018, and May 2019 RN to BSN Program newsletters

15. Department of Nursing Student Handbook updated and made available to all nursing students as well as prospective students

16. Reviewed and updated nursing scholarship list to provide to SMSU nursing students
17. Invited nursing students from Ridgewater Community College and MN West to attend Southwest Minnesota Nursing Honor Society Spring Summit. Dr. Leibold coordinated with Ridgewater and MN West faculty to allow students to attend event.
18. Assisted alumni with process to register to be Public Health Nurses through the Minnesota Board of Nursing
19. Assisted students/alumni with referrals as needed for job/educational opportunities

Both Dr. Johansen, and Dr. Leibold, also had the pleasure of mentoring nursing students completing their Masters in Nurse Education Programs, during their practicum course, in the Fall of 2018. This was a great opportunity for future nurse educators to be integrated in the family at SMSU. Dr. Van Heukelom has also had the opportunity to mentor a nursing student completing her Masters in Nursing program this spring.

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 continued with the use of Student Representatives, seeking to include them in the governance, growth, and improvements to the RN to BSN Program.

The RN to BSN Program also 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 past year, following a campaign to increase membership on the NPAC. The NPAC offers valuable insights that are utilized to govern the Nursing Program and create avenues to increase the public's awareness of the RN to BSN Program.

E) Service to the University
During the 2018-19 academic year, the SMSU Department of Nursing developed Faculty Guidelines for Evaluation. Services to the University and community are faculty responsibilities that extend beyond the classroom. The expected outcome for faculty/adjuncts in the Department of Nursing to have a participation average of 50% attendance at the Department of Nursing Team Meetings. An attendance average of 90% was found in the 2018-19 Department of Nursing Team Meetings. Additionally, the evidence below displays additional Department of Nursing's achievements of service to the University:

Dr. Johansen's service to SMSU included:
1. Participation in chair meetings with the Dean of Business, Education, and Professional Studies
2. Participation in Curriculum Committee
3. Participation in Academic Affairs committee
4. Participation in the Minnesota Association of Colleges of Nursing (MACN) meetings
5. Leadership of the SMSU Nursing Program Advisory Council
6. Leadership of SMSU Department of Nursing Team Meetings
7. Creation of the Tenure and Promotion Department of Nursing Faculty Guidelines for Evaluation, supplementing the IFO framework

9.	New Program Assessment Leader (PAL) for Department of Nursing. Created Plan for Assessment of Student Learning (PASL) for 2018-2019 and LEP SLO Course Map/Alignment Matrix

Dr. Leibold's service to SMSU included:
1. University Committee for Institutional Assessment (CIA), Nursing Representative
    2. Southwest Minnesota State University, Nursing Advisory Council
    3. Southwest Minnesota State University, Educational Resource Group Member
    4. Search Committee, Southwest Minnesota State University, Nursing Faculty Member

F) Services to the Community at Large

Dr. Johansen's service to the community at large included:
1. Served on the Avera Marshall Regional Board of Directors
4. Served as chair of the Avera Marshall Regional Quality Committee
3. Served on the MN West Nursing Advisory Council
4. Served on Avera Marshall Planning Committee

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

March 2019	Southwest Minnesota Nursing Honor Society Food Drive for the Marshall Food Pantry and Worthington Food Pantry Volunteer
2018-19	Counselor, Southwest Minnesota Nursing Honor Society
2018-19	Program Planning Chair, Member, Southwest Minnesota Nursing Honor Society
2018-19	Archivist, Southwest Minnesota Nursing Honor Society
2018-19	Webmaster, Southwest Minnesota Nursing Honor Society
2018-19	Member, Membership Committee, Southwest Minnesota Nursing Honor Society
2017-19	Author, Sigma Chapter Application, Southwest Minnesota Nursing Honor Society
2018-19	Chair, Newsletter Committee, Southwest Minnesota Nursing Honor Society
2019	National League for Nursing Summit Planning Committee Member
2018-19	Sigma Theta Tau International, International Nurse Leader Review Committee Member (invited appointment)
2019	Sigma Theta Tau International, International Judge (invited appointment)
2018-19	Minnesota West Nursing Advisory Board
2018-19	Sigma Theta Tau International, Heritage Society Member
2019	Nurse Educator Conference in the Rockies Abstract Reviewer
2018-19	MERLOT II Associate Editor and Peer Reviewer

G) Assessment

Evaluation of the SMSU RN to BSN Program is ongoing with past revisions, and opportunities for future revisions, accomplished to meet the goals of the program. The Department of Nursing Program Assessment of Student Learning (PASL) demonstrates the relationships between the Department of Nursing mission, goals, student learning outcomes, and courses. The PASL provides a continuous cycle of comprehensive assessments, evaluations, and improvements, created and initiated to include evaluations of courses taught, curriculum evaluations including course syllabi and mapping of the Essentials of Baccalaureate Education for Professional Nursing Practice (Essentials) (American Association of Colleges of Nursing, 2008) and Quality and Safety Education for Nurses (QSEN) Competencies (QSEN Institute, 2019), course pass rates, assessments of goal areas, graduation rates, student/alumni satisfaction, employment rates, employer satisfaction, alumni progression, evaluation of program documents and publications, evaluation of the mission/values/goals/ outcomes/objectives, faculty outcomes, and lastly, evaluation of the actual PASL itself as a complete assessment/evaluation plan. As the RN to BSN Program matures, many appropriate improvement processes have occurred, with those revisions found in the PASL.

References

American Association of Colleges of Nursing (AACN). (2008). *The essentials of baccalaureate education for professional nursing practice.* Retrieved from http://www.aacn.nche.edu/education-resources/baccessentials08.pdf

QSEN Institute. (2019). *QSEN competencies.* Retrieved from http://qsen.org/competencies/pre-licensure-ksas

As noted in the PASL, every two years the Department of Nursing completes an Overall Program Assessment. The Fall 2017 Overall Program Assessment Review report from 9-14-17 is found in the SMSU Department of Nursing Annual Report from 2017-18 Academic year. The Fall of 2019 semester is the projected completion timeframe for the next Overall Program Assessment. As the Department of Nursing prepares to complete this assessment and evaluation, qualitative and quantitative data have been continually collected and evaluated. This data will be used in the Department of Nursing continual improvement processes. Some of the data will be shared below:

Graduating Nurse Survey Data:
Survey data that has been collected since the SMSU Department of 2017-18 Nursing Annual Report includes the RN to BSN Program Graduating Nurse Survey data. This data is collected by offering every graduating nursing student an opportunity to complete the online survey at the conclusion of the SMSU RN to BSN Program. Results exemplify the efforts to provide a rigorous, quality education based on assessment and continual quality improvements.

Graduating Nurse Survey June 1, 2017 – June 13, 2019

Summary of Graduate Nurse Survey:
Preparation to meet RN to BSN Program Student Learning Outcomes

Preparation to: (1-5 scale ranging from not prepared [1] to prepared very well [5])	Average Value (n=72)
Examine the Scope and Standards of Practice and the Standards of Professional Performance	4.86
Construct an appreciation of cultural diversity through cultural assessment	4.89
Successfully complete liberal education program	4.69
Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families	4.88
Utilize evidence-based resources in the community assessment process and propose patient-centered health teaching interventions	4.88
Demonstrate the ability to apply scientific method to a public health concern	4.85
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.86
Evaluate evidence-based practices for integration into nursing practice	4.90
Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders	4.90
Apply theory, research findings, and evidence to address common situations in health care system leadership	4.88
Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities	4.88

Graduating Nurse Survey June 1, 2017 – June 13, 2019
Summary of Graduate Nurse Survey:
Achievement of the RN to BSN Program Student Learning Outcomes

Achievement of:(1-5 scale ranging from not achieved [1] to achieved very well [5])	Average Value (n=72)
Examine the Scope and Standards of Practice and the Standards of Professional Performance	4.89
Construct an appreciation of cultural diversity through cultural assessment	4.90
Successfully complete liberal education program	4.82
Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families	4.90
Utilize evidence-based resources in the community assessment process and propose patient-centered health teaching interventions	4.90
Demonstrate the ability to apply scientific method to a public health concern	4.88
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.89

Evaluate evidence-based practices for integration into nursing practice	4.93
Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders	4.89
Apply theory, research findings, and evidence to address common situations in health care system leadership	4.90
Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities	4.89

Graduating Nurse Survey June 1, 2017 – June 13, 2019
Summary of Graduate Nurse Survey:
Importance of the RN to BSN Program

Importance of:(1-5 scale ranging from not satisfied [1] to satisfied very well [5])	Average Value (n=72)
SMSU RN to BSN Nursing Program	4.96
Option of Online Course	4.94
Advisor Communication with Students	4.86
Quality Advisement	4.79
Assistance in Planning Program of Study	4.88
Clarity of Program Requirements	4.83
Program Curriculum	4.82
Quality of Curriculum	4.86
Quality of Faculty	4.85
Technical Support	4.40
Clinical Experiences	4.49
On-Campus Experiences	4.19
Library	4.22
Writing Center	3.68
Speech Center	3.17
Financial Aid	4.22
Cost of Attendance	4.67

Graduating Nurse Survey June 1, 2017 – June 13, 2019
Summary of Graduate Nurse Survey:

Satisfaction with the RN to BSN Program

Satisfaction with:(1-5 scale ranging from not satisfied [1] to satisfied very well [5])	Average Value (n=72)
SMSU RN to BSN Nursing Program	4.86
Option of Online Course	4.86
Advisor Communication with Students	4.86
Quality Advisement	4.81
Assistance in Planning Program of Study	4.86
Clarity of Program Requirements	4.85
Program Curriculum	4.82
Quality of Curriculum	4.89
Quality of Faculty	4.86
Technical Support	4.69
Clinical Experiences	4.61
On-Campus Experiences	4.64
Library	4.57
Writing Center	4.29
Speech Center	4.07
Financial Aid	4.50
Cost of Attendance	4.49

Students completed the Graduating Nurse Survey at the time of their conclusion of the SMSU RN to BSN Program. Over half of the participants were planning, or considering, enrollment in additional educational programs after graduation from SMSU. Of interest, 59 participants stated they would consider enrolling in additional education programs if they were offered at SMSU. Data from this survey will be integrated into the Overall Program Assessment that will be completed this fall. Student satisfaction is also measured in the RN to BSN Program Graduating Nurse Surveys. Throughout the data collection process, the Graduating Nurse Survey results have demonstrated the expected outcomes for student satisfaction, having 100% rating above a 4.00 rating.

Employment:
Students completing the Graduating Nurse Survey also shared employment information. Results demonstrated that all of the participants were employed, with a majority of them working in a rural area (n=53). Employment status of RN to BSN Program graduates/alumni is also tracked through several other mechanisms. Graduating SMSU students are asked to complete a *Graduate Follow-up Survey*. Survey results are processed through the Minnesota State system and are available within the SMSU website, http://www.smsu.edu/campuslife/careerservices/employment-statistics.html. The most current report is the 2017 Annual Employment report, http://www.smsu.edu/resources/webspaces/campuslife/careerservices/graduate-follow-up-

survey/2017-annual-report.pdf showing that 25 nursing graduates completed the survey and all were employed.

RN to BSN Program Alumni Surveys are also used to collect data at one and three years post-graduation. Data from the One-year Alumni Survey has been analyzed in 2017 and again in 2019. Also, a Three-year Alumni Survey is now being utilized, since the RN to BSN Program has been in existence long enough to have three-year alumni. Data from the first Three-year Alumni Survey was analyzed in 2019. All participants in the alumni surveys were employed.

Lastly, employment status is discussed informally during advising sessions with nursing students, as well as during the graduate exit interviews that are performed during the nursing students last advising session, with findings revealing students having no difficulties finding employment. In fact, all nursing students participating in exit interviews from June 2017 – May 2019 were employed as nurses.

Program Graduation/Completion Rates:
Program completion rates for the SMSU RN to BSN Program demonstrate program effectiveness. The completion rates for the SMSU RN to BSN Program are determined by the number of students completing the RN to BSN Program, with the time-period allowed for completion being seven years from the first term the student enrolled in nursing courses in the RN to BSN Program. Completion rates are not calculated by anticipated graduation dates. Rather, completion rates are calculated using a specific entry point for each student, with the maximum time-period for completion being up to seven years. With the RN to BSN Program only being in existence for six years, there are not enough students who have completed the program yet to accurately generalize completion rates. However, all the students entering the RN to BSN Program in the Fall 13, Fall 14, Spring 15, Fall 15, and Spring 17 semesters have graduated or withdrawn from the RN to BSN Program. Data from these semesters are used to calculate our current completion rate of 85%. This completion, or graduation, rate is a calculated rate using the total number of these Fall 13, Fall 14, Spring 15, Fall 15, and Spring 17 students who have now graduated from the program divided by the total number of students enrolled in the RN to BSN Program beginning Fall 13, Fall 14, Spring 15, Fall 15, and Spring 17. Additionally, an overall attrition rate is calculated each semester, as well as an annual attrition rate, based upon a ratio of the current number of students who have withdrawn from the program divided by the number of students who started their enrollment in the RN to BSN Program in the same start semester. As noted in the table below, the attrition rates of the RN to BSN Program have dramatically decreased as continual quality improvements have been made to the RN to BSN Program. The current overall attrition rate is 14%.

SMSU RN to BSN Program Graduation Rates

Starting Semester	# Enrolled	# Withdrawn	# Continuing Enrollment	# Graduated	Attrition Rate by Semester	Annual Attrition Rate	Semester Grad Rate	Overall Attrition Rate	Overall Grad Rate
Fall 13	17	3		14	18%	18%	82%		
Spring 14	23	8	2	13	35%				
Fall 14	10	2		8	20%	30%	80%		
Spring 15	5	1		4	20%		80%		
Fall 15	25	3		22	12%	13%	88%		
Spring 16	18	2	3	13	11%				
Fall 16	21	2	3	16	10%	10%			
Spring 17	17	1		16	6%		94%		
Fall 17	27	2	10	15	7%	7%			
Spring 18	18	1	11	6	6%				
Fall 18	26	2	24	0	8%	7%			
Spring 19	23	1	22	0	4%			14%	85%
	Total Enrolled 230	**Total Withdrawn 28**	**Total Still Enrolled 75**	**Total Grads 127**					

The purpose of assessing graduation/completion rates had been to determine the achievement of program outcomes through completion of the RN to BSN Program, with the goal for graduation/completion rates being 70% or greater. This goal has been met with a current graduation/completion rate of 85%. Graduation/completion rates will be integrated into the Overall Program Assessment that will be completed this fall.

Alumni Surveys:
Effectiveness of the RN to BSN Program is also assessed using data from the SMSU RN to BSN Program One Year Alumni Survey, and the SMSU RN to BSN Program Three Year Alumni Survey. Data from the SMSU RN to BSN Program Alumni Surveys included the alumni's preparation to demonstrate the student learning outcomes of the RN to BSN Program, as well as their degree of achievement of the student learning outcomes.

One-Year Alumni Preparation to Meet RN to BSN Program Student Learning Outcomes
June 1, 2017 – June 13, 2019

Preparation scale: 1-5 scale ranging from not prepared [1] to prepared very well [5]	Mean Value (1–5 scale) n=48
Understanding the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.91
Appreciation of cultural diversity	4.91
Awareness of issues related to chronic illness in rural settings	4.91
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	4.88
Ability to utilize evidence-based resources in assessment process and propose patient-centered health teaching interventions	4.95
Ability to demonstrate the application of scientific methods to patient or public health concerns	4.90
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.88
Ability to evaluate evidence based -practices for integration into nursing practice	4.93
Ability to demonstrate collaboration as a healthcare team member	4.93
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.93
Ability to combine the knowledge, skills, and attitudes of the BSN prepared nurse	4.95

One-Year Alumni Achievement of RN to BSN Program Student Learning Outcomes
June 1, 2017 – June 13, 2019

Achievement scale: 1-5 scale ranging from not achieved [1] to achieved very well [5]	Mean Value (1–5 scale) n=48
Understanding the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.89
Appreciation of cultural diversity	4.81
Awareness of issues related to chronic illness in rural settings	4.91
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	4.89
Ability to utilize evidence-based resources in assessment process and propose patient-centered health teaching interventions	4.86
Ability to demonstrate the application of scientific methods to patient or public health concerns	4.80
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.84
Ability to evaluate evidence-based practices for integration into nursing practice	4.89

Ability to demonstrate collaboration as a healthcare team member	4.93
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.88
Ability to combine the knowledge, skills, and attitudes of the BSN prepared nurse	4.95

Three-Year Alumni Preparation to meet RN to BSN Program Student Learning Outcomes
June 1, 2017 – June 13, 2019

Preparation scale: 1-5 scale ranging from not prepared [1] to prepared very well [5]	Mean Value (1–5 scale) n=15
Understanding the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.80
Appreciation of cultural diversity	4.87
Awareness of issues related to chronic illness in rural settings	5.00
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	4.87
Ability to utilize evidence-based resources in assessment process and propose patient-centered health teaching interventions	4.80
Ability to demonstrate the application of scientific methods to patient or public health concerns	4.93
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.93
Ability to evaluate evidence-based practices for integration into nursing practice	4.80
Ability to demonstrate collaboration as a healthcare team member	4.93
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.93
Ability to combine the knowledge, skills, and attitudes of the BSN prepared nurse	5.00

Three-Year Alumni Achievement of RN to BSN Program Student Learning Outcomes
June 1, 2017 – June 13, 2019

Achievement scale: 1-5 scale ranging from not achieved [1] to achieved very well [5]	Mean Value (1–5 scale) n=15
Understanding the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.93
Appreciation of cultural diversity	4.53
Awareness of issues related to chronic illness in rural settings	4.93

Ability to apply nursing process to meet the diverse and unique needs of individuals and families	4.87
Ability to utilize evidence-based resources in assessment process and propose patient-centered health teaching interventions	4.93
Ability to demonstrate the application of scientific methods to patient or public health concerns	4.93
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.80
Ability to evaluate evidence-based practices for integration into nursing practice	4.93
Ability to demonstrate collaboration as a healthcare team member	5.00
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.80
Ability to combine the knowledge, skills, and attitudes of the BSN prepared nurse	5.00

Data obtained from the SMSU RN to BSN Program Alumni Surveys displayed that alumni completing the survey felt the SMSU RN to BSN Program prepared them for their roles as BSN prepared nurses. The expected outcome for the Overall Program Evaluation of the RN to BSN Program is a mean of 4.0 or greater on alumni's ability to achieve and demonstrate all of the SMSU Department of Nursing Student Learning Outcomes in one-year and three-year alumni surveys, which has been exemplified in the above survey results. All the participants would recommend the program to friends and family without reservations, and all participants stated if they had to do if over again, they would attend the SMSU RN to BSN Program. Additionally, the expected outcome for alumni satisfaction has been met, with 100% of participants in alumni surveys stating they were satisfied with being adequately prepared.

Employer Surveys:
Effectiveness of program outcome is also evaluated with the use of employer surveys. When alumni are presented with a one-year, or three-year, alumni survey, they are asked to share their supervisor's email information, so an employer survey can be sent to them. Data from the SMSU RN to BSN Program Employer Surveys included the SMSU RN to BSN Program alumni's abilities.

One-Year Employer Survey of Ability of RN to BSN Program Student Learning Outcomes
June 1, 2017 – June 13, 2017

Ability scale: 1-5 scale ranging from not well at all [1] to extremely well [5]	Mean Value (1–5 scale) n=4
Understand the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.25
Appreciate cultural diversity	4.25
Be aware of issues related to chronic illness in rural settings	4.00

Apply nursing process to meet the diverse and unique needs of individuals and families	4.00
Utilize evidence-based resources in assessment processes and propose patient-centered health teaching interventions	3.75
Demonstrate the application of scientific methods to patient or public health concerns	3.75
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.00
Evaluate evidence-based practices for integration into nursing practice	3.50
Demonstrate collaboration as a healthcare team member	4.25
Apply theory, research findings, and evidence to address common situations in quality improvement leadership	3.50
Combine the knowledge, skills, and attitudes of the BSN prepared nurse	4.00

Three-Year Employer Survey of Ability of RN to BSN Program Student Learning Outcomes
June 1, 2017 – June 13, 2017

Ability scale: 1-5 scale ranging from not well at all [1] to extremely well [5]	Mean Value (1–5 scale) n=6
Understand the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.33
Appreciate cultural diversity	4.33
Be aware of issues related to chronic illness in rural settings	4.00
Apply nursing process to meet the diverse and unique needs of individuals and families	4.00
Utilize evidence-based resources in assessment processes and propose patient-centered health teaching interventions	3.83
Demonstrate the application of scientific methods to patient or public health concerns	4.00
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.00
Evaluate evidence-based practices for integration into nursing practice	3.83
Demonstrate collaboration as a healthcare team member	4.83
Apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.00
Combine the knowledge, skills, and attitudes of the BSN prepared nurse	4.33

It is worth noting that this new data collection system is not meeting the desired number of participants in the employer surveys. Thus, the employer survey data is not generalizable, but does start to guide the Department of Nursing. It is significant that of the employer surveys

completed, 100% of participants stated they would hire another SMSU RN to BSN Program graduate, meeting our expected outcomes of 80% employer satisfaction.

Data available from graduation/completion rates, employment rates, employer surveys, alumni surveys, and graduating nurse surveys are just part of the data collection used to assess and evaluate the RN to BSN Program. Additional data is found through faculty course evaluations, evaluations of the RN to BSN Program goals, Liberal Education Program student learning outcomes evaluations, curricular mapping, alumni progression, and the overall curricular evaluation. These continual improvement processes have been used since the inception of the SMSU RN to BSN Program and will be used to guide the completion of the Overall Program Evaluation this fall.

The attached PASL provides the Department of Nursing's assessment plan and results, including how the results impacted, or will impact, teaching and learning. The PASL is also considered the Department of Nursing's Five Year Plan. The PASL contains:

I.   Nursing Program Goals, Student Learning Outcomes, Course Descriptions, and Student Learning Objectives – pages 2-7
II.   Assessment Plan Timeline – pages 8-9
III.   Assessment Activities Plan – pages 10-17
IV.   Evaluation/Assessment Results – pages 18-63
- Portfolio
- Curricular Map
- Curricular Matrix
- Teaching/Learning/Assignments/Assessments Matrix
- Liberal Education Program (LEP) Student Learning Outcomes Alignment Matrix
- Evaluation/Assessment Results

This concludes the Department of Nursing 2018-19 Academic Year Annual Report.

SMSU RN to BSN Program

The mission of the 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.

Part I: Nursing Program Goals, Student Learning Outcomes, Course Descriptions, and Student Learning Objectives

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

Student Learning Outcomes	Course	Course Description	Course Student Learning Objectives
1.1 Examine the Scope and Standards of Practice and the Standards of Professional Performance *LEP Student Learning Outcome: Communicate Effectively	NURS 300	This course serves to assist the registered nurse in the transition to baccalaureate nursing practice. Trends and topics related to achieving higher levels of education, such as professionalism and patient centered care, will be examined.	1. Analyze the transition to the role of the baccalaureate nurse professional. 2. Identify factors in nursing history that affects current practice. 3. Examine key organizations and resources that guide nursing practice today. 4. Demonstrate critical thinking through the articulation of professional roles of the nurse as an educator, clinician, leader, activists and researcher.
1.2 Construct an appreciation of cultural diversity through cultural assessment	NURS 310	This course builds on previously acquired nursing knowledge, skills, and attitudes to holistically assess and plan care for culturally diverse individuals, families, and groups with an emphasis on patient and family centered care.	1. Develop attunement to culture and cultural differences applicable to professional nursing practice. 2. Discuss the relationship of health/healthcare and culture on individuals, families, and groups. 3. Apply effective cultural assessment for the purpose of improving health outcomes.
1.3 Demonstrate skills and knowledge of health assessment through a comprehensive health assessment	NURS 436	This course builds on previously acquired liberal arts and nursing knowledge, skills, and cultural considerations related to health assessment. The foundation of health assessment is in research evidence and evidence-based practice.	1. Apply knowledge from liberal arts, cultural awareness, lifespan data, pathophysiology, research evidence, and caring as a part of health assessment by the professional nurse. 2. Obtain a health history in a systematic manner, including biological, social, cultural, pathophysiology, and lifespan data as a part of the assessment of an individual. 3. Perform a comprehensive physical assessment.

			4. Record and communicate health assessment data using approved terminology and format. 5. Evaluate research evidence for application in advanced health assessment.

<mark>Goal 2</mark> - Provide competent and meaningful care to clients and communities who are healthy, ill, or dying

Student Learning Outcomes	Course	Course Description	Course Student Learning Objectives
2.1 Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families	NURS 320	Students will explore continuity of care issues that impact the individual, family, community, and health care systems in the area of chronic illness as well as death and dying in a rural setting. Palliative care, common trajectories, ethical issues, patient and family teaching, as well as economic concerns are explored.	1. Identify factors that affect chronic illness and rehabilitation of the individual and family. 2. Explore rural nursing theory including applicability associated with chronic illness that can help to guide nursing practice today. 6. Analyze key individual and family intervention strategies related to rural nursing and adaptation to chronic illness. 7. Apply a holistic approach to the care of individuals with chronic illness in a rural setting.
2.2 Utilize evidence based resources in the community assessment process and propose patient-centered health teaching interventions	NURS 400	This course focuses on an introduction to public health, and population-based nursing care. Public health principles are applied to health promotion, risk reduction, and disease prevention needs of clients, families, and communities.	1. Describe concepts and theoretical conceptual models basic to public health and population-based nursing. 2. Demonstrate core knowledge of health promotion, risk-reduction, and disease prevention in clients, families, and communities in collaboration with other interprofessionals. 3. Apply evidence-based guidelines to nursing care of population-based clients. 4. Identify health promotion interventions that meet the health needs of children, women, men, and older adults. 5. Examine cultural influences on health for diverse populations, with emphasis on rural and/or non-rural populations.

<mark>Goal 3</mark> - Combine critical thinking, health care information technology, and evidence based findings to make decisions that promote safety and quality to improve patient outcomes

Student Learning Outcomes	Course	Course Description	Course Student Learning Objectives
3.1 Demonstrate the ability to apply scientific method to a public health concern	NURS 330	This course provides analysis of the historical and current factors that impact healthcare systems. Healthcare policies and information technology (informatics) as they influence the nature and function of nursing practice related to safe, patient centered care are explored.	1. Discuss informatics theories using the concepts of data, information, knowledge, and wisdom. 2. Interpret current legislation, trends, standards, regulations, new developments in clinical practice, and research affecting healthcare information management. 3. Apply concepts of privacy, security, advocacy, and ethical use of information to clinical practice arenas. 4. Explore healthcare information systems for application to various healthcare environments. 5. Describe the concept of outcome management and evidenced based practice as it relates to informatics applications.
3.2 Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	NURS 375	This course will explore the altered health states and patterns of illness in the individual. Concepts related to pathophysiology will be explored. Content in this course builds upon previous knowledge of natural sciences.	1. Summarize disease-related stressors to include alterations in cell physiology, immune, cardiovascular, respiratory, neurological, renal, endocrine, and gastrointestinal systems. 2. Correlate anatomical and physiological signs and symptoms to disease related stressors. 3. Consider prevention strategies as related to pathophysiological states. 4. Demonstrate critical thinking in clinical situations involving pathophysiology.
3.3 Evaluate evidence based practices for integration into nursing practice	NURS 430	This course introduces students to scientific inquiry in the discipline of nursing. Students study a basic foundation of the nursing research process. The overview includes the steps in the research process, research designs, research methodology, data collection, analysis, ethical issues	1. Critique data collection methods and analysis processes. 2. Describe protective measures needed for human subjects of research. 3. Improve the quality of nursing education, leadership, and clinical practice with evidence-based interventions. 4. Critically evaluate research data for application to professional nursing practice.

		related to human research, and utilization of research in nursing. The emphasis is placed on developing students as effective consumers of research.	
3.4 Apply theory, while critically evaluating the context of rural healthcare settings and influences on rural health disparities, in order to address health of the rural population	NURS 434	This course provides an advanced analysis of rural health care disparities, disparities of health for the rural population, along with strategies to care for the rural population. Areas of emphasis will include: unique demographics of the rural population, nursing theories applied to vulnerable populations, recruitment and retention issues for rural healthcare, and challenges facing rural hospitals.	1. Identify at least three rural health disparities. 2. Delineate barriers to rural health care. 3. Determine unique features of rural health care. 4. Explore unique challenges in recruiting and retaining rural healthcare workers. 5. Articulate effective strategies address rural health disparities.
3.5 Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement leadership *LEP SLO: Communicate Effectively *LEP SLO: Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.	NURS 435	This course serves to assist the registered nurse in enhancing and improving his/her critical thinking, clinical judgment and clinical reasoning skills. Emphasis will be on the application of clinical reasoning skills to change nursing practice and improve patient outcomes with the role of the nurse as an individual as well as part of the interprofessional team.	1. Describe critical thinking, clinical judgment, and clinical reasoning in the context of the Associate Degree RN role vs the future BSN role. 2. Utilize specific strategies to improve clinical reasoning skills related to prioritization, patient outcomes, and evidence-based practice. 3. Identify how quality improvement and evidence-based practice can be used to change practice. 4. Apply clinical reasoning to nursing practice issues related to communication, ethics, and the interprofessional team (case studies). 5. Utilize clinical reasoning skills to guide nursing practice and improve patient outcomes (case studies).

==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**

Student Learning Outcomes	Course	Course Description	Course Student Learning Objectives
4.1 Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders	NURS 410	Student will work with faculty to determine site for practicum experience, identify a qualified preceptor, and develop student objectives and a plan for the precepted clinical experience.	1. Effectively collaborates with nursing leaders and community health nurses for the upcoming practicum experience. 2. Prepares for the upcoming practicum experience through the application of leadership skills.
4.2. Apply theory, research findings, and evidence to address common situations in health care system leadership	NURS 440	This course focuses on nursing leadership and management issues, such as leadership development, staffing, delegation, ethics and law, organizational, political, and personal power, management and technology, and conflict resolution. Students will participate in the development and implementation of imaginative and creative change process while they refine leadership and communication skills to effectively implement safety and quality initiatives to impact communities and organizations.	1. Utilize the best available evidence for creating and sustaining cultures of quality and safety in complex healthcare delivery systems. 2. Explore concepts of intra and inter-professional communication and teamwork, collaboration and conflict resolution, delegation and supervision, workforce motivation, organizational and unit strengths, and change processes. 3. Analyze case studies utilizing leadership and management theories to explore common situations and crises requiring the immediate, direct application of leadership and management theories to the work environment. 4. Work within a team to apply problem-solving skills to case study scenarios and prioritize responses to common fiscal and human resources challenges in contemporary health care environments. 5. Examine evidence-based practices for promoting nursing professionalism: self-care of the nurse, work-life balance, healthy work environments, and resource identification to assist in building a nursing career.

4.3 Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities	NURS 450	Precepted clinical course provides students with an opportunity to mature into the baccalaureate nursing role in a leadership and public/community health setting. Students will meet individualized objectives established in the Public/Community Health Clinical Experience Seminar course.	1. Demonstrate caring behaviors with a focus on the value of autonomy by respecting the patient's right to self-determination. 2. Demonstrate competence in critical thinking, communication, assessment, and interventions with population based clients and in nursing leadership roles. 3. Perform developmentally appropriate public health interventions including health teaching, screening, referral, and follow-up 4. Adapt management /leadership skills to meet the needs of the population served in the preceptorship experience.

Updated 5-28-19

Part II: Assessment Plan Schedule

Semester	Assessments	Additional Assessments
Spring 19	**Goal 4** Reviewed every two years with review of NURS 410, NURS 440, & NURS 450 course descriptions, student learning outcomes, student learning objectives, and assignments Faculty/instructor course evaluations following completion of every NURS course offerings (including the Essentials, QSEN competencies, and portfolios - and LEP SLOs for applicable courses), incorporating use of student course/faculty surveys Adjunct faculty outcome evaluation, and calculation of faculty/adjunct participation averages for Nursing Team Meetings, completed for 2018/19 academic year Faculty outcome evaluations using Professional Development Plans/Reports per Master Agreement schedule	Review/update of SMSU RN to BSN Program documents and publications, including the SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures. Overall Program Evaluation (every two years): *Overall Curricular Evaluation *Syllabi *Curricular Mapping of Essentials/QSEN *Faculty course evaluations *Course pass rates *Graduation/ completion rates *Student satisfaction *Alumni satisfaction *Employment rates *Employer satisfaction *Alumni progression *Mission/Goals/Outcomes/Objectives *Faculty Outcomes *PASL
Fall 19	**Goal 1** Reviewed every two years with review of NURS 300, NURS 310, & NURS 436 course descriptions, student learning outcomes, student learning objectives, and assignments Faculty/instructor course evaluations following completion of every NURS course offerings (including the Essentials, QSEN competencies, and portfolios - and LEP SLOs for applicable courses), incorporating use of student course/faculty surveys Faculty outcome evaluations using Professional Development Plans/Reports per Master Agreement schedule	LEP SLO "Communicate effectively" and LEP SLO "Be critical thinkers who evaluate information wisely…"

Spring 20	**Goal 2** Reviewed every two years with review of NURS 320 & NURS 400 course descriptions, student learning outcomes, student learning objectives, and assignments Faculty/instructor course evaluations following completion of every NURS course offerings (including the Essentials, QSEN competencies, and portfolios - and LEP SLOs for applicable courses), incorporating use of student course/faculty surveys Adjunct faculty outcome evaluation, and calculation of faculty/adjunct participation averages for Nursing Team Meetings, completed for 2019/20 academic year Faculty outcome evaluations using Professional Development Plans/Reports per Master Agreement schedule	Review/update of SMSU RN to BSN Program documents and publications, including the SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures
Fall 20	**Goal 3** Reviewed every two years with review of NURS 330, NURS 375, NURS 430, NURS 434, & NURS 435 course descriptions, student learning outcomes, student learning objectives, and assignments Faculty/instructor course evaluations following completion of every NURS course offerings (including the Essentials, QSEN competencies, and portfolios - and LEP SLOs for applicable courses), incorporating use of student course/faculty surveys Faculty outcome evaluations using Professional Development Plans/Reports per Master Agreement schedule	LEP SLO "Communicate effectively" and LEP SLO "Be critical thinkers who evaluate information wisely…"
Future	**Assessment cycle continues…**	

Part II revision: _5-31-19_____

Part III: Assessment Activities Plan

1) **Faculty/instructor course evaluations of all NURS course offerings, including the Essentials, QSEN Competencies, and use of student course/faculty surveys**
The purpose of faculty/course evaluations is to supplement the guidance of faculty/instructors for improving the quality of the NURS courses and feedback received by nursing students. The method used to collect data is assessing courses for inclusion of the Essentials and QSEN competencies, content of student portfolios, LEP SLOs for applicable courses, student course/faculty surveys, faculty interactions during the course, and faculty evaluations of courses taught. The person(s) responsible for completing the data collection, assessment, and evaluation is the teaching faculty 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 completion of the student course/faculty surveys is at the completion of each NURS course, and prior to the next course offering of that specific course. Individual Student Course/Faculty Surveys are also requested from students in every NURS course and are encouraged to be completed prior to the completion of the course. Results of the Student Course/Faculty Surveys are available to individual faculty/instructors via D2L Brightspace courses. The expected outcome is to utilize a continual improvement process for all course offerings. Course assessments and evaluations are integrated into the Goal assessments and evaluations every two years, with a summary of evaluations included in the SMSU Department of Nursing annual report for administrative review.

2) **Evaluation of Goal 1**
The purpose of evaluating Goal 1 is to assess student progress and the effectiveness of the goals of the RN to BSN Program in order to meet the needs of internal and external communities of interest. The method used to collect data is through the evaluation of syllabi, course descriptions, student learning outcomes, student learning objectives, and assignments for NURS 300, NURS 310, and NURS 436 while utilizing faculty course evaluations and analyzing student pass rates for those courses, with an expected outcome of >90% pass rate for each course (pass rate defined as a minimum of a C in each NURS course). The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of the faculty/instructors teaching the 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 is disseminated to faculty through the PASL Part IV: Evaluation/Assessment Results, and administration through the SMSU Department of Nursing Annual Report.

3) **Evaluation of Goal 2**
The purpose of evaluating Goal 2 is to assess student progress and the effectiveness of the goals of the RN to BSN Program in order to meet the needs of internal and external communities of interest. The method used to collect data is by evaluating syllabi, course descriptions, student learning outcomes, student learning objectives, and assignments for NURS 320 and NURS 400, while utilizing faculty course evaluations and analyzing student pass rates for those courses, with an expected outcome of >90% pass rate for each course (pass rate defined as a minimum of a C in each NURS course). The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty/instructors teaching the 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 is disseminated to faculty through the PASL Part IV: Evaluation/Assessment Results, and administration through the SMSU Department of Nursing Annual Report.

4) **Evaluation of Goal 3**
The purpose of evaluating Goal 3 is to assess student progress and the effectiveness of the goals of the RN to BSN Program in order to meet the needs of internal and external communities of interest. The method used to collect data is by evaluating syllabi, course descriptions, student learning outcomes, student learning objectives, and assignments for NURS 330, NURS 375, NURS 430, NURS 434, and NURS 435, while utilizing faculty course evaluations and analyzing student pass rates for those courses, with an expected outcome of >90% pass rate for each course (pass rate defined as a minimum of a C in each NURS course). The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty/instructors teaching the 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 is disseminated to faculty through the PASL Part IV: Evaluation/Assessment Results, and administration through the SMSU Department of Nursing Annual Report.

5) **Evaluation of Goal 4**
The purpose of evaluating Goal 4 is to assess student progress and the effectiveness of the goals of the RN to BSN Program in order to meet the needs of internal and external communities of interest. The method used to collect data is by evaluating syllabi, course descriptions, student learning outcomes, student learning objectives, and assignments for NURS 410, NURS 440, and NURS 450, while utilizing faculty course evaluations and analyzing student pass rates for those courses, with an expected outcome of >90% pass rate for each course (pass rate defined as a minimum of a C in each NURS course). The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty/instructors teaching the 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 is disseminated to faculty through the PASL Part IV: Evaluation/Assessment Results, and administration through the SMSU Department of Nursing Annual Report.

6) **Liberal Education Program (LEP) Student Learning Outcomes (SLO)**

The purpose of evaluating LEP SLOs is to assess quality and effectiveness of LEP SLOs in order to meet the needs of internal and external communities of interest. The method used to collect data is by collecting quantitative and qualitative data from the SMSU Writing Rubric integrated into the NURS 300 and NURS 435 courses, and the SMSU Critical Thinking Rubric integrated into the NURS 435, following each applicable NURS course offering. The expected outcomes are for students to score satisfactory and exemplary on the LEP SLO, *Communicate Effectively,* and at the advanced level for the LEP SLO, *Be Critical Thinkers Who Evaluate Information Wisely and Examine How Assumptions and Positions are Shaped.* The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty/instructors teaching the 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 LEP SLOs is disseminated to faculty through the PASL Part IV: Evaluation/Assessment Results, and administration through the SMSU Department of Nursing Annual Report.

7) **SMSU RN to BSN Program Documents and Publications**

The purpose of reviewing and updating RN to BSN Program documents and publications is to assure distribution of current and applicable RN to BSN Program information. The method used to review and update RN to BSN Program documents and publications is by routinely assessing the SMSU Department of Nursing Student Handbook, SMSU Department of Nursing Preceptor Handbook, SMSU Department of Nursing website including Course Catalog, and the SMSU RN to BSN Program brochures. The person(s) responsible for completing the updates and revisions include the Director of Nursing, Faculty, and Administrative Assistant. The expected outcomes are for all documents and publications to provide accurate information to communities of interest. Designated time periods for completing the evaluation is annually, and as needed. 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 SMSU Department of Nursing Preceptor Handbook is disseminated to the clinical sites and preceptors. The SMSU RN to BSN Program brochures are distributed to prospective students as well as the Nursing Program Advisory Council.

8) **Overall Program Evaluation**

The purpose of the Overall Program Evaluation is to assess the effectiveness and value of the entire RN to BSN Program through careful appraisal, focusing on strengths and weaknesses of the program. Methods of performing an Overall Curricular Evaluation includes multifaceted data from course syllabi, curricular mapping for the Essentials and QSEN Competencies, faculty course evaluations, and course pass rates. Additional assessment and evaluation of student/alumni/employer satisfaction, employment rates, graduation/completion rates, alumni progression, and the mission, goals, and Student Learning

The expected outcome is a mean of 4.0 or greater on alumni's ability to achieve and demonstrate all the SMSU Department of Nursing Student Learning Outcomes in one-year and three-year alumni surveys. Outcomes of the RN to BSN Program are included in the Overall Program Evaluation. The person(s) responsible for completing the data collection and evaluation is the Director of Nursing along with support of the Nursing Faculty, with inclusion of faculty/instructors teaching the courses, and 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, the Provost and Vice President of Academic and Student Affairs, the SMSU Assessment/Accreditation Coordinator, and the Dean of Business, Graduate & Professional Studies, along with a community member and nursing staff/faculty. Designated time periods for completing the evaluation is every other year. The Overall Program Evaluation is disseminated to faculty through the PASL Part IV: Evaluation/Assessment Results, to the Nursing Program Advisory Council through meeting reports, and to administration through the SMSU Department of Nursing Annual Report.

9) **Curricular Mapping**
The purpose of curricular mapping is to document what is taught and when, revealing gaps and overlaps in the RN to BSN Program 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 for content including the Essentials and QSEN Competencies. The expected outcome is for a wide distribution of Essentials and QSEN Competencies throughout RN to BSN Program curriculum. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty/instructors teaching the courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is at the completion of every NURS course, as well as evaluating the syllabi at the start of every NURS courses. The Curricular Map is disseminated to faculty through dissemination of the PASL Part IV: Evaluation/Assessment Results, and administration through the SMSU Department of Nursing Annual Report. The Curricular Map is also disseminated to internal and external communities of interest through the SMSU Department of Nursing Student Handbook located within the RN to BSN Program website.

10) **Overall Curricular Evaluation**
The purpose of the Overall Curricular Evaluation is to evaluate the effectiveness and value of the RN to BSN Program through careful appraisal, focusing on strengths and weaknesses of the program. Methods used to collect data include data from course syllabi, curricular mapping for the Essentials, QSEN Competencies, and LEP SLOs, faculty course evaluations, student course/faculty surveys, the curricular matrix, and Goal 1-4 evaluations. The expected outcome is for a curriculum that leads to a rigorous, quality learning experience that leads students to meet the Student Learning Outcomes for the RN to BSN Program.

The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty/instructors teaching the courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. An Overall Curricular Evaluation is completed every two years to further develop, design, and revise the RN to BSN Program curriculum. The Overall Curricular Evaluation is disseminated to faculty through the PASL Part IV: Evaluation/Assessment Results, and administration through the SMSU Department of Nursing Annual Report.

11) **Graduation/Completion rates**
The purpose of assessing graduation/completion rates is to determine the achievement of program outcomes through completion of the RN to BSN Program. The method used to calculate completion rates is determined using the number of students completing the RN to BSN Program, with the time period for completion being within seven years from the first term enrolled in the nursing program. This completion rate is a calculated graduation rate using the ratio of the total number of students completing the program by the total number of students enrolled in the program (using students enrolled in the RN to BSN Program in the same semester); basically, a calculation of the total number of students completing the program divided by the total number of students having entered the program in the same semester. Additionally, an attrition rate is calculated each semester students are enrolled in the RN to BSN Program as well as annually, based upon a ratio of the number of students enrolled in the program by the number of student who have withdrawn from the program; basically a calculation of the students withdrawing from the program divided by the number of students enrolled in the program (students enrolled in the program in the same semester). The expected outcome for graduation/completion rates is 70% or greater. 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 other year. Data will be disseminated to faculty and the Nursing Review Team through the PASL Part IV: Evaluation/Assessment Results, to the Nursing Program Advisory Council through meeting reports, and administration through the SMSU Department of Nursing Annual Report.

12) **Student satisfaction**
The purpose of student exit interviews is to determine what aspects of the RN to BSN 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 graduating nurse surveys upon nursing students graduating from the program with an expected outcome for student satisfaction to be rated at >80% at a 4 or above on a 5 point scale for the satisfaction items on the nursing graduate survey. 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. Interviews will be completed by telephone or in person with extensive notes recorded for each student. The person

responsible for completing the data collection and evaluation is the Director of Nursing, and other advisees of the nursing students, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the overall evaluation of student satisfaction is every other year. Data will be reported in the aggregate to protect student confidentiality. Student satisfaction will be disseminated to faculty and the Nursing Review Team through the PASL Part IV: Evaluation/Assessment Results, to the Nursing Program Advisory Council through meeting reports, and administration through the SMSU Department of Nursing Annual Report.

13) **Alumni satisfaction**

The purpose of the alumni survey is to determine how the RN to BSN Program prepared the graduate for the role of a BSN nurse. The method used to collect data is through 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 an expected outcome of 75% satisfaction. The person responsible for completing the data collection and evaluation is the Director of Nursing, with the Director of Nursing 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 Nursing Review Team through the PASL Part IV: Evaluation/Assessment Results, to the Nursing Program Advisory Council through meeting reports, and administration through the SMSU Department of Nursing Annual Report.

14) **Current employer satisfaction**

The purpose of evaluating employer satisfaction is to determine the effectiveness of the RN to BSN Program. The method used to collect data is through 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 an expected outcome of >80% employer satisfaction rates. The person responsible for completing the data collection and evaluation is the Director of Nursing, with the Director of Nursing responsible for formulating, maintaining, evaluating, and disseminating employer satisfaction. Designated time periods for completing the evaluation is every other year. Employer satisfaction will be disseminated to faculty and the Nursing Review Team through the PASL Part IV: Evaluation/Assessment Results, to the Nursing Program Advisory Council through meeting reports, and administration through the SMSU Department of Nursing Annual Report.

15) **Employment rates**

The purpose of evaluating employment rates is to determine the effectiveness and need of the RN to BSN Program. The method used to collect data is through several sources. First, all students graduating from SMSU are asked to complete a *Graduate Follow-up Survey*, calculating a related employment rate. Second, all nursing students graduating from SMSU are asked to complete the *RN to BSN Program Graduating Nurse Survey,* at which time graduates are asked where they are working.   Another means of collected employment rates is through the one-year and three-year alumni surveys. Lastly, informally, employment status is discussed during advising sessions as well as during the graduate exit interviews. The

Department of Nursing has an expected outcome of >90% employment rates at one year. The person responsible for completing the data collection and evaluation is the Director of Nursing, with the Director of Nursing responsible for formulating, maintaining, evaluating, and disseminating employment rates. Designated time periods for completing the evaluation is every other year. Employer rates will be disseminated to faculty and the Nursing Review Team through the PASL Part IV: Evaluation/Assessment Results, to the Nursing Program Advisory Council through meeting reports, and administration through the SMSU Department of Nursing Annual Report.

16) **Alumni progression**
The purpose of evaluating alumni progression is to determine the effectiveness of the RN to BSN 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 an expected outcome of 15% of graduates being enrolled in graduate studies within three years of graduation. The person responsible for completing the data collection and evaluation is the Director of Nursing, with the Director of Nursing 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 Nursing Review Team through the PASL Part IV: Evaluation/Assessment Results, to the Nursing Program Advisory Council through meeting reports, and administration through the SMSU Department of Nursing Annual Report.

17) **Faculty Outcomes**
The purpose of evaluating the Faculty Outcomes for the Department of Nursing is to determine the effectiveness of teaching, scholarly contributions to the field of nursing, evidence of continuing education and study, contributions to growth and development, and service to the university and community. The method used to collect date is through the faculty Professional Development Plans and Professional Development Reports and individual reports from adjunct faculty. The person(s) responsible for completing the data collection is the Dean of the Department of Nursing, along with feedback from the Department of Nursing faculty with expected outcomes defined in the Tenure and Promotion Department of Nursing Faculty Guidelines for Evaluation. Designated time periods for completing the evaluation is ongoing, depending on the rank of the faculty member. Adjunct reports on faculty outcomes will be evaluated at the end of each academic year and attendance of team meetings will be evaluated for all faculty/adjuncts. Professional Development Reports will be disseminated to faculty, with outcome goals reviewed, following the PASL Assessment Plan Timeframe.

18) **Plan for Assessment of Student Learning (PASL)**
The purpose of evaluating the Plan for Assessment of Student Learning (PASL) is to determine the effectiveness and pertinence of the PASL process. The method used to collect data is through assessment of the plan including overlaps and omissions of pertinent data. The expected outcome is to have a rigorous continual improvement plan for the SMSU RN to BSN Program. The person(s) responsible for completing the data collection and evaluation is the Director of Nursing, along with support of the Department of Nursing faculty and the Nursing Review Team, to formulate, maintain, and disseminate

evaluations. Designated time periods for completing the evaluation is every other year. Evaluation of the Plan for Assessment of Student Learning will be disseminated to faculty through the PASL Part IV: Evaluation/Assessment Results, and to administration through the SMSU Department of Nursing Annual Report.

Part III revision: 6-17-19_____

Part IV: Evaluation/Assessment Results

Portfolio

Students in the RN to BSN program are also asked to contribute to the development of a portfolio throughout the time they spend in the program. At the completion of each of the courses, they are asked to place artifacts of the coursework they have completed in the portfolio. The portfolio is meant to represent a student's professional commitment and provide the student with a professional collection of individual accomplishments while completing their BSN program, exemplifying the incorporation of professional nursing standards and guidelines from the curriculum. The portfolio will also represent how each student met the six QSEN competencies, nine Essentials, and learned how to critically evaluate healthcare related events. Many course assessments throughout the program meet multiple goals, QSEN competencies, and Essentials.

Course	Portfolio Artifact
NURS 300- Transitions to Baccalaureate Nursing	1. Ethical Dilemma paper 2. Final Deliverable Standard of Professional Nursing Practice
NURS 310- Transcultural Assessment	1. Transcultural Assessment
NURS 320- Chronic Illness in Rural Settings	1. Chronic Illness Family Care Plan
NURS 330- Healthcare Policy and Informatics	1. Health Literacy and Education Project
NURS 375- Pathophysiology	1. Genomics Presentation
NURS 400- Prevention and Population	1. Community Health Assessment
NURS 410- Public/Community Health Clinical Experience Seminar	1. Student Learning Objectives and Goals
NURS 430- Evidence Based Practice	1. Evidence Based Practice Paper and Presentation
NURS 440- Organizational and System Leadership	1. Change Project
NURS 450- Public/Community Health Clinical Experience	1. Synthesis Paper
NURS 435- Clinical Reasoning and Judgment	1. Putting It All Together
NURS 436- Comprehensive Health Assessment	1. None

Curricular Mapping Spring 2019

Nursing Goal 1- ■ (yellow) **Goal 2-** □ (cyan) **Goal 3-** ■ (magenta) **Goal 4-** ■ (green)

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
NURS 300 Transitions to BSN	X	X	X	X	X	X		X	X	1, 2, 3, 4, 5, 6
NURS 310 Transcultural Nursing	X			X		X		X	X	1
NURS 320 Chronic Illness in a Rural Setting					X	X	X	X	X	1, 2, 3
NURS 330 Healthcare Policy and Informatics	X		X	X	X	X		X		3, 6
NURS 375 Pathophysiology							X	X	X	1, 3
NURS 400 Prevention and Population Health	X			X	X	X	X	X	X	2
NURS 410 Public/Community Health Clinical Experience Seminar		X				X	X	X	X	1, 2, 5
NURS 430 Evidenced Based Practice			X					X	X	3
NURS 440 Organizational and System Leadership	X	X	X	X	X	X	X	X	X	1, 2, 3, 4, 5, 6
NURS 450 Public/Community Health Clinical Experience	X	X	X	X	X	X	X	X	X	1, 2, 3, 4, 5, 6
Elective Nursing Course BSN Essentials	1	2	3	4	5	6	7	8	9	QSEN Competency
NURS 435 Clinical Reasoning and Judgment		X	X			X			X	2, 3, 4, 5, 6
NURS 436 Comprehensive Health Assessment	X		X	X				X	X	1, 3, 6

References:

American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice.*
      Retrieved from http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf
QSEN Institute. (2019). *QSEN competencies.* Retrieved from http://qsen.org/competencies/pre-licensure-ksas   Updated 5-14-19

Curricular Matrix

Curricular Matrix Spring 2019	NURS 300	NURS 310	NURS 320	NURS 330	NURS 375	NURS 400	NURS 410	NURS 430	NURS 435	NURS 440	NURS 450
End of Life		X								X	
Leadership	X						X			X	X
Code of Ethics	X	X	X	X	X			X	X	X	X
Interprofessional Collaboration	X					X	X			X	X
Conflict Resolution – Incivility	X									X	
Rural Nursing	X		X			X		X			
Health Literacy/Patient Education	X			X	X	X					
Evidence Based Practice	X					X	X		X	X	
Civic Engagement	X		X	X					X	X	X
Self Care of Nurses	X									X	
Communication	X	X	X	X	X	X	X	X	X	X	X
Statistical Literacy	X	X		X		X		X		X	

Statistical Literacy Notes:

NURS 300: Means

NURS 310: Sampling

NURS 330: Sampling

NURS 400: Sampling, Descriptive data and inferential statistics related to populations, Measures of effect (relative risks, odds ratios, risk differences, and number needed to treat) as related to epidemiology

NURS 435: Reliability, Validity, Probability, Non-probability, Between subjects, Within subjects, Levels of measurement, Data collection, Sampling methods, Descriptive statistics, Inferential statistics, Correlational statistics, Measures of central tendency, Ethical considerations related to statistical analyses, Measures of effect (relative risks, odds ratios, risk differences, and number needed to treat), Confidence intervals, Clinical significance, Descriptive data related to quality improvement

NURS 440: Means, Modes, Medians, Descriptive data as related to finances and staffing, Levels of evidence

Updated 5-4-19

SMSU Department of Nursing
RN to BSN Program
Teaching/Learning/Assignments/Assessments Matrix

	Teaching/Learning Strategies	Assignments/Assessments
Discussions		10 of 11 courses
Virtual Simulations	2 of 11 courses	5 of 11 courses
Virtual Modules (Virtual Lessons, Softchalk, Webquests, Glogsters, Gamification)	7 of 11 courses	7 of 11 courses
Case Studies		4 of 11 courses
Readings	11 of 11 courses	
Videos	11 of 11 courses	
Group Work		6 of 11 courses
Interviews		1 of 11 courses
Movie Critique		2 of 11 courses
Scholarly Paper		7 of 11 courses
Scholarly Presentations (PowerPoints and Posters)		8 of 11 courses
Worksheets		3 of 11 courses
PowerPoints	3 of 11	
Mini-lectures	3 of 11	
Orientation	11 of 11 courses	10 of 11 courses
Quizzes		10 of 11 courses
Exams		2 of 11 courses

11 courses – NURS 300/310/320/330/375/400/410/430/440/450/electives

Summary: All the courses include an orientation. A blending of learning strategies are across the courses with an appropriate amount of variety to provide quality learning experiences. Students comment that they appreciate the variety of engaging learning experience and assignment. For example, students comment they enjoy learning how to do electronic posters, PowerPoints, and other resources such as One-drive.

Updated 5-4-19

NURS/MnTC/LEP ALIGNMENT MATRIX

PROGRAM NAME: Nursing   **DATE:** 2/8/19

PROGRAM SLO'S	MnTC/LEP SLO'S		PROGRAM COURSES										
		NURS 300	NURS 310	NURS 320	NURS 330	NURS 375	NURS 400	NURS 410	NURS 430	NURS 435	NURS 436	NURS 440	CAPSTONE NURS 450
1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 3.44.1, 4.2, 4.3	Communi-cation	I, M, A, 1.1	R, M, A, 1.2	R, M, A, 2.1	I, R, M, A, 3.1	R, M, A, 3.2	I, R, M, A, 2.2	R, M, A, 4.1	I, R, A, 3.3	I, R, M, A, 3.4	I, R, M, A, 1.3	I, R, M, 4.2	
1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	Critical Thinking	I, M, A, 1.1	I, R, M, A, 1.2	R, M, A, 2.1	R, M, A, 3.1	R, M, A, 3.2	R, M, A, 2.2	R, M, A, 4.1	R, M, A, 3.3	I, R, M, A, 3.4	R, M, A, 1.3	R, M, M, 4.2	M, A, 4.1, 4.3
1.2, 1.3, 3.2, 3.3	Natural Sciences		I, A, 1.2			I, R, M, A, 3.2			I, A, 3.3		R, M, A, 1.3		M, A, 4.3
1.1, 1.2, 3.1, 2.2, 3.3, 3.4, 4.1, 4.2	Mathematics/Logical Reasoning	I, M, A, 1.1	I, 1.2		I, 3.1		I, R, M, A, 2.2	R, M, A, 4.1	I, R, M, A, 3.3	I, R, M, A, 3.4		R., M, A, 4.2	
1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	History & Social/Behavioral Sciences		I, M, A, 1.2	I, M, A, 2.1	I, M, A, 3.1	I, 3.2	I, M, A, 2.2	R, M, A, 4.1	I, M, A, 3.3	R, M, A, 3.4		I, M, A, 4.2	

Competency	Category												
	Humanities/Fine Arts												M, A, 4.3
1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.2, 4.3	**Human Diversity**	I, M, A, 1.1	I, R, M, A, 1.2	I, R, M, A, 2.1	I, R, M, A, 3.1	R, 3.3	R, M, A, 2.2		I, M, A, 3.3			I, 4.2	
1.1, 1.2, 2.2, 3.1, 4.3	**Global Perspective**	I, 1.1	I, A, 1.2		I, 3.1		I, R, 2.2						M, A, 4.3
1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 3.4, 4.2, 4.3	**Ethical and Civic Responsibility**	I, M, A, 1.1	R, M, A, 1.2	R, M, A, 2.1	R, M, A, 3.1		R, M, A, 2.2		I, R, M, A, 3.3	R, M, A, 3.4		R, M, A, 4.2	M, A, 4.3
1.2, 2.1, 2.2, 3.1,	**People & Environment**		I, M, A, 1.2	I, M, A, 2.1			I, M, A, 2.2						M, A, 4.3
													Updated 2-8-19

KEY:

Competency:

I=introduced (exposure to general concepts)   R=reinforced (moderate emphasis and iteration of concepts) M= Advanced (command or mastery), A= outcome is Assessed at the I,R, or M level.

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.

Student Learning Outcomes:

1.1 Examine the Scope and Standards of Practice and the Standards of Professional Performance

1.2 Construct an appreciation of cultural diversity through cultural assessment

1.3 Demonstrate skills and knowledge of health assessment through a comprehensive health assessment

Goal 2: Provide competent and meaningful care to clients and communities who are healthy, ill, or dying.

Student Learning Outcomes:

2.1 Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families

2.2 Utilize evidence based resources in the community assessment process and propose patient-centered health teaching interventions

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

Student Learning Outcomes:

3.1 Demonstrate the ability to apply scientific method to a public health concern

3.2 Analyze evidence related to pathophysiology to promote patient safety and quality outcomes

3.3 Evaluate evidence based practices for integration into nursing practice

3.4 Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement

3.4 Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement

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

Student Learning Outcomes:

4.1 Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders

4.2 Apply theory, research findings, and evidence to address common situations in health care system leadership

4.3 Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities

Goal 1 Assessment - Integrate nursing knowledge, liberal arts, cultural awareness, and caring through collaboration with the health care team to provide patient centered and holistic care
Note: Goal 1 will be assessed every 2 years – with the next due date being at the completion of the Fall 2019 semester

Student Learning Outcome	Area Assessed	Goal	Summary of Findings	Actions Taken
1.1 Examine the Scope and Standards of Practice and the Standards of Professional Performance	NURS 300	>90% pass rate of NURS 300	**Fall 2013**: 100% pass rates **Spring 2014** 100% pass rate **Fall 2014** 100% pass rate **Spring 2015** 100% pass rate **Fall 2015** 100% pass rate **Spring 2016** 100% pass rate **Fall 2016** 100% pass rate **Spring 2017** 100% pass rate **Fall 2017** 96% pass rate **Spring 2018** 100% pass rate	**Following completion of Fall 2013 semester** – Adaptations in course to allow students the opportunity to work in pairs for Final Deliverable presentation in the spring, increasing collaboration in producing and presenting presentation while increasing opportunities to teach and explain with peers. Will also increase opportunities for students to expand their quality synthesis of literature through searches. **6-14-14** – NURS 300 course description, outcomes, objectives, and assignments reviewed. Proposed revision for NURS 300 Course Description - *This course serves to assist the registered nurse in the transition to baccalaureate nursing practice. Trends and topics related to achieving higher levels of education, such as professionalism and patient centered care, will be examined.* Revised Learning Objective 1 - *Analyze the transition to the role of the baccalaureate nurse professional.* Revised Learning Objective 3 - *Examine key organizations and resources that guide nursing practice today.* **9-24-14** – Proposed NURS 300 Course Description approved by Curriculum Committee. **3-2-15** – Student Learning Outcome revised from "Produce and present professional nursing standards related to the RN scope of practice" to "Examine the Scope and Standards of Practice and the Standards of Professional Performance" following nursing faculty review and approval by the Nursing Advisory Committee on Revisions incorporated to curriculum to increase applicability of outcomes. **5-28-15** – During the Overall Program Assessment Review done every two years, NURS 300 course description, outcomes, objectives, and assignments reviewed with no changes recommended.

			Fall 2018
			100% pass rate
			Spring 2019
			95% pass rate
				1-14-16 – Following completion of the Fall 2015 semester, an evaluation of Goal 1 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 300. No further changes recommended for the course description or objectives. Assessment of the NURS 300 course reveals 100% pass rate. Reviewed faculty evaluation of course for last four semesters.
				  Spring 14 – Encourage increased use of the Writing Center. Increase library orientation time for literature search practice time.
				  Fall 14 – Plan to include the course calendar separate from the syllabus with each discussion due date on the calendar. For discussions, will continue with the extra credit question to spark interest in discussing Orem's theory. To encourage free style discussion and create opportunity to demonstrate critical thinking through the articulation of professional roles of the nurse professional, a free-style discussion will be added at the conclusion of the course. Will continue to encourage use of the Writing Center by incorporating reminders for the students into the course calendar. To strengthen the Ethical Dilemma Paper, will highlight the use of ethical theory and principles in the grading rubric. To encourage student participation during on-campus Standards of Practice presentations, components will be added to the grading rubric to encourage participation by asking questions of peers during presentation.
				  Spring 15 - General SMSU/D2L Brightspace orientation – added an online D2L orientation as a NURS 300 requirement for all new nursing students with fewer questions now posed regarding D2L Brightspace usage. Discussions – decrease the amount of discussions used due to a lack of enthusiasm for discussions towards the end of the semester and discussion fatigue reported by students. Ethical Dilemma Paper – offer Adobe Connect review sessions as well as provide APA resources, including the PowerPoint presentation I used during our first on-campus day of the semester. Standards of Practice Presentation – continue to encourage use of Speech Center. Continue to include peer participation requirements in grading rubric - adds depth to discussions during our on-

				campus activities. Continue with new Adobe Connect review session for the Standards of Practice Assignment.
				Fall 15 – NURS 300 orientation – offer Adobe Connect orientation session. Plan to only offer videos in the future and will require post-video quiz. Discussions – decreased amount of discussions with much less discussion fatigue. Changes made to discussion grading rubric for clarity – same discussion rubric being used throughout nursing courses. Free-style discussion at the end of the semester revealed growth in critical thinking and important reflections. Ethical Dilemma Paper – finding success with use of review sessions and the use of the Writing Center. Plan to continue review sessions via video. Standards of Practice Presentation – assignment in groups this semester. Students used review session but no students attended the live session. Will continue to offer via video. Will continue to encourage participation during on-campus days by giving points for asking questions. Will also have students formally give peers input on presentations.
				General comments – Integrated incivility into Module 3. Also found some confusion with due dates in D2L Brightspace not including all due dates. Will not use D2L Brightspace due date features in the future.
				1-23-18 – Following completion of the Fall 2017 semester, an evaluation of Goal 1 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments have been evaluated last fall during Overall Curriculum Evaluation, and again now while analyzing student pass rates for NURS 300. No further changes recommended for the course description or objectives. Assessment of the NURS 300 course reveals 99% pass rate for this evaluation period. Reviewed faculty evaluation of course for last four semesters. Summaries follow:
				Spring 16 – Plan to continue with on-campus opportunities. Integrated value of group learning and team work into first on-campus day. Integrated points awarded in presentation rubric to encourage student interactions following on-campus presentations – through the generation of profound questions by students in the audience. Decreased number of discussion assignments to create less discussion fatigue and increased student participation and satisfaction. Encouraged increased use of the

Writing Center. Changed live review sessions that were recorded to video review sessions with scripting available, due to lack of attendance in live sessions. Initiated post orientation quiz, emphasizing email etiquette and communication. Created an RN to BSN Program Information Center for all students to have access to various resources, including APA formatting resources. Added health literacy and increased Patient Centered Care content in course. Student Course/Faculty Surveys consistent with student satisfaction. Faculty evaluation reveals increased rigor to the course with improved outcomes.

Fall 16 – Strengthened course calendar, including more details per student request. Also continued to use D2L Brightspace calendar. Include the course calendar separate from the syllabus. Continued to stress the need for quality communication and email in online learning environments in orientation. Student satisfaction found with current number of discussions. Focused on replies to peers in discussion assignments during orientation to discussion assignments, to strengthen quality of replies. Initiating draft review of Ethical Dilemma paper assignment. Students requested example papers – draft review offered instead. Continue to develop Standards of Practice rubric to include increased clarity and rigor. Continued with free style discussion at conclusion of course to create an opportunity to demonstrate critical thinking through the articulation of professional roles of the nurse professional. Offered optional APA review session at end of on-campus day to those desiring – no students attended.

Spring 17 – Continued with video orientation followed by quiz. Fewer questions surface throughout the semester about syllabi questions. Continued to stress the need for quality communication/email in online course format. Strengthened Ethical Dilemma syllabi by including moral reasoning and theory. Updated review video to strengthen preparing of students. Continued with draft reviews, optional, of Ethical Dilemma papers. Plan to move assignment later in semester to allow better preparation. Student requested for additional time to practice APA formatting. Offered additional time during on-campus days. One student took advantage of this. Continued to encourage use of APA formatting tools in the RN to BSN Program Information Center. Added

content on Substance Abuse to course due to current healthcare environment. Added accountability points to Standards of Practice group project, as one group had concerns about this. The Spring of 2017, formal assessment of the SMSU Liberal Education Program (LEP) Student Learning Outcome (SLO) – Communicate Effectively, was initiated. Quantitative data was collected and assessed by incorporating portions of the SMSU Writing Rubric into the Ethical Dilemma Paper assignment. Qualitative data was collected through facility descriptions. Strategic areas needing emphasis were identified.

  Fall 17 – NURS 300 orientation – incorporated needs identified by assessing LEP SLO last semester – APA formatting, specifically citations and references, and use of Writing Center. Also incorporated identified need to continue to stress importance of email as primary means of conduct. Quiz is reinforcing orientation video information. Initiated OneDrive training on second on-campus day - which is a free resource to students. Students very appreciative – will provide during first on-campus day next semester. Great resource to use during group work. Identified need to create more clarity for Discussion 3 assignment – plan to revise for next course offering. Continued to provide review video for key assignments. I have provided group discussion areas for students working on group projects. Following student feedback, will move discussion areas "up" to the top of the discussion lists in D2L Brightspace to help students find discussion groups. Second semester of assessing LEP SLO. Findings revealed the possibility of students using the Writing Center more. Included information about Writing Center in review videos. Also sent email mid-semester to all students, clarifying processes to use Writing Center. Continued with draft review of paper – is a resource that is being utilized.

Summary, NURS 300 continues to be developed, experiencing increased rigor and student satisfaction, while meeting goals for pass rates. The Essentials and QSEN competencies continue to be integrated in the course, identified on the syllabus and course assignments, and tracked on the Curriculum Map.

3-2-18 – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the following clauses were

				added to the NURS 300 course description: *The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. This course is the first course taken in the SMSU RN to BSN Program. It may be taken alone or in conjunction with other NURS courses.*
1.2 Construct an appreciation of cultural diversity through cultural assessment	NURS 310	*>90% pass rate of NURS 310*	**Fall 2013 –** 100% pass rates **Spring 2014** 100% pass rate **Fall 2014** 100% pass rate **Fall 2015** 100% pass rate **Spring 2016** 100% pass rate **Fall 2016** 100% pass rate **Spring 2017** 100% pass rate **Fall 2017** 94% pass rate **Spring 2018** 100% pass rate **Fall 2018** 100% pass rate	**Following completion of Fall 2013 semester -** Adaptations to course increasing opportunities for students to become independent writers within the discipline of nursing through access to the SMSU writing center **6-14-14** – NURS 310 course description, outcomes, objectives, and assignments reviewed Proposed revision for NURS 310 Course Description - *This course builds on previously acquired nursing knowledge, skills, and attitudes to holistically assess and plan care for culturally diverse individuals, families, and groups with an emphasis on patient and family centered care.* Revised Learning Objective 1 - *Develop attunement to culture and cultural differences applicable to professional nursing practice.* Revised Learning Objective 2 - *Discuss the relationship of health/healthcare and culture on individuals, families, and groups.* **9-24-14** – Proposed NURS 310 Course Description approved by Curriculum Committee. **5-28-15** – During the Overall Program Assessment Review done every two years, NURS 310 course description, outcomes, objectives, and assignments reviewed with a proposed revision of the Student Learning Outcome for NURS 310 was drafted. Proposed version – *Construct an appreciation of cultural diversity through cultural assessment.* Will take proposal to the SMSU Nursing Advisory Board in September for approval. Revised Student Learning Objective 3 – *Apply effective cultural assessment for the purpose of improving health outcomes.* **9-14-15** – Proposed Student Learning Outcome for NURS 310 approved at the Nurse Advisory Board Meeting. New Student Learning Outcome is: Construct an appreciation of cultural diversity through cultural assessment.

| | | | | **Spring 2019**
95% pass rate | **1-14-16** – Following completion of the Fall 2015 semester, an evaluation of Goal 1 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 310.
No further changes recommended for the course description or objectives. Assessment of the NURS 310 course reveals 100% pass rate. Reviewed faculty evaluations of the course for the three NURS 310 courses offered following fall 2013.
  Spring 14 **-** Plan to encourage an increased use of the Writing Center and provide examples of Spirit Paper and Assessment.
  Fall 14 – Continue with PowerPoint presentation as a group activity. Continue with Spirit Reflection Paper to encourage student expressions of views and production of quality writing skills.
  Fall 15 – Plan to add orientation quiz to help orient students to course room. Adding netiquette to syllabus, and all nursing syllabi. Continue to develop group work in course.
1-23-18 – Following completion of the Fall 2017 semester, an evaluation of Goal 1 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments have been evaluated last fall during Overall Curriculum Evaluation, and again now while analyzing student pass rates for NURS 310. No further changes recommended for the course description or objectives. Assessment of the NURS 310 course reveals 98.5% pass rate for this evaluation period. Reviewed faculty evaluation of course for last four semesters. Summaries follow:
  Spring 16 – Teaching methods deemed appropriate. Added Netiquette Guidelines to course. Added orientation quiz. Course ran smoothly although group work was not appreciated by all. Considering adaptations to group assignment.
  Fall 16 – Posted learning schedule separate from syllabus. Students adhering to Netiquette Guidelines. Allowed student opportunities to present Cultural Presentations individually rather than in groups, with no concerns raised by students.
  Spring 17 – No major changes – course running smoothly. |

Student Learning Outcome	Area Assessed	Goal	Summary of Findings	Actions Taken
				Fall 17 – Consideration of student using Prezi rather than PowerPoint for presentation – created grading challenges. Revised grading rubric to stress need to use PowerPoint. Also, found citing of sources to be a concern in cultural presentation. Will continue to stress importance of this as students prepare. **Summary**, NURS 310 has developed into a rigorous course, finding student satisfaction, while meeting goals for pass rates. The Essentials and QSEN competencies continue to be integrated in the course, identified on the syllabus and course assignments, and tracked on the Curriculum Map. **3-2-18** – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the following clause was added to the NURS 310 course description: *The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.*
1.3 Demonstrate skills and knowledge of health assessment through a comprehensive health assessment	NURS 436	>90% pass rate of NURS 436	**Summer 2018** 100% pass rate	

Goal 2 Assessment - Provide competent and meaningful care to clients and communities who are healthy, ill, or dying
Note: Goal 2 will be assessed every 2 years – with the next due date being at the completion of the Spring 2020 semester

Student Learning Outcome	Area Assessed	Goal	Summary of Findings	Actions Taken
2.1 Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of	NURS 320	>90% pass rate of NURS 320	**Spring 2014** 100% pass rate **Summer 2014** 100% pass rate	**Following completion of Spring 2014 semester**– Adaptations in course include plans to integrate faculty input into discussion earlier to further develop advanced levels of application and synthesis. Will adjust assignments to increase opportunities for learning through assessment and care planning and initiate family assessment earlier in the semester. Reviewed other textbook options. Plan to increase emphasis on holistic nursing process and family approach in family careplan with an

| individuals and families | | | | Spring 2015
100% pass rate
Spring 2016
100% pass rate
Summer 2016
100% pass rate
Spring 2017
100% pass rate
Summer 2017
100% pass rate
Spring 2018
100% pass rate
Summer 2018
100% pass rate
Spring 2019(1)
91% pass rate
Spring 2019(2)
100% pass rate | emphasis on nursing interventions. Plan to increase emphasis on nursing assessment and interventions in discussions.
6-24-14 – NURS 320 course description, outcomes, objectives, and assignments reviewed.
Revised Learning Objective 2 – *Explore rural nursing theory including applicability associated with chronic illness that can help to guide nursing practice today*.
Revised Learning Objective 4 - *Apply a holistic approach to the care of individuals with chronic illness in a rural setting.*
3-2-15 - Student Learning Outcome revised from "Establish an awareness of issues related to chronic illness in rural settings through development of a family care plan" to "Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families" following nursing faculty review and approval by the Nursing Advisory Committee on 3-2-15. Revisions incorporated to increase applicability of outcomes.
5-28-15 – During the Overall Program Assessment Review done every two years, NURS 320 course description, outcomes, objectives, and assignments reviewed with no changes recommended.
9-29-16 - Following completion of the Spring 16 semester, an evaluation of Goal 2 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 320. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these new courses have developed. Changes were made over the past few years. Assessment of the NURS 320 course reveals 100% pass rate from Summer 2014 through Spring 2016. Reviewed faculty evaluations of the course for the three NURS 320 courses offered following spring 2014, which includes considerations of the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with curriculum map updated and reviewed.
Summer 14 - Plan to start the family assessment sooner in the semester. More emphasis on nursing assessment and interventions in discussions |

| | | | | | with faculty entering the discussions sooner to advance the level of application and synthesis. Add more specifics to family care plan rubric with emphasis on holistic nursing process, family approach, and nursing interventions. Switched textbook to Power, P. W. & Dell Orto, A. E. (2004). *Families living with chronic illness and disability.* New York: Springer this semester after reviewing texts last semester. Will continue to evaluate textbooks.

Spring 15 – Consider utilizing case studies for the Chronic Illness Care Plan, rather than having students identify families in the community to avoid potential for intervention by students without appropriate supervision. Continue to evaluate Family Care Plan grading rubric to increase emphasis on holistic nursing process as well as nursing assessment and interventions. Utilized *Lubkin's chronic illness: Impact and intervention.* (9th Ed.). Burlington, MA: Jones and Bartlett Learning as primary resource – meeting resources at Summer 15 appropriate level for 300 level students.

Summer 15 – NURS 320 course not offered due to low enrollment numbers

Spring 16– Utilized case studies for Family Care Plan with success, plan to continue with case studies. Added movie review with success, plan to continue. Plan to incorporate Improving Chronic Care Assignment into future discussions. Continue with revised grading rubrics with continued evaluation of rubrics.

No further changes recommended for the course description, goals, objectives, or assignments at this time.

3-2-18 – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the following clause was added to the NURS 320 course description: *The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.*

5-3-18 – Following completion of the Spring 2018 semester, an evaluation of Goal 2 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments have been evaluated last fall during Overall Curriculum Evaluation, and again now while |

analyzing student pass rates for NURS 320. No further changes recommended for the course description or objectives. Assessment of the NURS 320 course reveals 100% pass rate for this evaluation period. Reviewed faculty evaluation of course for last four semesters. Summaries follow:

  Summer 16 – Rigor of some of the discussions were not at the level of application that is desired. Plan to advance the levels of discussions by entering discussions earlier in the week to guide discussions that need higher levels of application and synthesis. Will emphasize that initial discussion posting need to be evidence based. Now using case studies for care plan resulting in a more holistic care planning process. Nice to see. Integrating Chronic Care assignment into other assignments – positive change. Students interested and engaged in rural nursing theory woven into discussions. Modification of Rural Nursing Healthcare Paper resulted in improved critical thinking.

  Spring 17 – Continue to develop Rural Healthcare Paper grading rubric to address insights related to rural healthcare. Plan to continue to stress the importance of reading announcements in course and emails – need is evident. Assessing two discussions that may be redundant to blend them. Considering modifying Palliative Care Presentation rubric and make assignment individual rather than group. Will emphasize that assignments build on each other.

  Summer 17 – Considering adding a specific assignment at the end of the course to reflect on how their perceptions have changed throughout course. Plan to continue to stress the importance of reading announcements in course and emails – need is evident. Plan to continue with five discussions rather than seven while emphasizing criteria for evidence based, scholarly resources. Plan to make minor modifications to Palliative Care Presentation rubric to increase clarify. Plan to make minor modifications to Chronic Illness Family Care Plan to emphasize patient and family centered care concepts.

  Spring 18 – After only five discussions, plan to go back to six with continued plans make minor modifications to Palliative Care Presentation rubric to increase clarify, along with minor modifications to

				Chronic Illness Family Care Plan to emphasize patient and family centered care concepts. **Summary**, NURS 320 is really developed into a quality course, with increased rigor. Student satisfaction is evident and goals for pass rates are being met. The Essentials and QSEN competencies continue to be integrated in the course, identified on the syllabus and course assignments, and tracked on the Curriculum Map. Plan to continue to continue to offer the course twice a year.
2.2 Utilize evidence based resources in the community assessment process and propose patient-centered health teaching interventions	NURS 400	>90% pass rate of NURS 400	**Spring 2014** 100% pass rate **Fall 2014** 100% pass rate **Spring 2015** 100% pass rate **Spring 2016** 100% pass rate **Fall 2016** 100% pass rate **Spring 2017** 100% pass rate **Fall 2017** 100% pass rate **Spring 2018** 100% pass rate **Fall 2018** 100% pass rate	**Following completion of Spring 2014 semester**– Adaptations in course include plans to integrate faculty input into discussion earlier to further develop advanced levels of application and synthesis. Will adjust assignments to increase opportunities for learning through assessment and care planning and initiate family assessment earlier in the semester. Reviewed other textbook options. Plan to increase emphasis on holistic nursing process and family approach in family careplan with an emphasis on nursing interventions. Plan to increase emphasis on nursing assessment and interventions in discussions. **6-24-14** – NURS 320 course description, outcomes, objectives, and assignments reviewed. Revised Learning Objective 2 – *Explore rural nursing theory including applicability associated with chronic illness that can help to guide nursing practice today*. Revised Learning Objective 4 - *Apply a holistic approach to the care of individuals with chronic illness in a rural setting.* **3-2-15 -** Student Learning Outcome revised from "Establish an awareness of issues related to chronic illness in rural settings through development of a family care plan" to "Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families" following nursing faculty review and approval by the Nursing Advisory Committee on 3-2-15. Revisions incorporated to increase applicability of outcomes. **5-28-15** – During the Overall Program Assessment Review done every two years, NURS 320 course description, outcomes, objectives, and assignments reviewed with no changes recommended.

| | | | | Spring 2019 100% pass rate | 9-29-16 - Following completion of the Spring 16 semester, an evaluation of Goal 2 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 320. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these new courses have developed. Changes were made over the past few years. Assessment of the NURS 320 course reveals 100% pass rate from Summer 2014 through Spring 2016. Reviewed faculty evaluations of the course for the three NURS 320 courses offered following spring 2014, which includes considerations of the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with curriculum map updated and reviewed.

 Summer 14 - Plan to start the family assessment sooner in the semester. More emphasis on nursing assessment and interventions in discussions with faculty entering the discussions sooner to advance the level of application and synthesis. Add more specifics to family care plan rubric with emphasis on holistic nursing process, family approach, and nursing interventions. Switched textbook to Power, P. W. & Dell Orto, A. E. (2004). *Families living with chronic illness and disability.* New York: Springer this semester after reviewing texts last semester. Will continue to evaluate textbooks.

 Spring 15 – Consider utilizing case studies for the Chronic Illness Care Plan, rather than having students identify families in the community to avoid potential for intervention by students without appropriate supervision. Continue to evaluate Family Care Plan grading rubric to increase emphasis on holistic nursing process as well as nursing assessment and interventions. Utilized *Lubkin's chronic illness: Impact and intervention.* (9th Ed.). Burlington, MA: Jones and Bartlett Learning as primary resource – meeting resources at Summer 15 appropriate level for 300 level students.

 Summer 15 – NURS 320 course not offered due to low enrollment numbers |

				Spring 16– Utilized case studies for Family Care Plan with success, plan to continue with case studies. Added movie review with success, plan to continue. Plan to incorporate Improving Chronic Care Assignment into future discussions. Continue with revised grading rubrics with continued evaluation of rubrics. No further changes recommended for the course description, goals, objectives, or assignments at this time. **3-2-18** – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the following clause was added to the NURS 320 course description: *The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.* **5-3-18** – Following completion of the Spring 2018 semester, an evaluation of Goal 2 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments have been evaluated last fall during Overall Curriculum Evaluation, and again now while analyzing student pass rates for NURS 400. No further changes recommended for the course description or objectives. Assessment of the NURS 400 course reveals 100% pass rate for this evaluation period. Reviewed faculty evaluation of course for last four semesters. Summaries follow: *Fall 16* – Started using Community/Public Health Nursing, 6th edition by Nies and McEwen. Has more of a focus on the concepts of population and aggregate and is organized better meet the NURS 400 needs. Added a team learning activity and paper that compares and contrasts population and aggregate. Also implemented a team learning activity about primary, secondary, and tertiary prevention. Gave students options to work in team or individually. Having students meet on campus once during semester for group work and then do presentations online. Group work very successful on campus. Plan to add virtual learning activity about writing community goals and behavioral objectives with a quiz. Would then recommend revising the intervention project to be a virtual learning activity and quiz while sharing community education plan in the discussion. Would also include

				social marketing in the activity. Would recommend adding ethical aspects to course. Appreciate the opportunity to have students use the U of M epidemiology course but access can be a challenge. I wrote new instructions to access. *Spring 17* – Added a component to course orientation about the difference between references and citations and that both are required in course writings. Dramatic improvements noted in discussion skills. Continue to use U of M virtual epidemiology module although is not totally user friendly. Students appreciate content. Looking for alternative to content. *Fall 17* – Course is stable. Improvements in citations and references noted in student writings. Continue to use U of M epidemiology module successfully. *Spring 18* – Continued to use U of M epidemiology module, but has created own Epidemiology Softchalk Lesson to use in the future. Plan to replace modules that require the students to log in to sites other than SMSU site. Plan to update the Franklin County Disaster activity in the future. NURS 400 has one on-campus day that many students did not attend. Rethinking the work done by students with on campus days, since many are not attending. **Summary:** NURS 400 course has evolved into a rigorous, quality online course. Pass rate goals are met and student satisfaction is evident. The Essentials and QSEN competencies continue to be integrated in the course, identified on the syllabus and course assignments, and tracked on the Curriculum Map. Plan to continue to continue to offer the course twice a year.

Goal 3 Assessment - Combine critical thinking, health care information technology, and evidence based findings to make decisions that promote safety and quality to improve patient outcomes
Note: Goal 3 will be assessed every 2 years – with the next due date being at the completion of the Fall 2020 semester

Student Learning Outcome	Area Assessed	Goal	Summary of Findings	Actions Taken

| **3.1** Demonstrate the ability to apply scientific method to a public health concern | NURS 330 | >90% pass rate of NURS 330 | **Fall 2014** 95% pass rate with one course offering **Fall 2015** 100% pass rate **Summer 2016** 100% pass rate **Fall 2016** 100% pass rate **Summer 2017** 100% pass rate **Fall 2017** 100% pass rate **Summer 2018** 100% pass rate **Fall 2018** 100% pass rate **Spring 2019** 100% pass rate | **Following completion of Fall 2014 semester** – an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 330. No recommended changes in course description or objectives. Assessment of pass rates reveal a 95% pass rate for this fall. Assessment as assignments: Instructor evaluation of course reveals suggestions to explain more thoroughly the use of reliable website and online information for course. Look at timing of other course assignment schedules with suggestions for assignment dates. Reinforcement of discussion rubric. **1-14-15** – NURS 330 course description, outcomes, objectives, and assignments reviewed. No changes in course description, learning objectives, or major course assignments recommended. **5-28-15** – During the Overall Program Assessment Review done every two years, NURS 330 course description, outcomes, objectives, and assignments reviewed with no changes recommended. **1-11-17** – Following completion of the Fall 16 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 330. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these courses develop. Assessment of NURS 330 reveals 100% pass rate since last Goal 3 evaluation after Fall 14. Reviewed faculty evaluations of the course for the three NURS 330 courses offered following Fall 2014, which includes considerations of the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with the curricular map reviewed and updated. A variety of teaching methods and courses assessments have been utilized in NURS 330. *Fall 15* – Following Fall 15 course evaluation, plan to add Netiquette guidelines to the syllabus and course room to make Netiquette explicit to students. Plan to add orientation quiz to help orient students to |

				course room. Plan to revise patient education assignment to incorporate technology and health literacy. Continue to develop teamwork in course. *Summer 16* – Improvements in netiquette found. Netiquette guidelines added to all NURS syllabi. Improvements in student's familiarity with course with addition of orientation quiz. Assignment revised to include increased policy and informatics content. Positive feedback from students. *Fall 16* – No major changes made in course, nor plans for major changes in the future. Course is running well, with course objectives and student learning outcomes being met. **3-2-18** – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the following clause was added to the NURS 330 course description: *The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.* **2-12-19 -** Following completion of the Fall 2018 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated last year during Overall Curriculum Evaluation, and again now while analyzing student pass rates for NURS 320. No further changes recommended for the course description or objectives. Assessment of the NURS 320 course reveals 100% pass rate for this evaluation period. Reviewed faculty evaluation of course for last four semesters. Summaries follow: *Spring 17* –general growth in development of course including adaptations to discussion assignments and the Rural Healthcare Paper. Discontinued the group project with modifications in grading rubric. Course created so assignments build on each other throughout the course. *Summer 17 –* course evolving. Integrated discussions together to have only five discussion assignments in course. Minor modifications being made to rubrics to increase rigor of course. Continue to have assignments build on each other.

				Spring 18 – primary change in assignments was to increase discussions to six, to create quality and rigorous discussions and reflections. *Summer 18* – primary change was to provide more direction in addressing the value of standardized assessment tools along with an example. Course stable. **Summary:** NURS 320 course has evolved into a rigorous, quality online course. Pass rate goals are met and student satisfaction is evident. The Essentials and QSEN competencies continue to be integrated in the course, identified on the syllabus and course assignments, and tracked on the Curriculum Map. Plan to increase course offering to three times a year.

3.2 Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	NURS 375	>90% pass rate of NURS 375	**Summer 2014** 100% pass rate
			Fall 2014 100% pass rates
			Summer 2015 100% pass rate
			Fall 2015 100% pass rates
			Summer 2016 100% pass rate
			Spring 2017 100% pass rate
			Summer 2017 89% pass rate
			Fall 2017 100% pass rate
				Following completion of Fall 14 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 375. Revision of course objective suggested for effectiveness of nursing program. No changes in course description recommended. Assessed course pass rates, with 100% pass rate found. Assessed assignments. Reviewed faculty evaluation of course for last two semesters;:
				  Summer 14 – Instructor will attempt to guide discussion to higher level of application & synthesis. Modify discussion grading rubric to emphasize advanced application and synthesis. Include more chronic illness situations/scenarios.
				  Fall 14- Consider developing a final paper assignment requiring students to integrate a minimum of four pathophysiologic concepts. Develop a wider variety of teaching strategies with revised discussion questions and case studies. Continue Adobe Connect sessions.
				1-14-15 - NURS 375 course description, outcomes, objectives, and assignments reviewed. No further changes recommended.
				3-2-15 - Student Learning Outcome revised from "Conduct and communicate a literature review related to pathophysiology and patient outcomes" to "Analyze evidence related to pathophysiology to promote patient safety and quality outcomes" following nursing

| | | | Summer 2018
100% pass rate
Fall 2018
100% pass rate
Spring 2019
100% pass rate | faculty review and approval by the Nursing Advisory Committee on 3-2-15. Revisions incorporated to increase applicability of outcomes.
5-28-15 – During the Overall Program Assessment Review done every two years, NURS 375 course description, outcomes, objectives, and assignments reviewed with a .proposal for change of the course description. Proposed change: *This course will explore the altered health states and patterns of illness in the individual. Concepts related to pathophysiology will be explored. Content in this course builds upon previous knowledge of natural sciences.* This proposal will be taken the Curriculum Committee Fall 2015.
Additional, revision in course assignments were implemented and a synthesis paper will be added to the student portfolios.
9-23-15 - Proposed NURS 375 Course Description approved by Curriculum Committee.
1-11-17 – Following completion of the Fall 16 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 375. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these courses develop.
Assessment of NURS 375 reveals 100% pass rate since last Goal 3 evaluation after Fall 14. Reviewed faculty evaluations of the course for the three NURS 375 courses offered following Fall 2014, which includes considerations of the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with the curricular map reviewed and updated.
 Summer 15 – Found the addition of the synthesis paper to be positive, as it required students to synthesize multiple pathophysiologic concepts in a realistic clinical situation. Plan to add more case studies next semester and increase emphasis on prevention in discussion questions. Plan to replace Adobe Connect sessions with links to online resources. |

				Fall 15 – Following fall course offering, plan to consider multiple, shorter synthesis type papers throughout course to replace case studies. Plan to cut back on the number of discussions and quizzes. Assessed there to be too many small assignment each week for this course. Self grading of discussions was positive. However due dates were confusing as four students completed case studies each week while the remainder initiated discussion. *Summer 16* - Some student dissatisfaction with quizzes. Consider an alternative evaluation method. Revision of discussion questions to replace case studies was positive. Self grading of discussions was now positive. Plan to continue with synthesis paper. Consider developing synthesis assignment specifically addressing prevention. Consider shorter and increased number of synthesis papers. Plan to develop a synthesis paper or peer presentations addressing Patient Centered Care and a synthesis paper addressing safety. **3-2-18** – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the following clause was added to the NURS 375 course description: *The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.* **2-12-19** - Following completion of the Fall 2018 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated last year during Overall Curriculum Evaluation, and again now while analyzing student pass rates for NURS 375. No further changes recommended for the course description or objectives. Assessment of the NURS 375 course reveals 100% pass rate for this evaluation period. Reviewed faculty evaluation of course for last four semesters. Summaries follow: *Spring 17* –general growth in development of course including adaptations to various grading rubrics to increase rigor and clarity of assignments. Also modified quizzes slightly following statistical analysis of quiz results.

				Summer 17 – course evolving. Continue quality improvement efforts by editing grading rubrics to increase rigor and clarity of assignments and modifying quizzes slightly following statistical analysis. *Fall 17 –* noting increased critical thinking in student participation following past revisions of grading rubrics. Continue to modify quizzes slightly following statistical analysis of quiz results. *Summer 18 –* modification made to Discussion assignments to call attention to multiple components included in discussion assignments. Also modified requirements to support discussions with the literature/resources to increase critical analysis content in discussions. Finding improvements in students linking pathophysiological components to each other with previous rubric changes. *Fall 18 –* considerations about quiz timing and formats, per student feedback. Contemplating going to concept based course to prevent redundancy from lower level pathophysiology courses. **Summary:** NURS 375 course has evolved into a rigorous, quality online course. Pass rate goals are met and student satisfaction is evident, also students prefer course that require fewer quizzes. NURS 375 is now available to non-nursing students who are nearing graduation and thinking about programs such as an accelerated nursing program. These students have adapted well to this course and add to the rigor of projects and discussions in their unique ways.
3.3 Evaluate evidence based practices for integration into nursing practice	NURS 430	>90% pass rate of NURS 430	**Fall 2014** 92% pass rate **Fall 2015** 100% pass rate **Fall 2016 (2 sections)** 100% pass rate **Fall 2017** 100% pass rate **Spring 2018**	**Following completion of Fall 14 semester**, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 430. Course objectives changes suggested for effectiveness of the nursing program. No changes in course description suggested. Course pass rates were assessed with a 92% pass rate found for this fall. Assignments were assessed. Plans to emphasize portion of the critical appraisal paper more in future. Continue with Adobe Connect sessions. Consider peer review of PICO question. Hold Adobe Connect meeting early in semester as well as mid semester to discuss EBP intervention paper.

| | | | | 100% pass rate **Fall 2018** 100% pass rate **Spring 2019** 97% pass rate | **1-14-15** - NURS 430 course description, outcomes, and assignments reviewed. No further changes recommended. **3-2-15** - Student Learning Outcome revised from "Synthesize evidence based practices for integration into nursing practice" to "Evaluate evidence based practices for integration into nursing practice" following nursing faculty review and approval by the Nursing Advisory Committee on 3-2-15. Revisions incorporated to increase applicability of outcomes. **5-28-15** – During the Overall Program Assessment Review done every two years, NURS 430 course description, outcomes, objectives, and assignments reviewed with the only recommended change being in the course examples, removing dissemination of proposal in the workplace, due to logistics of this requirement. **1-11-17** – Following completion of the Fall 16 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 430. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these courses develop. Assessment of NURS 430 reveals 100% pass rate since last Goal 3 evaluation after Fall 14. Reviewed faculty evaluations of the course for the three NURS 430 courses offered following Fall 2014, which includes considerations of the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with the curricular map reviewed and updated. A variety of teaching methods and courses assessments have been utilized in NURS 430. *Fall 15* – Following completion of the Fall 15 course, plan to add the Netiquette Guidelines to syllabus and course room to make expectations explicit to learners. Plan to add orientation quiz to help orient learners to the course room. Will continue NIH IRB orientation and discussions. The SMSU Undergraduate Research Conference will be the second on campus day for learners to attend. Will consider an online video session about how to critique an article. Consider use of |

				wiki for group assignments for the paper—Wiggio works well with word, but search for one that will work with PowerPoints. Continue to develop teamwork in course.
				Fall 16 - No problems noted with course Netiquette with addition of Netiquette Guide, was effective. Plan to continue. Plan to continue with orientation quiz, no questions about due dates this semester. This was effective. Continue NIH IRB orientation and discussions. The SMSU Undergraduate Research Conference will be the second on campus day for learners to attend. Students did exceptional work on their evidence-based projects that they presented at the Undergraduate Research Conference. One student's poster was chosen for long term display in Founder's Hall and five students had their work chosen to go to the State Capitol. Plan to keep the research critiques on the first on campus day of course. Plan to keep writing a PICOT in a learning team at the first on campus day. Plan to keep writing a review of the literature in a learning team at the first on campus day. Continue to develop teamwork in course.
				3-2-18 – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the NURS 430 course description was changed to: *This course introduces students to scientific inquiry in the discipline of nursing. Students study a basic foundation of the nursing research process. The overview includes the steps in the research process, research designs, research methodology, data collection, analysis, ethical issues related to human research, and utilization of research in nursing. The emphasis is placed on developing students as effective consumers of research. Admission to the Nursing Program required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. Prerequisite: none.*
				2-12-19 - Following completion of the Fall 2018 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated last year during Overall Curriculum Evaluation, and again now while analyzing student pass rates for NURS 430. No further

				changes recommended for the course description or objectives. Assessment of the NURS 430 course reveals 100% pass rate for this evaluation period. Reviewed faculty evaluation of course for last four semesters. Summaries follow: *Fall 17* – Course continues to evolve. Plan to brainstorm creative ways for students to present their projects in spring (perhaps virtual conference) and maybe URC in fall or at least attend URC in fall. Students surveys demonstrate value of attending URC in the fall. *Spring 18* – strategizing how to incorporate plan to manage students who do not come to campus for on-campus opportunities. *Fall 18* – created packet for students who do not attend on-campus opportunities. Otherwise, course well developed and appreciated by students. **Summary:** NURS 430 course has evolved into a rigorous, quality online course. It adds important dimensions in meeting Goal 3.
3.4 Apply theory, while critically evaluating the context of rural healthcare settings and influences on rural health disparities, in order to address health of the rural population	NURS 434	>90% pass rate of NURS 434	Not offered yet	
3.5 Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement leadership	NURS 435	>90% pass rate of NURS 435	**Spring 2015** 100% pass rate **Spring 2016** 100% pass rate **Spring 2017** 100% pass rate **Spring 2018**	1-11-17 – Following completion of the Fall 16 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 435. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these courses develop. Assessment of NURS 435 reveals 100% pass rate for the first course offerings in Spring 15. Reviewed faculty evaluation of the course for the one NURS 435 course offering, which included considerations of

| | | | | 100% pass rate **Spring 2019** 100% pass rate | the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with the curricular map reviewed and updated. A variety of teaching methods and courses assessments have been utilized in NURS 435. *Spring 15* – Following completion of Spring 15 course, assessment revealed that discussions were of high caliber and students posted more than what was required. The text was liked by students and faculty. The Unfolding paper was a series of six 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 noted an improvement in writing by learners by the end of the semester. Recommend keeping the unfolding paper as is! The comparison paper was one of the papers in the series and was an excellent opportunity for learners to practice their critical thinking and clinical reasoning skills. The CUSP reading and toolkit was used by some in their projects. I would keep these learning activities. The Root cause analysis training was also worthwhile as it provided a tool for use in the project and I would keep this as a learning activity the next time the course is offered. May check the IHI site for a few tutorials to add—there are some short ones that are very good there. The additional readings were specific to the unit topic and augmented the text well. I would keep the readings and video learning activities for the next time the course is offered. The Team Communication and Teamwork case study were completed by learners in a team. All learners were actively involved. I would use the same case studies again the next time the course is offered. I would use the same readings again the next time the course is offered as these fit the topic well and are current. Course is strong in the Essentials and QSEN. Recommend using the same text for Spring 16. Would like to author short virtual simulation on this objective— include socialization, Essentials, QSEN (QI, EBP). |

				3-2-18 – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the following clause was added to the NURS 435 course description: *The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.* **2-12-19 -** Following completion of the Fall 2018 semester, an evaluation of Goal 3 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated last year during Overall Curriculum Evaluation, and again now while analyzing student pass rates for NURS 435. No further changes recommended for the course description or objectives. Assessment of the NURS 435 course reveals 100% pass rate for this evaluation period. Reviewed faculty evaluation of course for last four semesters. Summaries follow: *Spring 17* – Primary concern in course is the integration of group work. Consideration options that allows group work in a compatible means. Plans to incorporate an additional APA formatting resources, correlating citations and references. Also plan to integrate assumptions into assignments for further development of critical thinking. *Spring 18 –* Considering the addition of adding more critical thinking games with the discussions. Changed the teamwork activity and integrated critical thinking with a focus on assumptions into the activity. Created OER textbook for next course offering. **Summary:** NURS 435 course continues to evolve as one of two elective online courses for the RN to BSN Program.
				Overall Summary – Goal 3: All the Goal 3 courses add to meeting the goal of combining critical thinking, health care information technology, and evidence based findings to make decisions that promote safety and quality to improve patient outcomes. Each courses adds to meeting this goal in a unique way that strengthens the outcome for this goal. This goal is a very important goal for our internal and external communities of interest and will continue to be focused on in the RN to BSN Program.

Goal 4 Assessment - **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**
Note: Goal 4 will be assessed every 2 years – with the next due date being at the completion of the Spring 2021 semester

Student Learning Outcome	Assessment Tools	Implementation	Summary of Findings	Actions Taken
4.1 Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders	NURS 410	>90% pass rate of NURS 410	**Fall 2014** 100% pass rate **Fall 2015** 100% pass rate **Fall 2016** 100% pass rate **Fall 2017** 100% pass rate **Spring 2018** 100% pass rate **Fall 2018** 100% pass rate **Spring 2019** 87% pass rate	**3-2-15** - Student Learning Outcome revised from "Demonstrate an ability to work collaboratively as a healthcare team member through producing mutually agreed upon student objectives related to leadership and community/public health nursing" to "Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders" following nursing faculty review and approval by the Nursing Advisory Committee on 3-2-15. Revisions incorporated to increase applicability of outcomes. **5-20-15** Following completion of Spring 15 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 410. Course description and objectives changes were proposed for program effectiveness and will be addressed by the Overall Program Assessment Review due. Pass rates were assessed with a 100% pass rate found. Course assignments were evaluated. Identifying two separate sites for community health and nurse leadership created logistical challenges, as well as confusion for students to identify that all nurses have leadership roles. Plan to combine experiences. Also, student will not be expected to contact all agencies to arrange for preceptor…key sites who prefer to be contacted by SMSU will be contacted by NURS 410 instructor. Create clarity in the creation of student objectives for the experience, transitioning form with objectives into the NURS 450 course. Assure that student objectives are assessed at the clinical site. Will not continue with community health assessment assignment. Overlap with NURS 400 and too time intensive for a 1 credit course.

				5-28-15 – During the Overall Program Assessment Review done every two years, NURS 410 course description, outcomes, objectives, and assignments reviewed with a proposed course description change: *Student will work with faculty to determine site for practicum experience, distinguish a qualified preceptor, and develop student objectives and a plan for the practicum experience.* Will present to the curriculum committee Fall 2015. Revisions of the Student Learning Objectives included: Revised Objective #1: *Effectively collaborates with nursing leaders and community health nurses for the upcoming practicum experience.* Revised Objective #2: *Prepares for the upcoming practicum experience through the application of leadership skills.* **9-23-15 -** Proposed NURS 410 Course Description approved by Curriculum Committee. **7-10-17** – Following completion of the Spring 17 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 410. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these courses develop. Assessment of NURS 410 reveals 100% pass rate since last Goal 4 evaluation after Spring 15. Reviewed faculty evaluations of the course for the two NURS 410 courses offered following Spring 15, which includes considerations of the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with the curricular map reviewed and updated. A variety of teaching methods and courses assessments have been utilized in NURS 410. *Fall 15* – Following Fall 15 course evaluation, change initiated, transitioning from two separate preceptors to one combined community and leadership preceptor giving increased quality to experience. Utilized Student Goals and Objectives form used in future NURS 450 course for assignment. Continued with live optional orientation session with poor attendance.

| | | | | | *Fall 16* – Module created and used to guide students writing Students Goals and Objectives. Added much clarity for students. Increased quality of assignments and student satisfaction. Utilized video recording of orientation, rather than live session. Mandatory quiz covering orientation/syllabus utilized, increasing student attention to content in syllabus. Provided individual students with information about Additional Student Requirement via email. Continued to have students unclear of expectations. Plan to transition to the use of discussions for this purpose.
 3-2-18 – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the title of NURS 410 was changed from Practicum Seminar to *Public/Community Health Clinical Experience Seminar*. The NURS 410 course description was also changed to: *Student will work with faculty to determine site for public/community health clinical experience, identify a qualified preceptor and develop student objectives and a plan for the precepted clinical experience. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.*
 5-22-19 - Following completion of the Spring 2019 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated this spring during the Overall Curriculum Evaluation, while analyzing student pass rates for NURS 410. No further changes recommended for the course description or objectives. Assessment of the NURS 410 course reveals 96.75% pass rate for this evaluation period, with a dip in pass rate attributed to an 87% pass rate Spring 19. Reviewed faculty evaluations of course for last four course offerings. Summaries follow:
 Fall 17 – Finding need for clarity in student communications used to approach prospective clinical sites, scripting was added to guide students in their professional communications. Clarity also needed for the Additional Student Requirements Agreement assignment – so initiated individual private discussions between instructor and students to guide |

				this assignment. Student evaluations were improved with increased clarity note areas. *Spring 18* – The Additional Student Requirements assignment continues to result in several students not completing assignment in a timely manner. Surveys and discussions led to further clarity of student needs. Review videos and draft reviews of key assignment appears to have led to greater student success. *Fall 18* – Continued to develop private, individualized discussions with students to guide them in Additional Student Requirements assignment. Finding that clinical sites appreciated student work on goals and objective prior to NURS 450. *Spring 19* – Drop in pass rates this semester, which appears to be attributed to several students taking many NURS courses, trying to complete program as fast as possible, leading to lack of success in several NURS courses. Advisors aware. Students continue to be able to located clinical sites using their leadership and communication skills. Use of checklist in D2L Brightspace platform beneficial resource added for learner use. **Summary**: NURS 410 continues to evolve in efficiency and efficacy. Results displayed in NURS 450 results.
4.2 Apply theory, research findings, and evidence to address common situations in health care system leadership	NURS 440	>90% pass rate of NURS 440	**Spring 2015** 100% pass rate **Spring 2016** 100% pass rate **Spring 2017** 100% pass rate **Fall 2017** 100% pass rate **Spring 2018** 100% pass rate	3-2-15 - Student Learning Outcome revised from "Demonstrate leadership by producing a strategic plan related to nursing" to "Apply theory, research findings, and evidence to address common situations in health care system leadership" following nursing faculty review and approval by the Nursing Advisory Committee on 3-2-15. Revisions incorporated to increase applicability of outcomes. 5-20-15– Following completion of the Spring 2015 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 440. No changes in course descriptions or objectives were recommended. Pass rates were assessed with 100% pass rate found. Assignments were reviewed. Plans for decreasing amount of required discussions, replacing with online tutorials and simulations. Consider later start times of on-campus days

				Fall 2018 100% pass rate **Spring 2019** 100% pass rate	to decrease complications for students. Consider use of updated Code of Ethics.

5-28-15 – During the Overall Program Assessment Review done every two years, NURS 440 course description, outcomes, objectives, and assignments reviewed with no changes recommended.

7-10-17 – Following completion of the Spring 17 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 440. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these courses develop.

Assessment of NURS 440 reveals 100% pass rate since last Goal 4 evaluation after Spring 15. Reviewed faculty evaluations of the course for the two NURS 440 courses offered following Spring 15, which includes considerations of the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with the curricular map reviewed and updated. A variety of teaching methods and courses assessments have been utilized in NURS 440.

Spring 16 – Following Spring 16 course evaluation, Transitioned to using a total of four discussions throughout semester, receiving satisfactory comments from students. Also utilized simulations which were well received and highlighted safe patient care environments. Change project implemented to include a Virtual Nursing Conference where students presented their posters. Quality results including the writing of abstracts and poster creation, while increasing experience with changes processes. Students also used evidence to advocate to a legislator regarding a current health care issue…plan to continue.

Spring 17 – Using updated Code of Ethics for Nursing. Plan to continue Virtual Nursing Conference for NURS 440 students – excellent way for students to demonstrate learning and experience online presenting.

3-2-18 – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the following clause was added

				to the NURS 440 course description: *The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.* **5-22-19** - Following completion of the Spring 2019 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated this spring during the Overall Curriculum Evaluation, while analyzing student pass rates for NURS 440. No further changes recommended for the course description or objectives. Assessment of the NURS 440 course reveals 100% pass rate for this evaluation period. Reviewed faculty evaluations of course for last four course offerings. Summaries follow: *Fall 17* – Virtual Mustang Nursing Conference is proving to be an excellent way for learners to share their projects in the course. Simulations are beneficial and will be kept current. No significant changes needed. *Spring 18* - Stable, quality course. Plan to investigate use of ebooks to say students book costs. *Fall 18 -* Considering a remix of the change project to maintain academic honesty and integrity of course. Started to pilot ebook as an option. Seeking student feedback on book options. General satisfaction with use of ebooks. *Spring 19* – Ebook usage successful. No other significant changes to this stable course. **Summary**: NURS 440 course has evolved into a rigorous, quality online course. It adds important dimensions in meeting Goal 4.
4.3 Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities	NURS 450	>90% pass rate of NURS 450	**Spring 2015** 100% pass rate **Spring 2016** 100% pass rate	**3-2-15** - Student Learning Outcome revised from "Demonstrate understanding of the BSN nurse role through meeting objectives related to the community health wheel and completion of a leadership project" to "Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities" following nursing faculty review and approval by the Nursing Advisory Committee on 3-2-15. Revisions incorporated to increase applicability of outcomes.

| | | | | **Spring 2017** 100% pass rate **Spring 2018** 100% pass rate **Fall 2018** 100% pass rate **Spring 2019** 100% pass rate | **5-20-15 -** Following completion of Spring 15 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 450. For effectiveness of the nursing program, course description and objectives changes will be addressed in upcoming Overall Program Assessment Review currently due. Course pass rates were assessed with a 100% pass rate found. Assessment of assignments identified the challenges of two separate sites for community health and nurse leadership created logistical challenges, as well as confusion for students to identify that all nurses have leadership roles. Plan to combine experiences. Have students better prepared for NURS 450 by having immunizations/TB skin tests/CPR training current and having Student Learning Agreements signed. Increase professionalism by having the students wear nametags and uniforms (khaki pants and SMSU shirt). Create clarity in the creation of student objectives for the experience, transitioning form with objectives into the NURS 450 course. Assure that student objectives are assessed at the clinical site. Change assignments, including decreasing the number of journals required, deleting the leadership paper and intervention papers, increasing the discussions to include leadership and interventions, and including one culmination paper. **5-28-15** – During the Overall Program Assessment Review done every two years, NURS 450 course description, outcomes, objectives, and assignments reviewed with a proposed course description change: *Precepted clinical course provides students with an opportunity to mature into the baccalaureate nursing role in a leadership and public/community health setting. Students will meet individualized objectives established in the practicum seminar course.* Will present to the curriculum committee Fall 2015. Revisions of the Student Learning Objectives include: |

				Delete Objective #2: *Differentiate organizations that deliver and finance public health, community-based, and population-based health services at the local, state, national, and international level.* Revised Objective #3: *Demonstrate competence in critical thinking, communication, assessment, and interventions with population based clients and in nursing leadership roles.* Revised objectives #5: *Adapt management/leadership skills to meet the needs of the population served in the preceptorship experience.* **9-23-15 -** Proposed NURS 450 Course Description approved by Curriculum Committee. **7-10-17 –** Following completion of the Spring 17 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated while analyzing student pass rates for NURS 450. Student Learning Objectives and Student Learning Outcomes have been evaluated in an ongoing manner as these courses develop. Assessment of NURS 450 reveals 100% pass rate since last Goal 4 evaluation after Spring 15. Reviewed faculty evaluations of the course for the two NURS 450 courses offered following Spring 15, which includes considerations of the student course/faculty evaluations. Integration of the Essentials and QSEN Competencies were evaluated and updated for each course offering, with the curricular map reviewed and updated. A variety of teaching methods and courses assessments have been utilized in NURS 450. *Spring 16* – Following Spring 16 course evaluation included the transition to a decreased number of discussions while adding a journal entry assignment and a Culmination in Nursing Paper assignment. This added additional opportunities for reflection while displaying critical thinking. Initiated orientation/syllabus quiz following orientation video, with grade requirement mandatory prior to proceeding with clinical hours. Also initiated process to assure currency of Additional Student Requirements prior to initiation of NURS 450, as well as currency of Student Learning Agreement, prior to initiation of NURS 450. Added to smooth process for clinical agencies. Initiated use of Student Goals and

				Objectives tool for students and preceptors to use when starting time together, as well as when assessing Students Goals and Objectives upon completing clinical experience.
				Spring 17 – Continued with orientation/syllabus quiz, as students demonstrated better understanding of syllabus when using quiz. Continue to strive to students to exemplify high levels of critical thinking in Culmination in Nursing Paper assignment, with continued development of grading rubric to guide students.
				3-2-18 – Following Curriculum Committee approval, Faculty Assembly approval, and Administration approval, the title of NURS 450 was changed from Clinical Practicum to *Public/Community Health Clinical Experience*. The NURS 450 course description was also changed to: *Precepted clinical course provides students with an opportunity to mature into the baccalaureate nursing role in a leadership and public/community health setting. Students will meet individualized objectives established in the Public/Community Health Clinical Experience Seminar course. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.*
				5-22-19 - Following completion of the Spring 2019 semester, an evaluation of Goal 4 was done to assess student progress and effectiveness of the goals of the nursing program to meet student needs. Course descriptions, objectives, and assignments were evaluated this spring during the Overall Curriculum Evaluation, while analyzing student pass rates for NURS 450. No further changes recommended for the course description or objectives. Assessment of the NURS 450 course reveals 100% pass rate for this evaluation period. Reviewed faculty evaluations of course for last four course offerings. Summaries follow:
				Spring 18 - Criteria for learner to start clinical hours is partially determined through successful completion of orientation quiz. Continue to stress importance of orientation. Learner's success in completing discussions relates to timing/due dates of posting assignments. Consistently finding learners challenged to identify influences of social

				contexts and worldviews on nursing practice. Clinical sites reported students being prepared for clinical experiences. *Fall 18* - Increased points awarded to orientation quiz to stress significance of orientation. Added pass/fail and accountability points to syllabus to account for student performance at clinical site. Changed due dates for discussions to increase flexibility for learners. Changed journal entry assignment to a Focused Self-reflection assignment for increased clarity of assignment expectations. Increased clarity in syllabus regarding critical thinking. *Spring 19* – Continue to increase the rigor and quality of course. Clinical sites established as planned in NURS 410. Chunked up orientation videos for increased clarity, created task list as additional resource for students. Students continue to need guidance in displaying critical thinking in Synthesis assignment. Summary: need to continue to develop clinical course to meet student and clinical site needs. Increased rigor and quality displayed as course evolves. **Summary:** Will continue to develop course to meet student and clinical site needs. Important capstone course for the RN to BSN Program.
				Overall Summary – Goal 4: All the Goal 4 courses add to meeting the goal of demonstrating collaborative leadership through communicating verbally, nonverbally, and through technological means with individuals, families, communities, and healthcare systems to achieve mutually determined health related goals. Each courses adds to meeting this goal in a unique way that strengthens the outcome for this goal. This goal is a very important goal for our internal and external communities of interest and will continue to be focused on in the RN to BSN Program.

ADDITIONAL ASSESSMENTS:
* Overall Program Evaluation completed on 10-19-15. Results incorporated in above PASL Part IV.

* Overall Program Assessment (Fall 2017) (evaluated every two years to determine effectiveness and pertinence, including mission, goals and student outcomes and objectives):
- See Fall 2017 Faculty Assessment/Evaluation of RN to BSN Program from 8-16-17 for assessment/evaluation.
- See Fall 2017 Nursing Team Review – Overall Program Assessment/Evaluation from 9-14-17.

- See Fall 2017 Overall Program Assessment Review report from 9-19-17.

Additional assessment information expanded on from the above in PASL Part IV:

LEP SLOs:
1) See NURS 300 Liberal (LEP) Student Learning Outcomes (SLO) Assessment Spring 18
2) See NURS 435 Liberal (LEP) Student Learning Outcomes (SLO) Assessment Spring 18

SMSU Department of Nursing Student Handbook:
The SMSU Department of Nursing Student Handbook is used as a means to assure distribution of current and applicable Nursing Program information for current and prospective nursing students. Starting the fall of 2014, the handbook was placed in every D2L course to assure access to all enrolled nursing students. The handbook was also made available through the SMSU Department of Nursing website. Beginning in the Spring 16, a D2L Brightspace RN to BSN Information Center courses was established where the handbook was made available. Since that time, the handbook was removed from every NURS course, with the exception of NURS 300.

Updates in the SMSU Department of Nursing Student Handbook have occurred at least annually, including annual updates prior to the start of Fall 2014 semester. The handbook was updated again on 10-13-14, 3-16-15, 8-21-15, 9-24-15, 3-2-16, 9-8-16, 8-18-17, 12-5-17, 8-23-18, and 5-29-19 to reflect current course descriptions, student learning outcomes and objectives and current policies. The handbook revisions occur with faculty and student input, having the Director of Nursing review and approve revisions prior to the initiation of an updated handbook version.

SMSU Department of Nursing Course Catalog:
The Department of Nursing Course Catalog is a means to assure distribution of current and applicable RN to BSN Program information to current and prospective nursing students. The course catalog is available via the SMSU website, the SMSU Department of Nursing website, and the SMSU Department of Nursing Student Handbook. The Director of Nursing reviews the courses annually, and as needed, to keep the website information and the Nursing Student Handbook current.

Major Updates to the RN to BSN Course Catalog:
A task force was created to evaluate the 25 credits of non-nursing discipline course requirements. The task force created comparative data regarding other MnSCU RN to BSN Programs. Also, data was collected regarding average credits for incoming nursing students.

Recommendations were made to no longer require the 25 credits of non-nursing discipline courses, rather require statistics as a co-requisite and individually advise nursing students to meet the SMSU graduation requirements. Recommendation was approved by the advisory board, curriculum committee, faculty assembly, and administration and went into effect Spring 2016. Reviewed by the Nursing Review Team on 10-5-15. Fall 2016, the MnSCU Credit for Prior Learning Policy was also initiated for student in the RN to BSN Program to receive credit for prior learning.

Spring of 2019, a curricular change of major significance was taken to the SMSU Curriculum Committee to discontinue the co-requisite requirement for statistics in the RN to BSN Program. Approval was obtained from the Curriculum Committee, as well as the faculty assembly and administration. This change went into effect in the Fall 2018 Course Catalog. Additionally, in the Spring of 2018, all the NURS course syllabi were presented to the Curriculum Committee to add a clause - The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites – to all courses. Slight changes were also made to a couple of course descriptions and course titles. Course outlines were all updated and are current in the SMSU website.

SMSU Department of Nursing Preceptor Handbook:
The Department of Nursing Preceptor Handbook is a means to assure distribution of current and applicable RN to BSN Program information for nurse preceptors. The handbook is updated approximately every fall to be used for the following Spring NURS 450 course. The handbook is utilized to orient and provide training to preceptors/preceptor site administrators to the NURS 450 course along with: Preceptor Qualifications and Roles, Strategies for Effective Learning, Barriers to Learning, NURS 410 Public/Community Health Clinical Experience Seminar Course Description and Student Learning Objectives (course taken the semester prior to the practicum experience in the spring), NURS 450 Public/Community Health Clinical Experience Course Description and Student Learning Objectives, Student Learning Agreements, Preceptor Schedule Forms, Preceptor Feedback of Student Performance, Preceptor and Site Evaluation, Nurse Preceptor Survey, and SMSU Policy Internships. Copies of the handbook are shared with the preceptors via email. The Director of Nursing has reviewed the handbook and made appropriate revisions for use in the NURS 410 course during the Fall 2016 semester and Fall 2017 semesters, following faculty input. Starting in 2018, the NURS 450 is being offered twice a year. So the handbook was updated Spring of 2018 and again Summer of 2019 using faculty input for adaptations.

SMSU Department of Nursing/RN to BSN website
The Department of Nursing/RN to BSN website is a means to assure distribution of current and applicable Nursing Program information for current and prospective nursing students as well as other communities of interest. The website has been completely reviewed on a semi-annual basis. Changes have been made to keep current faculty posted, changes in the SMSU Department of

Nursing Student Handbook, course descriptions, accreditation status, application periods, and news related to the RN to BSN Program. A complete review was done the fall of 2016 and again on the Fall of 2017. The website format has been changed during the 2017-2018 academic year. Thus, a review of the entire website was then completed at the end of the Spring 18 semester and again at the end of the Spring 19 semester and during the Summer 19 semester. The Director of Nursing is responsible for reviewing the website and enacting the appropriate updates, additions, and changes with the assistance of Office Administrative Assistant.

SMSU RN to BSN Program brochure
The RN to BSN Program brochure is a means to assure distribution of current and applicable Nursing Program information for prospective nursing students. The brochure was updated in October, 2014 to reflect the new Director of Nursing and changes in the course catalog. New brochures were created in July, 2015 to reflect the accreditation status of the RN to BSN Program and again the spring of 2016 to reflect the RN to BSN course catalog changes. A new brochure was again created the spring of 2018 to reflect changes in course catalog and new CCNE contact information and in the summer of 2019 to reflect updates in admission requirements. The Director of Nursing continues to review brochures for needed revisions.

Faculty Outcomes:
Measureable faculty outcomes were created during the 2018/19 academic year, while being integrated into the PASL. Faculty professional development plans and reports are/will be used to evaluate faculty outcomes for fulltime faculty. Annual reports are now evaluated at the completion of an academic year for adjunct faculty. Team meeting minutes are used to evaluate adjunct/faculty service related to participation in Department of Nursing Team Meetings. Team participation rate was 90%. Current evidence reveals all faculty and adjuncts met faculty outcomes in the academic year 2018/19.

Updated 5-31-19