



College of Business, Education, and Professional Studies

Dr. Raphael Onyeaghala, Dean, *ad interim*

Annual Report 2012-2013

Reports Authored By:

Dr. Raphael Onyeaghala, Dean, *ad interim*

Dr. Will Thomas, Chair of Accounting

Dr. Gerry Toland, Chair of Agriculture and Applied Economics

Dr. Michael Cheng, Chair of Culinology and Hospitality

Dr. Rhonda Bonnstetter, Chair of Education

George Seldat, Chair of Finance

Kathy Schaefer, Chair of Management

Dr. Michael Rich, Chair of Marketing

Dr. David Sturrock, Chair of Political Science

Our Mission

The College of Business, Education and Professional Studies (BEPS) is guided by the mission and vision of Southwest Minnesota State University (SMSU) which is to prepare students to meet the complex challenges of this century as engaged citizens in their local and global communities. The College promotes “Southwest Experience” through strong academic programs.

Structure

The College is comprised three schools: Business & Public Affairs, Education and Graduate. Other units of the college are: Distance Learning and Small Business Development Center. The school of Business and Public Affairs houses the following Departments: Accounting, Agribusiness Management and Economics, Culinology, Education, Hospitality, Finance, Management, Marketing, and Political Science. The School of Education houses the Department of Education. The School of Graduate Studies is comprised of the following programs: the Master of Business Administration (MBA) and Graduate Education.

Our Majors

There are several majors and minors offered within the schools in the college. Eight majors are offered within the School of Business & Public Affairs. Degrees are offered at the A.S., B.S., B.A.S., and at MBA levels on campus and through web-based methods and/or online. Programs within the school include: Accounting, Agribusiness Management, Culinology®, Finance, Hospitality, Marketing, Management and Political Science. The department also offers minors and associate degrees in several disciplines. The Master of Business Administration (MBA) has three concentrations: General Management, Leadership and Marketing.

The School of Education offers four undergraduate majors and several licensure programs. The school also offers masters programs in Education and Special Education. The undergraduate degrees are offered in the following areas: Early Childhood (on and off-campus), K-6 Elementary Education, Physical Education, Adult Education Credentialing and Secondary Education. The School of Education also houses the Office of Placement and Licensure.

BEPS College Leadership

Deans' Office:

Dr. Raphael Onyeaghala, Interim Dean
Ms. Deb Mitlyng, Assistant to the Deans
Ms. Marcia Beukelman, Accounting Manager
Ms. Kris Henspeter, Administrative Assistant

School of Business & Public Affairs (Department Chairs):

Ms. Linda Baun, Administrative Assistant
Dr. Will Thomas - Accounting
Dr. Gerald Toland - Agribusiness management/Economics
Dr. Michael Cheng - Culinology and Hospitality
Mr. George Seldat – Finance
Ms. Kathy Schaefer – Management
Dr. Michael Rich – Marketing
Dr. David Sturrock – Political Science

School of Education

Ms. Carol Bossuyt, Administrative Assistant
Dr. Rhonda Bonnstetter, Department Chair
Ms. Sheryl Kaiser, Director of Placement and Licensure

School of Graduate Studies:

Ms. Cori Ann Dahlager, Director
Dr. Debbie VanOverbeke, Director of Graduate Education
Dr. Matthew Walker, Director of MBA

Distance Learning:

Ms. Betty Roers, Director
Dr. Lori Wynia, Coordinator

Small Business Development Center – Regional Office

Ms. Liz Struwe, Director
Ms. Pat Pardell, Program Coordinator

Accomplishments:

The reports from various departments in the college provide appreciation of the extent and depth of accomplishments by faculty in the three departments. The goal of the College is to continue to build upon the successes of the previous year and to continue to provide students with quality education that prepares them for the challenges of the 21st century. While the College intends to maintain our standard of academic offerings, it will also pursue new cost-effective innovative ways of doing things in higher education that would attract students.

The departmental reports follow.

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Southwest Minnesota State University
Department of Accounting
Annual Report for the 2012/2013 Academic Year

**Section I - Brief Description and History of SMSU's Accounting
Department**

The primary objective of the Accounting Program is to fully prepare students for the full range of responsibilities which professional accountants are expected to assume. A high level of technical knowledge and a profound awareness of the context and consequences of professional decision-making are required to fulfill this objective.

On 1 July 2012, the Department of Business and Public Affairs at SMSU was reformed into the new School of Business and the Accounting Department was formed. The new department includes the three faculty members who teach in the Accounting Program along with our colleague in Business Law. The members of the department are:

Prof. Glenn Bayerkohler. Prof. Bayerkohler is a long-time member of the Accounting faculty. His primary teaching areas include financial reporting, income tax, and governmental accounting.

Prof. Mark Goodenow. Prof. Goodenow has taught a range of Business Law courses at SMSU for 25 years. Business Law every major in the School of Business as a major requirement and with upper-level electives.

Prof. David Patterson. Dr. Patterson, in his 9th year at SMSU, teaches financial reporting as well as cost accounting and information systems. He also teaches the MBA course Accounting for Managers.

Prof. Will Thomas. Prof. Thomas teaches auditing and the Capstone course in addition to accounting principles. This year he began a 3-year appointment as faculty co-chair of the Liberal Education Committee, which gives him 50% reassign time. He also serves as department chair.

Section II – Current Year’s Activities

Teaching and Learning: During this academic year, Dr. Patterson experimented with a novel approach to assessing student learning. In addition to using an online homework manager, he required each student to write a learning memorandum for each chapter of study. In this document, the student was to describe what he or she had learned from that part of the course. Students had the course syllabus and learning objectives. They also had objectives for each chapter. For this assignment, however, they were not told what to include in their learning. Each student, therefore, constructed an essay for each chapter to describe his or her own experience. Dr. Patterson invested a considerable amount of time to read and carefully evaluate each and every one of these memos throughout the semester. Each student also prepared a summary memo at the conclusion of the course to describe all of their learning through the semester.

This ongoing assignment allowed Dr. Patterson to assess what students were learning and what they struggled with. He used this information to adjust what he did during class sessions to improve students’ ability to learn the material.

Prof. Thomas supervised 12 research projects Accounting students presented during the 2012 Undergraduate Research Conference. Another 13 Accounting projects were presented at the end of the spring semester along with 5 research projects presented by students in his Contemporary Issues Seminar. In each case, the student explored an unsettled issue, either in Accounting or in education policy, then conducted research into the issues and presented an argument to support the student’s choice of the best alternative for resolving the issue.

In addition to teaching Accounting courses, Prof. Thomas also taught one section of IDST 400, Contemporary Issues Seminar, entitled “Education for All?” This was both one expectation of the LEC co-chair and a commitment by the Accounting Department to support SMSU’s Liberal Education Program.

Scholarly and Creative Activity: Students identified and examined a broad range of research topics in the Capstone course and in Prof. Thomas’ IDST 400 course. Students explored a broad range of topics in the two courses. Students examined the Earned Income Tax Credit as a more effective support for low-income Americans than other tax benefits, the broad thrust of efforts to reform the US tax code and how the Affordable Care Act is likely to affect small businesses. Students considered the best way to account for virtual goods, the appropriateness of taxing clothing sales in Minnesota, how airline mergers affect passengers and whether it is good or bad for the NBA to sell ad space on

players' jerseys. Other students examined the potential advantages of year-round school schedules, the role of physical education in schools, the overall quality of education in the US and how best to compensate teachers. To complete these projects, students employed their skills in Accounting, critical thinking, creative thinking, written communication and information literacy.

Professional Development: Prof. Goodenow, Prof. Bayerkohler and Prof. Patterson all participated in the necessary continuing education programs to maintain their current professional certifications.

Service to Students: Prof. Patterson served as advisor to the Accounting Club. During the year, the Club participated in the Club and Activity Fair, Move-in Day and other campus events, frequently giving out cotton candy to other participants. Profs. Patterson and Thomas accompanied a group of students to the Accounting and Auditing Student Conference in September; participants were able to meet and talk with approximately 60 potential employers and improve their interview skills at the same time. The Accounting Club met 7 times and hosted 6 speakers.

All four members of the department participated in visit days and registration events. All served as academic advisor and worked closely with students to help them complete their degree programs in a timely manner.

Service to the University: Members of the department take seriously the faculty's role in overseeing curriculum and in ensuring that all aspects of the University experience are properly managed. Prof. Goodenow served on the Curriculum Committee this year. Prof. Patterson served on the SMSUFA Executive Committee, the Faculty Technology Committee, the Graduate Council, the University Technology Advisory Committee and the IFO Technology Committee, a statewide appointment. Prof. Thomas chaired the Liberal Education Committee. As a consequence, he also served on the Steering Committee for reaccreditation, chaired the Criterion 3 subcommittee of the Steering Committee and met on a regular basis with the Assessment Coordinator, Prof. Betsy Desy, and the Chair of the Steering Committee, Prof. Lori Baker.

Services to the Community at Large: Prof. Goodenow continued during this year to serve as County Commissioner. He is also a long-time member of the board of the Marshall-Lyon County Library. Prof. Bayerkohler was elected to the Marshall City Council in November and continues to volunteer in a variety of roles through his church. Prof. Thomas also serves on the Marshall-Lyon County Library Board and was elected President of the board in January; in addition, he is a volunteer tutor for adult learners, particularly in math. Prof. Patterson serves as Treasurer for Literacy Volunteers of Southwest Minnesota, a local non-profit dedicated to the proposition that literacy changes

lives. He also serves on the Business Advisory Boards for Normandale Community College, Hennepin Technical and South Central Community College.

Assessment: Since adopting program goals and student learning objectives (attached) in 2012, faculty members in the Program have been developing program-level assessment that will allow us to evaluate student learning in the program and identify the changes that might be necessary to improve student learning. Although it is still under development, the program-level assessment will include two significant components that will be new to the Program.

Senior Exam: Beginning in the 2013-14 academic year, students in the Accounting Capstone course will be required to register for and to take the same senior-level exam already used by other majors within the School of Business. Use of a nationally-normed exam will allow us to assess how well SMSU Accounting majors have learned accounting concepts and skills, and the skills and concepts in other business disciplines, in comparison with their peers nationwide. Over time, this will provide data we can use to improve the design and implementation of our courses.

Student Learning Portfolio: Beginning with the 2014-15 academic year, graduating students will be required to submit for formal review a portfolio of their work that will demonstrate fulfillment of the Program's Goals. Students will be informed of the portfolio requirement beginning in the fall semester 2013 so that they will be better prepared when it is time for them to finalize and submit the portfolio. As is true of portfolio requirements in general, this will emphasize to students that they are responsible for their own learning and improve their awareness of the Program's Goals.

As faculty members, it will be our responsibility to make clear connections between the work students are required to complete within our courses and the Program's overall learning goals. Cost Accounting, Accounting Information Systems, Auditing and the Capstone course will provide the primary assignment material students will be likely to include in their portfolios. As students progress through their junior- and senior-level courses, they will be aware of the portfolio requirement and of how their major assignments relate to the Program goals.

In the Capstone course, students will, along with other requirements: select the work products they will include in their portfolios; revise them and update as required; and submit the portfolio as part of the course requirements for the course. In addition, program faculty who do not teach the Capstone course will review a random selection of portfolios for satisfaction of Program Goals.

Using both the results of the senior exam and the portfolio review, Program faculty members will be in a strong position to evaluate the areas in which students are achieving

the Goals and where they are falling short. With that information, the Program will be able to modify course and program requirements to improve student learning.

Section III – Five Year Plan

The Accounting Program is currently developing a five-year plan as part of our ongoing program review process.

Assessment Plan for Accounting Program

Students who successfully complete the Accounting Program will develop the ability to:

Goal 1: Apply professional standards and other relevant accounting methods.

Learning Objectives:

1. Students will select, perform and evaluate calculations and will prepare analyses in the areas of:
 - a. Financial and management accounting;
 - b. Financial statement preparation and analysis;
 - c. Internal controls;
 - d. Taxation; and
 - e. Auditing.
2. Students will support their analyses with appropriate references to professional standards, generally accepted accounting principles and other relevant professional guidelines.
3. Students will develop the research skills necessary to read and apply professional standards, such as Statements of Financial Accounting Standards, Statements of Auditing Standards and International Financial Reporting Standards, to a variety of accounting issues.

Goal 2: Communicate effectively.

Learning Objectives:

1. Students will present their work effectively in written and oral forms in a variety of settings.
2. Students will use digital forms of communication effectively.

Goal 3: Think critically about issues within the field of accounting.

Learning Objectives:

1. Students will identify and evaluate arguments for and against a recommended course of action, taking into consideration all perspectives and viewpoints.
2. Students will develop the skills necessary to analyze and solve complex accounting problems.

Goal 4: Exercise ethical judgment and be responsible professionals.

Learning Objectives:

1. Students will understand and be able to apply professional codes of ethics.
2. Students will recognize ethical issues in accounting practice and respond appropriately.

	Int. I	Int. II	Cost	AIS	Tax	Audit	Advanced	Capstone
1.1 Accounting	3	3	3	3	3	3	3	2
1.2 Know Standards	2	2				2		2
1.3 Apply Standards			2	2	2	3		3
2.1 Communicate			2			2		3
3.1 Recommendations				2		3		3
3.2 Problem Solving	3	3	3	3	3	2	3	2
4.1 Codes of Ethics						2		2
4.2 Ethical issues						2		2

1 = Introduce or touch on

2 = Reinforce

3 = Significant
emphasis

**2012 -2013 Annual Report for the
Southwest Minnesota State University (SMSU)
Department of Agribusiness Management and Economics**

Prepared by

Dr. Gerald D. Toland, Jr.

Dr. Stephen Davis

Dr. Sangnyeol Jung

Dr. Raphael Onyeaghala

Submitted to the

SMSU Dean's Office

College of Business, Education and Professional Studies (BEPS)

July 31, 2013

Introduction

In this 2012-2013 Annual Report, SMSU's Agribusiness Management and Economics (AGBU-ECON) Department initially offers a review of our history, mission statement and program goals. Section I of our report also describes the current status of our faculty and staff.

The existing structure of our AGBU-ECON department is about to change in AY 2014. We will become the Department of Agriculture and Applied Economics. This report introduces the next steps in our development. On July 1, 2013, our department officially became part of SMSU's new School of Agriculture and Food.

Our report highlights how we are using assessment to improve our overall approach to AGBU-ECON educational programs both on- and off-campus. Departmental financial resources and budgets are also discussed.

Section II of the report addresses our current year's activities. Among the areas of accomplishment are teaching/learning, scholarly/creative activities, professional development, and service to our students, university and community at large. The current progress of implementing our assessment plan is also discussed.

Section III of the report addresses how we will use our current self-study and upcoming program review to create and carry-out a five-year plan for our department.

Section I - Description and History of SMSU's Department of Agribusiness Management (AGBU) and Economics (ECON)

SMSU's AGBU and ECON Programs were formally organized into a single autonomous department during the 2012-2013 Academic Year (AY13). The AGBU-ECON Department in AY13 was a member of SMSU's School of Business and Public Affairs (BPA).

The BPA School falls within SMSU's College of Business, Education and Professional Studies (BEPS). Administratively, SMSU has two colleges: BEPS and the College of Arts, Letters and Sciences (ALS).

Prior to AY13, AGBU and ECON were sub-programs within a much larger Department of Business and Public Affairs for approximately ten academic years. In the 2012-2013 Academic Year, we became the Department of Agribusiness Management and Economics. Further change is on the way. As of July 1, 2013, we are the Department of Agriculture and Applied Economics.

At the current time, all of SMSU's full-time AGBU-ECON faculty have terminal degrees in Agricultural Economics. The efficient use of appropriate credentials and the application of pure common sense are obvious reasons to offer both the AGBU and ECON programs within the same faculty department.

More detailed perspective on SMSU's AGBU-ECON Department emerges when we examine the separate histories of the agribusiness management and economics programs.

Additional Background on the AGBU Program. The origins of SMSU's Agribusiness Management Program can be traced back to when the Minnesota legislature originally authorized the founding of the university in 1963. When SMSU first began to offer degree programs in 1967, it was known as Southwest Minnesota State College (SMSC).

SMSC's mission was to offer university-level programs in liberal arts, technical and professional programs. SMSC was expected to pursue nine goals to fulfill its state-approved mission. Goal #7 specifically stated that SMSU will "*place particular emphasis on course-work, service and research in rural studies, rural education and agribusiness.*"¹

Because agribusiness was emphasized as part of the university's initial goals and mission, SMSU has been offering BS and AS Degree programs, and also a minor, in AGBU for over 30 years.

Why highlight agribusiness management? The answer is simple. SMSU is located in Marshall, MN. The entire region that surrounds SMSU and

¹ *Southwest State University: 1989-1991 Catalog - Direction for your Future*, SSU Vice President for Academic Affairs, March 1989.

Marshall is predominantly rural; and the agricultural economy largely governs the landscape.

In addition, the Minnesota (MN) Legislature established SMSU as a “regional” university that serves higher education needs in the southwest corner of the state. SMSU has a formally designated 19-county MN service region.² A momentary geographic scan of this 19-county Southwest-MN area easily demonstrates that SMSU serves a principally rural population where farming is an economic linchpin. The usefulness of a university agribusiness management program in this region is readily apparent.

Additional Background on the ECON Program. Part of SMSU’s original mission is to offer degree programs in liberal arts and professional studies. Economics is a social science that has important applications within a broad-based liberal arts education. Economics is also a field of study that has relevance for students seeking a well-rounded professional degree (e.g., Accounting, Business Administration, Education, Marketing, etc.).

Historically at SMSU, the primary academic role for the Economics Program has been to supply service courses for majors and minors in other related disciplines. Economics has also provided courses that students can choose to partially fulfill the social science requirement within SMSU’s Liberal Education Program (LEP).

Economics courses are taught year-round (including summers), and they are offered at different times of the day, as well as online. The service component of the Economics program is managed fairly well. This is the historical tradition of the program.

In a similar fashion, when SMSU introduced an MBA program on campus in the year 2000, the AGBU-ECON faculty adjusted their course schedules to offer a graduate-level managerial economics course at night to help graduate students finish their degrees.

In 2006, SMSU began to offer a Minor in Economics for the first time. Enrollments in the Economics minor have been relatively small; there have been considerable challenges associated in recruiting students to take the

² *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.

necessary upper-division courses that are integral to complete an Economics Minor. SMSU does not have a major in Economics.

Upcoming Structural Changes for AGBU and ECON Programs at SMSU. On July 1, 2013, SMSU establishes a new **School of Agriculture and Food (SAF)**. The SAF will be a part of SMSU's College of Business, Education and Professional Studies.

As part of this structural realignment, the Agribusiness Management and Economics Programs will become part of the **Department of Agriculture and Applied Economics (AAE)**. The AAE Department will also be the home for SMSU's Agronomy Program, Agricultural Solutions Program, and its Applied Agriculture Program. There are exciting possibilities for cooperation among these related programs within the new AAE Department and SAF School.

Mission and Goals for the SMSU AGBU-ECON Department. In Fall Semester 2012, SMSU's Agribusiness Management faculty completed the initial framework for our official program assessment plan and submitted a report to SMSU's Committee on Institutional Assessment to document our progress.³ Our official assessment plan includes program goals, student learning outcomes, program assessment of student-learning (PASL) matrix and a curriculum map to demonstrate the connections among our goals and curriculum requirements. An organizational chart that displays the administrative relationships of the new SAF and AAE is placed in Appendix A of this report.

As part of the assessment process, we also developed a mission statement for our AGBU-ECON_Department.

Below are:

- a) Our AGBU-ECON Department Mission Statement.

³ *Report on the SMSU Agribusiness Management Program Assessment Plan.* Drs. Stephen Davis, Sangnyeol Jung and Gerald Toland. SMSU Assessment Mini-Grant Program, Funding Cycle Ending June 30, 2012. Submitted September 4, 2012.

- b) An abbreviated version of our AGBU program goals (excluding our Student Learning Outcomes). Note: The complete version of our AME Program Goals and Student Learning Outcomes (SLO's) is placed in Appendix B.⁴

Mission Statement for the SMSU AGBU-ECON Department

The Department of Agribusiness Management and Economics (AME) at Southwest Minnesota State University (SMSU) seeks to develop broad-minded and socially-responsible students. We provide a balanced educational program that challenges our students to be effective learners and leaders. As part of their comprehensive education at SMSU, AME programs create academic and practical experiences designed to produce SMSU graduates who are competent analysts, effective communicators, critical thinkers and ethical decision-makers. We prepare our students to exercise cooperative leadership and make positive contributions to the agricultural economy. Our overarching goal is to help our students become citizens and professionals who properly manage scarce societal resources to benefit both our local community and the greater global economy.

Six SMSU Agribusiness Management (AGBU) Program Goals

Goal 1. (*Analytical Skills*). To develop analytical skills relevant to agribusiness management.

Goal 2. (*Ethics*). To develop an understanding of ethical, socially responsible, and sustainable behavior.

Goal 3. (*Leadership & Management*). To develop effective leadership and management skills.

Goal 4. (*Information Literacy & Communication*). To effectively evaluate and communicate agribusiness information.

Goal 5. (*Expanding Perspectives*). To improve students' understanding and appreciation of broader issues relevant to agribusiness.

⁴ *SMSU Agribusiness Management Program Goals and Student Learning Outcomes (SLO's)*. Drs. Stephen Davis, Sangnyeol Jung and Gerald Toland. September 4, 2012. See Appendix B.

Goal 6. (Critical Thinking). To develop critical thinking and problem solving skills.

Current Structure: Faculty and Staff in the SMSU AGBU-ECON Department in 2012-2013. In AY 2013, the AGBU-ECON Department is comprised of four full-time faculty who have terminal degrees in agricultural economics from accredited institutions:

Dr. Stephen Davis

Ph.D., Agricultural and Applied Economics
College of Agricultural and Environmental Sciences, University of Georgia
M.S., Agricultural Economics, Department of Resource Economics and Policy
University of Maine, Orono, Maine
B.S., Business Administration, Concentration in Accounting,
University of Southern Maine, Lewiston, Maine

Dr. Sangnyeol Jung

Ph.D., Agricultural Economics
Texas Tech University, Lubbock, Texas
M.S., Agricultural Economics
West Virginia University, Morgantown, West Virginia
B.A. Kyungpook National University, Daegu, Korea

Dr. Raphael Onyeaghala (on full Administrative Leave, Interim Dean)

Ph.D., Agricultural Economics
University of Illinois, Urbana-Champaign, Illinois
M.S., Agricultural Economics
University of London, Wye College, Agricultural Economics
B.S., Agriculture, Concentration in Agricultural Economics
University of Maiduguri, Nigeria

Dr. Gerald Toland, Jr. (Department Chair)

Ph.D., Agricultural Economics
Michigan State University, East Lansing, Michigan
M.S., Agricultural Economics
Michigan State University, East Lansing, Michigan
B.S., Environmental Resource Management
Pennsylvania State University, University Park, Pennsylvania

All four of the above full-time faculty are tenured at SMSU. In addition to the colleagues listed above, we also have two SMSU faculty (not officially members of the AGBU-ECON Department) who regularly offer courses within the AGBU curriculum:

Dr. Mark Goodenow (full-time; biennially teaches AGBU 350: Agricultural and Environmental Law)

J.D., Drake University Law School, Des Moines, Iowa

M.B.A., Drake University, Des Moines, Iowa

B.S., Morningside College, Sioux City, Iowa

Lori VanOverbeke (adjunct; teaches AGBU 210: Introduction to Cooperatives)

M.B.A., Southwest Minnesota State University, Marshall, MN

B.S., Southwest Minnesota State University, Marshall, MN

The AGBU-ECON Department was also supported by one full-time administrative assistant/office manager, Ms. Linda Baun, who is on 92% contract. The department was also supported by student workers (work study).

Structural Changes and Future Outlook for AGBU-ECON Faculty.

Changes in status for AGBU-ECON faculty during the academic year include the following:

1. Dr. Sangnyeol Jung successfully applied for a one-semester sabbatical, to occur during Spring Semester 2014.
2. Dr. Stephen Davis successfully applied for promotion to full professor, to take effect in Fall Semester 2013.
3. Dr. Raphael Onyeaghala continued on an administrative leave from the AGBU-ECON Department, to serve as the Interim Dean of the College of Business, Education and Professional Studies. Dr. Onyeaghala began his administrative leave in July 2011.
4. Dr. Gerald Toland was elected to serve a three-year term as chair of the newly-formed AGBU-ECON Department, beginning in Fall Semester 2012.

As indicated earlier, the Agribusiness Management and Economics Programs will become part of the ***Department of Agriculture and Applied***

Economics (AAE) on July 1, 2013. The AAE Department will be a part of SMSU's newly-established School of Agriculture and Food (SAF). The SAF also comprises a second multi-program department, known as the *Department of Applied Food Sciences* (AFS). The AFS Department is comprised of SMSU's unique Culinology® Program, as well as its Hospitality Management Program.

Departmental Budget and the PAS Analysis. The everyday work of the AGBU-ECON department involves basic expenses for photocopying (tests and assignments), printer ink, US Mail service, telephone service, and office supplies. Occasionally, some local travel expenses associated with the department business arise. The annual operating budget for the Economics Program is \$1,000, and the annual Agribusiness Management budget is \$1,500. The combined annual \$2,500 funding level has generally been adequate to meet the operating expenses of the department and program.

Another way to consider the financial resources associated with the revenues and expenses of the AGBU program is to examine the balance of tuition and direct costs when we offer AGBU and ECON courses during the academic year. One technique for systematically considering the inflow of tuition dollars and the outgo of expenses for faculty time is known as the Program Analysis System, the PAS.

SMSU's separately used the PAS approach to track tuition revenues and typical faculty load expenses for AGBU and ECON courses offered during Fall 2011 and Spring 2012 economics. The results of these financial comparisons can be directly reviewed in Appendix C of this annual report. The PAS analysis indicates that if the courses offered by a program are to "break-even" or actually create a cash surplus, then the number of students in a section of ECON or AGBU courses must be 21 or more.

Approximately 88.9% of the 18 economics courses and 71.4% of the seven AGBU courses generated more tuition dollars than expenses. Overall tallies for both the ECON and AGBU courses generated a "positive net cash flow" across all courses offered by these programs. The cases where course enrollments were lower than the break-even enrollment were more than offset by the course that generated more tuition than expenses.

If we can use the PAS system as a baseline, then from a financial standpoint, the entire set of ECON and AGBU courses (considered together) were making a net contribution in support of programs and resources at SMSU in the 2012 Academic Year. If enrollments in AGBU and ECON continue to expand over

the next few years, and keep pace with expenses, then the financial resource impact of these two programs are likely to remain in the “plus column.”

Changes in Physical and Technological Resources. During AY 2013, each of the full-time faculty in the AGBU-ECON department had their own separate offices. An adjunct faculty member had temporary access to a currently un-used office space. The offices all have land-line telephones, basic office furniture (desks, chairs, etc.) and cabinets for paper files.

The AGBU-ECON offices were in relatively close proximity, but were not all adjacent. The initiation of a new School of Agriculture and Food at SMSU will result in a reassignment of office space. In AY 2014, the AAE Department will be located on the second floor of SMSU’s Individualized Learning (IL) Building. The new IL offices are a highly visible location on campus. This new office space is an opportunity for the AGBU and ECON faculty and programs to have a “one-stop-shop” location. We will be in a stronger position to recruit and retain new majors into our programs.

With respect to technology, all SMSU faculty are allocated a university-owned computer to be used as part of their office equipment. These computers are replaced on a 3-year cycle. The AGBU-ECON faculty definitely benefit from this program. In addition, in Fall 2012, SMSU upgraded its entire office phone system. This new land-line system allows for video-ID between offices, and phone messages are integrated into the office computer software systems. An SMSU faculty member can hear a phone message at remote location, if email service is available. Finally, SMSU does have a limited budget available for unique software acquisitions, and AGBU-ECON faculty can compete for funds to place advanced software on their office computers.

Section II - Activities and Accomplishments of SMSU’s AGBU-ECON Department in 2012-2013 (AY 2013)

Article 22 of the IFO/MNSCU Agreement identifies five areas for faculty evaluation: 1) Teaching/ Learning, 2) Creative/Scholarly Work, 3) Professional Development, 4) Student Development and 5) University/Community Service. These five criteria provide a rational means to categorize some of the AGBU-ECON Department’s activities and accomplishments in AY 2013. In addition, a report on the SMSU AGBU-

ECON Department in AY 2013 would not be complete without an update on the development and implementation of our Program Assessment Plan.

A. Teaching and Learning (Undergraduate and Graduate)

Below is a list of some of the more important Teaching/Leaning achievements of the SMSU AGBU-ECON Department Faculty during AY 2013:

- In Fall Semester 2012, we began offering a revised Agribusiness Management Major that has the following components:

SMSU’s BS in AGBU Major, as of Fall Semester 2012:

<u>Requirement</u>	<u>Credits</u>
AGBU Major -----	55 - 56
LEP -----	42
LEP 400 - Contemporary Issues Seminar -----	3
Additional Upper-Division Credits -----	10
<u>Open General Electives -----</u>	<u>9 - 10</u>
Total Credits -----	120

- **Distance Learning.** Distance learning includes all programs and course-delivery methods that help students advance their college education without necessarily be physically-present on the SMSU Campus. How have the AGBU-ECON faculty become part of SMSU’s efforts to provide distance learning? To answer this question efficiently, examine the bullet-point lists of distance-learning courses/programs that AGBU faculty have facilitated and/or produced for SMSU in AY 2013:

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

- **ECON 202** - Principles of Macroeconomics - Asynchronous Online - Offered Fall, Spring and Summer
- **ECON 380** - Public Finance - Asynchronous Online - Offered Alternating Fall Semesters (even # years)
- **ECON 470** - International Business and Economics - Asynchronous Online - Offered in Summer Session 2012 and 2013

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 at the following MN high schools
 - Lakeview High School - Cottonwood, MN

- Wabasso High School - Wabasso, MN
- Windom High School - Windom, MN
- **ECON 202** - Principles of Macroeconomics - College Now Offering - with approved supervision at the following MN high school:
 - Dassel-Cokato High School - Dassel, MN
 - Hutchinson High School - Hutchinson, MN
 - Jefferson High School - Alexandria, MN
 - Sleepy Eye High School - Sleepy Eye, MN
 - Walker/Hackensack/Akeley(WHA) High School - Walker, MN

Off-Campus MBA Cohort Programs

- **MBA 684** - Managerial Economics - Hybrid Online - for off-campus MBA Cohorts - Spring Semester 2013

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

There is a growing interest SMSU's College Now program, and it is reasonable to expect that additional MN high schools will seek out college-level economics courses as part of a comprehensive concurrent enrollment program. In addition, our MBA cohort program continues to attract new graduate students who are upwardly mobile but cannot physically attend class on campus.

- **Cooperative Scheduling.** The AGBU-ECON Department worked alongside other SMSU departments in AY 2013 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 (for example, offer AGBU 210 Cooperatives once-per-year during Fall Semester, and ECON 328 Money and Banking in the Spring Semester).
 - 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.

- **Curriculum Development**

- The AGBU-ECON Department actively participated in SMSU's presidential task force to create a new School of Agriculture and Food, and develop two new multi-disciplinary majors: a BS in Agricultural Solutions and a BAS in Agriculture.
- The AGBU-ECON Department helped explore opportunities to work cooperatively with SMSU's Education Department and the University of Minnesota's Agricultural Education faculty to create a new 2+2 program; students would earn an AS Degree at SMSU, and then transfer to the University of MN to complete the degree.

B. Scholarly and Creative Activity

SMSU is located in the upper Midwest US, where corn and soybean production are large contributors to the regional agricultural economy. These crops are also very closely tied to the private and public investments being made in renewable energy and food safety for the US economy.

The SMSU AGBU-ECON faculty have directed an increased amount of our scholarly activities towards providing our region with additional economic perspectives on renewable energy and food safety.

Below are papers offered at national and international conferences that provide an indication of the direction that SMSU's AGBU-ECON faculty have taken during the past few years:

Jung, S. Economic Role of Corn Production and Marketing Systems in the Midwest U.S. Paper accepted at the **2012 Western Agricultural Economics Association Meetings**.

Sangnyeol Jung Stephen Davis. Co-integration in Markets for Yellow Grease and Soybean Oil. **2011 AAEA & NAREA Joint Annual Meeting**, Pittsburgh, Pennsylvania. July 24-26, 2011.

Raphael Onyeaghala, William Nganje, Paul F. Skilton, Helen Jensen.

Traceability in Food Systems: An Economic Analysis of LGMA and the 2006 Spinach Outbreak". Presented at the **Agricultural Economics Society's 85th Annual Conference held at the University of Warwick, England**, April 18 - 20, 2011.

Raphael Onyeaghala, Gerald D. Toland, Jr. and William Njanje. An Analysis of Expanding Renewable Energy Markets in Minnesota: Implications for Rural Economic Development. **Agricultural Economics Society of Ireland Annual Conference**. Dublin, Ireland. October 14, 2010.

C. 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 AGBU-ECON faculty make it a point to be active participants in these professional development programs every semester.

All of our full-time faculty are members of the AAEA (Agricultural and Applied Economics Association) and similar professional associations that provide opportunities for our faculty to maintain their connections with the most recent advances within the agribusiness and economics disciplines.

Evidence of additional professional development for SMSUs' AGBU-ECON Faculty includes:

- 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 (2011-13)
- Guest Lecturer for an Interdisciplinary Course, IDST400 (Sustainability of Our Food System) (2012, 2013)
- Luoma Leadership Academy, successful completion of all program requirements

- Leading By Example Executive Summit, Organized by Southwest Initiative Foundation (SWIF), at MinnWest Technology Campus, Willmar, MN.

D. Service to Students

What are some ways that SMSU AGBU-ECON faculty demonstrated their focus on student development in AY 2013? Examples include:

- Cooperated with SMSU's Athletic Department to sponsor an FFA State-level knowledge-bowl competition during the Fall Semester 2012 SMSU AG-Bowl.
- AGBU-ECON faculty served as advisors to the SMSU Student AG Club and Post-Secondary Agricultural Students (PAS) Club, and SMSU Ag-Bowl FFA Competition
- AGBU-ECON faculty served as advisors to the SMSU Newman Club and Tae Kwon Do Club
- AGBU-ECON faculty actively participate in the April, June, July and August Registration Days for new SMSU students
- AGBU-ECON faculty actively participate in *"Mustang Days"*, *"A Day at SMSU"*, the *"Spring Semester Getaway"* and all other recruiting events that help attract new students to SMSU.
- AGBU-ECON faculty are present at the Spring Commencement ceremonies for students graduating from SMSU

E. Service to the University

SMSU AGBU-ECON faculty have been very active in serving the University during the past year (2012-2013). We have served on a variety of committees and task forces, including those listed below.

AGBU Faculty's Committee-Work and Direct Service to Southwest Minnesota State University

- Members of SMSUFA Professional Improvement, Academic Affairs, and Executive Committees
- Member, SMSU Committee on Institutional Assessment (CIA)

- SMSUFA President, Vice President, and Inter-Faculty Organization (IFO) Board Representative
- Member, SMSU's School of Agriculture and Food Presidential Task Force
- Member, SMSU College Now Committee and College Now Supervising Professors
- Member, SMSU's MBA Graduate Program Committee
- Member, SMSU's Honors Review Board Committee, and the Cowan Award Committee
- Participants, SMSU's Mini-Grant Program for Program Assessment
- SMSU Campus Religious Center Board of Directors, President

F. Service to the Community at Large

SMSU AGBU-ECON faculty have also been energetic supporters of community and regional service during the past year (2012-2013). Our involvement in area activities include the organizations listed below.

- Steering committee member, Southwest Minnesota Clean Energy Resource Team (CERT)
- South Dakota Farmer's Union College Conference on Cooperatives
- Member, Land Stewardship Project (LSP), Montevideo, MN
- MN-West CTC Wind Energy Technology Advisory Committee member
- Chair of the Stewardship Board for Good Shepherd Lutheran Church in Marshall
- Program Director, Marshall Sunrise Rotary Club
- Member, IFO Statewide Executive Committee
- Member, IFO Statewide Budget Advisory Committee, and IFO Treasurer Committee
- SMSU Annual Farm Outlook Seminar participants
- Presenters for SMSU's Senior College, and for SMSU's Sesquicentennial Commemoration of the US Civil War

G. Assessment

To help create a more effective program assessment plan, SMSU's Agribusiness Management faculty have participated in a variety of university-sponsored assessment opportunities and workshops.

In early January 2012, SMSU sponsored a faculty development day, and the Agribusiness faculty took this opportunity to identify six major goals, and associated Student Learning Outcomes (SLO's) for the agribusiness program.

The SMSU Agribusiness (AGBU) faculty submitted a CIA mini-grant proposal to further refine our goals and SLO's, and go onto develop a course map and a complete assessment plan. The AGBU mini-grant proposal was accepted on April 18, 2012. The AGBU faculty used the mini-grant funds to provide sustenance and support during a series of assessment planning meetings during Summer 2012.

The Summer 2012 AGBU program assessment meetings were held on May 23rd, June 6th, June 20th, July 3rd, and on August 22nd (during the AGBU Wednesday afternoon department meeting).

The Agribusiness Management faculty also participated in the CIA-sponsored Assessment workshop sponsored by SMSU's CIA and HLC planning committees on the morning of August 22, 2012.

During our Summer 2012 assessment meetings, SMSU's AGBU faculty reviewed and revised our program goals and SLO's, developed our assessment course matrix, examined program course syllabi for assessment evidence and created our curriculum map.

The SMSU Agribusiness Management (AGBU) Assessment Plan.

Thanks to the opportunities created by the assessment mini-grant program, the SMSU Agribusiness Management Assessment Plan is currently comprised of these elements:

- ✚ An integrated set of six Agribusiness (AGBU) Management Program Goals, and their associated Student Learning Outcomes (SLO's).
- ✚ An AGBU Plan for Assessment of Student Learning (PASL), placed into a matrix format. The plan is comprised of program goals, SLO's, courses, assessment methods, and evaluations of what has been done, and what are the next steps.
- ✚ An AGBU Curriculum Map that identifies how required and elective courses address program goals and SLO's at Introductory (I), Intermediate (I/L) and Advanced (A) levels.
- ✚ A Plan of Action for identifying the steps that the AGBU faculty are currently taking, and the additional work that the AGBU will perform. The plan of action is aimed at creating a

fully-functional program assessment plan that produces continuous improvement in student learning and program effectiveness.

G. Five Year Plan

The AGBU-ECON Department is in the midst of compiling a self-study for an upcoming program review in AY 2014. We have encouraging preliminary results that we can report.

When we compare our curriculum to competitors and other similar programs, we can say that we offer a quality mainstream degree. Students attend SMSU to be successful in the job market in a field related to their degree. Our AGBU graduates are largely experiencing those positive outcomes. Career Services data tell us that SMSU's AGBU graduates are being hired into positions that blossom into agriculture-related careers.

Can we do better? Yes, and we will. This program review has helped identify areas where improvement is achievable over the next five years. Among the areas where real progress is within reach include:

- Examining how our curriculum can provide new training and career options in food marketing, food production and food distribution, in addition to our continuing strength as a traditional mainstream agribusiness program.
- Accentuate our differential advantage as a program that places an emphasis on the economic importance of agricultural cooperatives.
- Capitalize on the genuine opportunities to increase the integrity and visibility of programs to potential students and the general public, as SMSU initiates a new School of Agriculture and Food on July 1, 2013.
- Cooperate with Minnesota's Two-Year Colleges to create 2+2 articulation agreements, and work with SMSU School of Education and the University of Minnesota to help establish additional opportunities for students to pursue a career in agricultural education.
- Work to create an Agribusiness Management Program that has stability and steady growth in enrollment, even as the national/regional agricultural economy experiences the ups and downs of the business cycle
- Explore new pathways and initiatives to increase student interest in considering SMSU's Economics Minor as part of their overall degree program.

- Follow through on our curriculum initiative to fully integrate program assessment into the minds and hearts of both AGBU students and faculty for the purposes of creating an educational environment of ongoing program improvement.
- As justified by student enrollment growth, seek the faculty resources needed to meet the needs of an expanding program.

The above bullet points are not intended to be an exhaustive list of how SMSU's AGBU-ECON 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 agribusiness management and economics at Southwest Minnesota State University.

SOUTHWEST MINNESOTA STATE UNIVERSITY

DEPARTMENT OF CULINOLOGY[®] AND HOSPITALITY MANAGEMENT

2012 – 2013 ANNUAL REPORT

I. INTRODUCTION

The Culinology and Hospitality Management programs were started in fall 2006. Culinology is a new program of study that blends culinary arts and food technology. The Hospitality Management program is a revival of the former Hotel/Restaurant Administration (HRA) program, which had been in existence from the late 1970's till 1999. The HRA program was officially renamed to Hospitality Management in 2007, in order to represent the Hospitality program's modernization as well as breadth in areas beyond hotel and restaurant administration. Both programs form the Department of Culinology and Hospitality Management, in the School of Business and Public Affairs within the College of Business, Education, and Professional Studies (BEPS). The BEPS College is one of two colleges at SMSU, with the other College being the College of Arts, Letters, and Sciences.

Mission and Objectives

The vision of the Culinology program is:

To ensure that we are the best Culinology program in the world.

The mission of the Culinology program is:

The Culinology Program at Southwest Minnesota State is the leader of Culinology education in the world. Its faculty, staff and graduates bring new levels of proficiency, innovation, and professionalism to the food industry.

The vision of the Hospitality Management program is:

To develop the next generation of leaders in the global hospitality industry

The mission of the Hospitality Management program is:

At Southwest Minnesota State University, our mission is to prepare and develop future leaders of the hospitality industry by providing students with world-class scholarship and direct access to employers from leading hospitality organizations.

Our core values are Learning, Excellence, Academic Integrity, and Hospitality.

Learning: We are inspired by the pursuit of learning; we value new knowledge, skills and competencies in the arts and sciences of hospitality.

Excellence: We strive for excellence. We promote the ethical dimension of our work. We acknowledge and reward exceptional performance and actively support all who learn in their desire to achieve.

Academic Integrity: As an institution of higher learning, we uphold the principle of academic integrity. In the execution of our mission, we demand academic rigor and defend academic freedom.

Hospitality: We are guided by the principles of the hospitality profession and demand service excellence. We recognize and respect the value of individuals, teamwork and cultural diversity, and endeavor to enhance mutual understanding, tolerance and cooperation.

CULG faculty have a minimum of a Master's degree in Business Administration or Food Science. Two full time CULG faculty members have earned Doctors of Philosophy, one in Food Science and the other in Hospitality Management. A third full time CULG faculty member is on general Leave of Absence for the 2012 – 2013 academic year. All HOSP faculty have a minimum of a Master's degree in Hospitality Management or a related field, along with extensive industry experience. The Department Chair is cross rostered in both programs.

In the 2012 – 2013 academic year, the department gained a new full time faculty member in Culinary, as a fixed term replacement for Kurt Struwe. Dr Samir Amin brings extensive industry experience in food product development as well as in-depth expertise in food science.

Adjunct faculty members for 2012 - 2013 include Lilian Armstrong, a former Schwan Food Company Director of Sensory Evaluation who taught Sensory Analysis; Darryl Holliday, former Director of Research and

Development for Cajun Kettle Cuisine who taught Food Processing; and Christopher Warsaw, Corporate Executive Chef at Bell Flavors who taught Food Science as well Research and Development Methodologies.

Faculty members in the Department have industry experience and subject matter expertise across a wide range of topics, such as food science, culinary arts, baking arts, food product development, catering, food safety, and restaurant management. Culinary is also more than just a vocational and technical degree. As a baccalaureate degree, it focuses on developing students' all-around intelligence and critical thinking skills, in addition to job-specific skills. Similarly, Hospitality Management is also more than just a 'management degree'. It encompasses the service aspect of the hospitality industry. Students in CULG and HOSP are often required to participate in various university and community events, such as the University Gala, Interactive Dinners, Advisory Board meetings, Residence Life, Culinary Skills Challenge, Big Buddies, etc. These events and experiences enabled our students to develop competence and confidence in their skills and abilities as responsible global citizens. CULG and HOSP students also worked in multiple offices and departments on campus, including campus food service, catering, living and learning communities, residence halls, admissions, and Public Safety. In addition, students from both CULG and HOSP majors assisted with catering the Theater program's Dinner Theaters, various department meetings, Wild Game Feed, Career Fairs, etc. Off campus, our students can be found working in various food and beverage preparation and retail locations in Marshall, Minn and beyond. The inherent complementary nature of the programs in all service and service-related functions at SMSU resulted in increased exposure for the department's students and faculty, as well as increased opportunity for our students to gain more hands-on experiences.

The budget for the department remained the same as the prior year. Credit hours generated by the Department totaled 1,477 credits for the 2012 – 2013 academic year, with total departmental expenses approximating \$64,500, excluding faculty salaries and benefits. The Department is supported by a shared administrative assistant that supports the School of Business and Public Affairs, as well as a graduate assistant.

II. CURRENT YEAR'S ACTIVITIES

A. Teaching and Learning

In the area of Teaching and Learning, CULG faculty attended a variety of seminars and workshops at the annual Research Chefs Association (RCA) and Institute of Food Technologists (IFT) conferences designed to

enhance knowledge of various Culinary and food science competencies. Dr Cheng also participated and won the poster competition at the 2013 RCA Annual Conference and Culinary Expo. He also completed his PhD in Hospitality Management from Iowa State University in December 2012.

Dr Amin participated in a 10-day workshop with Dr Cheng in June 2013 at Taylor's University in Malaysia. The purpose of the workshop was to enhance the Culinary competencies of the students at Taylor's University. During this workshop, Drs Amin and Cheng:

- introduced and implemented Culinary 4.0 method of product development
- developed and applied ideation and product development techniques with students from Taylor's University
- reviewed and assessed the effectiveness of Taylor's University's Culinary curriculum

Professor Bennett attended a workshop on Revenue Management hosted by Smith Travel Research during fall 2012. The knowledge gained by Professor Bennett was implemented in his HOSP 420 Revenue Management course during spring 2013.

The HOSP faculty also developed a new minor, Hotel/Lodging Management, which went into effect in fall 2013. The selection of courses for the Hotel / Lodging Management Minor covered core management and full service hotel administration functions. It is designed to help students in other majors develop marketable skills for application in the hotel industry as well as allow students to explore the unique application of management skills and knowledge in the lodging industry.

In addition, the HOSP faculty also revised the Hospitality Management curriculum to include the addition of a new course, Hospitality Analytics. The rationale for this new course is a direct result of feedback from the Advisory Board as well as industry practitioners and guest speakers. This new course in hospitality analytics ensured that graduates of SMSU's Hospitality Management program can maximize the value of services in hospitality by balancing spend in marketing and sales and in staffing and fulfillment. It will teach students how to use the right data in the right ways, including the use of social media, customer satisfaction surveys, financial information, and market trends to help drive greater customer and market understanding as well as improved pricing, ultimately leading towards higher growth in both revenue and profits.

B. Scholarly/Creative Activity

Over the course of the academic year, faculty have multiple opportunities to enhance and apply their pedagogy in various settings. These include:

- Dr Cheng's participation in the 2012 Undergraduate Research Conference at SMSU
- Dr Cheng, Dr Amin and Professor Bennett's attendance at Faculty Development Days during the fall and spring semesters
- Dr Cheng's presentation at the 2013 RCA annual conference
- Dr Cheng's review of four manuscripts for publication in the Journal of Culinary Science and Technology
- Dr Amin and Dr Cheng's assistance to the Culinary lecturers at Taylor's University
- Implementation of technology in the CULG and HDSP courses via iPads, Socrative and Simple Mind+ by Dr Cheng
- Continued refinement of the Culinary curriculum by Dr Amin and Dr Cheng. The proposed Culinary curriculum will be submitted to the Curriculum Committee for review in fall 2013, and implemented in fall 2014
- Dr Cheng's invitation to serve on the Capacity Building Review Panel of the National Institute of Food and Agriculture

C. Professional Development

In the area of professional development, the following events summarizes the accomplishments of the faculty members in Culinary and Hospitality Management in 2012 - 2013:

- completion of a module on Culinary Research and Development for Pearson Higher Education in Fall 2012 by Dr Cheng
- completion of Dr Cheng's dissertation and defense in Fall 2012
- Dr Cheng successfully renewed his Certified Hospitality Educator's designation for another five years
- Dr Amin initiated his application to complete his Certified Research Chef credentials
- Professor Bennett's successful completion of the Certificate in Information Analytics

D. Service to Students

As a service-oriented and student focused department, this is where the CULG and HOSP faculty members excelled. Some of the more notable accomplishments include:

- successfully coaching and leading two student Culinary teams to the national 2013 RCA Student Culinary competition in Charlotte, NC, with one of the teams winning the competition
- hosting and coordinating the annual Culinary Skills Challenge in conjunction with the Southwest / West Central Service Cooperative
- planning and hosting the first Culinary and Hospitality Management Alumni event on September 12, 2012 in Minneapolis, with approximately 20 alumni attending
- organizing and coordinating CULG students on multiple field trips, including visits to food processing facilities in Wisconsin, Minnesota and Illinois as well as culinary excursions to Minneapolis and Duluth
- serving as advisor to two very active student clubs - Culinary Club and Student Hospitality Organization
- supervising student research projects involving the development of new food products for General Mills, Wells Blue Bunny, CuliNex, and Branding Iron Holdings
- hosting open houses for prospective CULG and HOSP students in conjunction with the Office of Admissions
- coordinating Hospitality Management students' participation in the Intercontinental Hotel Group's Summit in Minneapolis during December 2012
- planning and coordinating a Job and Internship Fair for CULG and HOSP students in fall 2012 as well as a Career Preparedness Workshop in spring 2013

E. Service to the University

During the 2012-2013 academic year, Drs Amin and Cheng hosted the Minnesota Agriculture and Rural Leadership dinner on campus. This allowed participants from various production agriculture facilities as well as business, civic, government, and organization entities to experience team building during a sausage

making and dinner preparation workshop in the Culinary facilities. In addition, Dr Amin and Dr Cheng both prepared appetizers and coordinated the butler service with their classes for the University Gala during fall 2012, including the Interactive Dinner event fundraiser in spring 2013. Dr Cheng continues to serve on the Liberal Education Committee, the Committee on Institutional Assessment, Advising Taskforce, and the Student Travel taskforce.

F. Services to the Community at Large

Examples of services provided by the department to the community at large include:

- providing access and assistance to US Bank's annual Spaghetti Feed fundraiser in fall 2012
- coordinating and executing the first annual Thanksgiving Dinner for Western Community Action in fall 2012
- serving as a source of information for the 2013 Minnesota ProStart Competition
- Dr Cheng's service on the Hospitality Minnesota Education Foundation Board

G. Assessment

In Fall 2012, the CULG faculty identified five key areas that are needed for successful Culinary graduates, and developed five programmatic outcomes to assess them. The five learning outcomes developed are listed below:

1. Food trends.

- Student Learning Outcome: Students will be able to interpret, analyze, and apply relevant industry information on food and beverage trends.

2. Culinary and baking skills.

- Student Learning Outcome: Students will demonstrate and apply proficiency in culinary and baking skills in a variety of settings.

3. **Food science.**
 - Student Learning Outcome: Students will be able to apply principles of food science, sensory analysis, food safety, quality assurance, and nutrition in food product development.
4. **New product development.**
 - Student Learning Outcome: Students will be able to apply food technology and manufacturing principles in commercialization.
5. **Applied knowledge.**
 - Student Learning Outcome: Students will be able to demonstrate proficiency in food product development.

For Hospitality Management, the HOSP faculty identified five key areas that are needed for successful hospitality leaders, and developed five programmatic outcomes to assess them. The five learning outcomes developed are listed below:

1. **Asset management, both physical and fiscal.**
 - Student Learning Outcome: Students will identify and apply operational efficiency and productivity in foodservice and lodging organizations.
2. **Human Resource Management.**
 - Student Learning Outcome: Students will demonstrate the ability to plan, organize, coordinate, develop, and evaluate the human resources of foodservice and lodging organizations.
3. **Sales and Marketing Management.**
 - Student Learning Outcome: Students will be able to apply knowledge of operational sales and marketing techniques to critically evaluate the financial health of foodservice and lodging organizations.
4. **Customer Satisfaction.**
 - Student Learning Outcome: Students will be able to demonstrate and assess best practices in the operation of foodservice and lodging organizations to meet customer expectations.
5. **Profit Management.**

- Student Learning Outcome: Students will be able to prepare, maintain, analyze, and utilize financial documents and data related to foodservice and lodging.

The CULG and HOSP faculty will incorporate a minimum of one or more of each outcome into all major CULG and HOSP courses effective fall 2013. Course objectives will be matched to each outcome, and an assessment schedule will be developed for each outcome. It is anticipated that two or more outcomes will be assessed by the next departmental review of the programs.

III. Five Year Plan

A three year Business Action plan was developed and implemented in 2012 – 2013.

Department of Education

Section I. Department Description

The Education Department experienced a year of growth and changes in the 2011-2012 academic years. We welcomed our colleagues in Physical Education and Health from the former Wellness and Human Performance Department, and we moved forward together to develop several new programs at both the undergraduate and graduate levels.

At the undergraduate level, the Education Department worked to develop a degree to meet the new licensure requirements for Special Education, known as the Academic and Behavioral Strategist licensure. This K-12 ABS degree in Special Education is going through the approval process with the Minnesota Board of Teaching during the summer of 2012, and is also under review by MnSCU as a new undergraduate degree. The Education Department also put forward a degree in K-12 ESL, which is currently under review by MnSCU. SMSU's Education Department had previously included K-12 ESL as an additional (second) licensure at the undergraduate level and as an emphasis to the Masters in Education.

At the graduate level, the Education Department has been hard at work with two new initiatives. The first is the Education Administration licensure for Principal, Superintendent, and Director of Special Education. These licensure programs would be part of an Education Specialists degree, the first degree to be offered beyond the master's level at SMSU. This program was reviewed by the Board of School Administrators in April, and is undergoing clarifications to complete that review for approval to offer in the 2013-2014 academic year. It will also be submitted to MnSCU and the Higher Learning Commission (HLC) for review during the coming year. The second initiative is the offering of a Masters in Physical Education: Coaching of Sport. Members of the Education and Physical Education programs have worked collaboratively and diligently in the last year to develop this program. It is currently under review by MnSCU, with the intent of beginning the first courses in this degree in the fall of 2012.

The Education Department had no retirements in 2011-2012, and no faculty left for any other reasons. In the fall of 2011, we welcomed several members of the former Wellness and Human Development Department: Dr. Ellen Radel, Dr. Francis Albitz, and Marilyn Strate joined our faculty, along with coaches Terry Culhane, Allison Kruger, Cory Sauter, TJ Buchholz, and Jesse Nelson. We look forward to adding coaches Missy Bruggeman and Paul Blanchard as well.

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

Faculty: The following are the members of the faculty of the Education Department in 2011-2012:

Dr. Francis Albitz – teaches in the Physical Education – Teaching program

Dr. Michelle Beach – teaches in the 2 + 2 Early Childhood Distance Education program

Dr. Rhonda Bonnstetter – teaches in the undergraduate and on-campus graduate programs

Dr. Wendy Claussen – teaches in the undergraduate program

Dr. Verna Cornish – teaches in the undergraduate and on-campus graduate programs

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

JoAnne Hinckley - teaches in the undergraduate and on-campus graduate programs

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

Dr. Dennis Lamb - teaches in both the on- and off-campus graduate programs

Dr. Tanya McCoss-Yerigan - teaches in the off-campus graduate program

Dr. Ellen Radel – teaches in Health Education and Community College Credentialing program

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

Dr. Paulette Stefanick - teaches in the undergraduate and on-campus graduate programs

Marilyn Strate – teaches in the Physical Education-nonteaching program

Dr. Debbie VanOverbeke - teaches in the undergraduate and on-campus graduate programs

Dr. Sonya Vierstraete - teaches in the undergraduate and on-campus graduate programs

The following coaches are also members of the Education Department, and teach courses in various programs:

TJ Buchholz

Terry Culhane

Allison Kruger

Jesse Nelson

Cory Sauter

Undergraduate Education Programs: The undergraduate education programs offer licensure to Teacher Education Program candidates in three areas. 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 MnSCU system.

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

Secondary Education provides licensure for students in nine content areas. They are licensed for varying grade levels as mandated by the Minnesota Board of Teaching. These licensure programs include: Art Education (K-12), Biology Education (gr. 9-12), Chemistry Education (gr. 9-12), Communication Arts Education (gr. 5-12) with emphases in either English Literature or Speech, Health Education (gr. 5-12), Mathematics Education (gr. 5-12), Music with emphases in either Vocal or Instrumental music, Physical Education (gr. K-12), Social Sciences (gr. 5-12), and World Languages & Cultures – Spanish (K-12). Due to budget constraints, the licensure in Health Education has been discontinued, and the K-12 Spanish license is suspended.

Two minors are also available to Education majors: Special Education, which is a non-licensure minor, and Developmentally Adaptive Physical Education, which is a licensure minor open to Physical Education majors.

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

Graduate Education Programs: The Graduate Education program offers master's degrees in both the traditional on-campus format and in the off-campus Learning Community format. Master's degrees in Education are offered with several different emphases areas: Teaching, Learning, and Leadership (offered on-campus and in Learning Communities); English (online format); Mathematics (began its first cohort in Summer 2011); Sports Leadership; Reading (offered for licensure K-12 and/or as master's degree); and Special Education (offered for licensure K-12 and/or as master's degree in Developmental Disabilities, Emotional Behavior Disorders, Learning Disabilities, and Early Childhood Special Education). The graduate program also offers an Autism certificate (non-licensure), and plans to begin English as a Second Language (ESL), both for licensure K-12 and/or as a master's degree, in the fall of 2012, depending on enrollment.

The Graduate Education program offered two non-degree programs in collaboration with successful grant programs. The Emerging Renewable Energy Program offered training to area science teachers through the CREED Project and MnWest Community College during the summer of 2010. SMSU was also the recipient of a second grant through MnSCU to offer courses in teaching and pedagogy to train community/vocational college instructors throughout the state. This grant was renewed for the coming academic year. *Dr. Ellen Radel* (WHP) took on the responsibilities for directing this program this past year and also acted as an instructor for some of its classes. *Patricia Linehan* has joined SMSU to assist in offering these courses.

Another unique collaboration in the Graduate Education program is with the Doctoral students from Udonthani Rajabhat University in Thailand conducted by *Dr. Sharon Kabes* and *JoAnne Hinckley* for the third year of a five year cooperative agreement. Robert Larsen of Counseling & Testing is also instrumental in this program, along with *Dr. Dennis Lamb* and others. This past fall a total of 34 doctoral students and 2 advisors attended the intensive three week classes. Administrative training classes were provided for 21 students and 15 students were involved in curriculum and instruction training. As a part of this program students spent two days per week on sight at schools across the region. In addition, a range of extracurricular opportunities were also included.

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.

Faculty and Staff in the Education Department:

During the 2011-2012 academic year, members of the Education Department included 16 full-time faculty, 5 coaches, and several adjunct faculty. The Education Department was also supported by one full-time administrative assistant, Carol Bossuyt. In addition, the department

utilizes the assistance of work study students and student mentees. The Graduate Education program was served by Brian Bertrand as a graduate assistant for this year.

The Director of Education and Licensure, Sheryl Kaiser, supervises the positions of Customer Service Specialist Intermediate, Marcia Hubner (48%), and Customer Service Specialist Senior, Faye Johnson (70%). The Office of Placement and Licensure was served by Amanda Palmieri as a graduate assistant for this year.

Changes during the academic year include the following:

The following faculty members were promoted this past year:

- Dr. Michelle Beach from Assistant Professor to Associate Professor, also received tenure;
- Dr. Rhonda Bonnstetter from Associate Professor to Full Professor.

Department Leadership:

- Dr. Rhonda Bonnstetter, Department Chair
- Dr. Debbie VanOverbeke, Director of Graduate Education
- Dr. Michelle Beach, Director of Early Childhood Education Distance Learning

Section II – Current Year’s Activities:

A. Teaching and Learning – 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 served as the Director of the Early Childhood Education Distance Learning program. She updated the 2 + 2 Orientation guide to assist students in their introduction to this program. Dr. Beach has also provided workshops to faculty members and coaches who plan to teach in the online Masters in PE: Coaching of Sport program, sharing her expertise and experience in developing courses for online teaching.

Dr. Rhonda Bonnstetter serves as the Assessment Coordinator for the Education Department. As part of this assignment she organized and facilitated the Campus Liaison meeting in the spring of 2010 and the Teacher Education Advisory Committee (TEAC) meeting. She supervised multiple Education Internships for students in the areas of math and science education, and hosted opportunities for many students to attend local and state conferences in math and science as part of the More and Better Math and Science Teaching and Learning grant. She also attended state and national meetings as part of the Teacher Performance Assessment initiative, and arranged for training for faculty and others. She coordinated the iPad Professional Learning Community for Education department faculty during the 2011-2012 academic year. As Livetext administrator,

she created portfolios and rubrics for the Reading and Special Education programs, and also for classes such as ED 220 Language Arts Methods and ED 453 Elementary Assessment.

Dr. Wendy Claussen-Schoolmeester served as part of the committee for the Education department initiative to develop Administrative Licensure programs at SMSU.

Dr. Verna Cornish worked to develop new courses in the Special Education program to meet the needs of the changing licensure requirements in this area through the Minnesota Board of Teaching. She took a semester-long sabbatical in the fall of 2011. She went on home visits with early childhood special educators to collect data on routines-based intervention.

JoAnne Hinckley and *Dr. Sharon Kabes* developed two three-week intensive courses in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) held during their visit in Fall 2011.

JoAnne Hinckley assisted with the committee for the Education department initiative to develop Administrative Licensure programs at SMSU. She also assisted with *Dr. Verna Cornish* to update the Special Education courses to meet the Board of Teaching requirements for the new K-12 Academic and Behavioral Strategist license/degree.

Dr. Sharon Kabes led the Education Department initiative to revise the Administrative Licensure programs for submission to the Board of School Administrators for approval. She was assisted in this committee by *Dr. Dennis Lamb* and *JoAnne Hinckley* who have principal licensure and experience and by *Dr. Debbie VanOverbeke* and *Dr. Rhonda Bonnstetter*.

Dr. Dennis Lamb served as part of the committee for the Education department initiative to develop Administrative Licensure programs at SMSU. He also was a presenter for the Thai students during their visit.

Dr. Tanya McCoss-Yerigan agreed to pilot SMSU's new REGI system with her new course, AE 502: Research in Action.

Dr. Sonya Vierstraete served as part of the committee for the Education department initiative to develop Administrative Licensure programs at SMSU.

Dr. Debbie VanOverbeke carried out the duties of the Graduate Director of the Masters in Education program. She participated in preparing the graduate education artifacts for the successful HLC Online Accreditation review in fall 2011 and wrote the successful request to the Iowa Commission to offer Learning Communities in Iowa. She assisted with the committee that developed the Masters in PE: Coaching of Sport, along with the Adult Education courses, the Administrative Licensure program, updating the Special Education Master's program, and exploring the offering of a Masters in Social Science and a Master's in Education with a Social Science emphasis.

Dr. Sharon Kabes worked to develop an intensive English program at SMSU. *Dr. Kabes* and *Dr. Dennis Lamb* were instrumental in bringing *Huong Lan Pham* to campus as an intern to serve students in this area.

Dr. Sonya Vierstraete completed coursework and exam requirements for K-12 English as a Second Language, and will be licensed soon in K-12 ESL. She will be leading the new K-12 ESL undergraduate degree offered at SMSU in Fall 2012. *Dr. Vierstraete* also served on the committee to develop the new Masters in Physical Education: Coaching of Sport.

Dr. Francis Albitz led a committee to develop the Masters of Science in Physical Education: Coaching of Sport degree which was recently approved by MnSCU to be offered in Fall 2012. Other members of this committee were: *Marilyn Strate, Allison Kruger, Terry Culhane, Sonya Vierstraete, Wendy Claussen-Schoolmeester, Rhonda Bonnstetter, and Dennis Lamb.*

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

Dr. Michelle Beach presented several times during the past academic year: Implementing RtI. Professional Development Seminar Presented to Park Christian School Faculty, Moorhead, MN, November, 2011; Erickson's 8 stages of Man. Presented to Minnesota State Community College and Technical School, Moorhead, MN, February, 2012; Guiding troublesome behaviors developmentally- Invited presentation at the Academy for Children Montessori (Infant-sixth grade), Fargo, ND, March, 2012; Using Web 2.0 tools to capture the classroom. Teaching with Technology Conference, Mesa, AZ, May 15, 2012.

Dr. Rhonda Bonnstetter presented a session at the Minnesota Council of Teachers of Mathematics Fall Conference - Maple Gove, MN, Oct. 21, 2011 entitled *Minnesota Teacher Licensure Exams (MTLEs) – answers to Frequently Asked Questions.*

Dr. Rhonda Bonnstetter and *Dr. Debbie VanOverbeke* attended the Society for Information Technology and Teacher Education conference in Austin, TX, on Mar. 5-9, 2012, where they presented a session entitled "*APplications for Mobile Computing in K-12 and Pre-service Education.*"

Dr. Paulette Stefanick and *Dr. Sonya Vierstraete* co-presented 2 sessions to teachers at the Worthington, MN Professional Development Day on January 16, 2012 entitled *Teaching and Learning Vocabulary and Reading Strategies Differently* and *Using Differentiated Instruction to Increase Comprehension.*

Dr. Verna Cornish continued to work with students and faculty through the Interagency Agreement to provide resources and materials to promote best practices in Early Childhood Education.

Dr. Dennis Lamb was a guest presenter in *Dr. Wendy Claussen-Schoolmeester's* ED 101 Introduction to Education and ED 423 Classroom Management courses.

Dr. Tanya McCoss-Yerigan, using the new AE course designation, revised and offered three adult education courses (AE) to learning community alumni. In an effort to continue serving our learning community graduates, these courses were offered summer 2012 with our new REGI system.

Dr. Debbie VanOverbeke and *Dr. Rhonda Bonnstetter* co-presented 2 sessions to teachers at the Worthington, MN Professional Development Day on January 16, 2012 entitled *Vocabulary Strategies in Elementary and Secondary Mathematics*.

Dr. Sonya Vierstraete and *Dr. Wendy Claussen-Schoolmeester* co-presented a session to teachers who are part of the Flexible Learning Year consortium through the Southwest/West Central Service Cooperative in March of 2012 entitled *Differentiated Instruction and Assessment*.

Dr. Paulette Stefanick presented at the 2011 NAEYC National Conference & Expo in Orlando, FL on November 4, 2011. The topic of her presentation was *Kindergarten Literacy Centers: A Hands-On Approach to the Teaching of Reading*.

Dr. Sonya Vierstraete and *Dr. Wendy Claussen-Schoolmeester* presented at the Minnesota Elementary School Principals Association Conference on *9 Simple Steps 2 Pump Up Your Staff Before They Deflate You and Your Students* in Bloomington, MN, in February, 2012.

Dr. Debbie VanOverbeke presented with *Dr. Rhonda Bonnstetter* at inservice workshops for area teachers on Strategies to Build Vocabulary/Academic Language in Math in Worthington, MN in January 2012. Evaluations from the presentations showed the teachers learned new strategies to use within their teaching. They also presented Vocabulary/Academic Language in Math and Science for the Southwest MN Math and Science Teachers meeting on April 30, 2012.

C. Professional Development – Education Department 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 received training to become a Teacher Performance Assessment scorer, and was calibrated in the area of Elementary Mathematics.

Dr. Rhonda Bonnstetter received a McKnight Fellowship (nominated by Dr. Beth Weatherby, Provost at SMSU) to attend the Salzburg Global Seminar in Salzburg, Austria on Dec. 6-11, 2011. The session was entitled, "Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide."

Dr. Rhonda Bonnstetter traveled to St. Louis, MO, in July of 2011 as part of the Content Validation committee in Secondary Mathematics for the Teacher Performance Assessments. She also attended a second session in San Antonio, TX, as part of the Benchmarking Committee in Secondary Mathematics. Her participation allowed her to gain information on the recent changes in the Teacher Performance Assessments, and to work with the new 5-point rubrics before they had been officially publically released. She brought this information back to train faculty from across the state at the MACTE meeting in April of 2012.

Dr. Rhonda Bonnstetter, Dr. Wendy Claussen-Schoolmeester, Dr. Sonya Vierstraete, and Dr. Debbie VanOverbeke attended the Minnesota Rural Education Association annual fall conference in Brainerd in November 2011. The conference focused on the use of iPads and other technology tools in K-12 education. All those attending were part of the iPad PLC in the Education Department.

Dr. Michelle Beach, Dr. Rhonda Bonnstetter, Dr. Wendy Claussen-Schoolmeester, JoAnne Hinckley, Dr. Sharon Kabes, Dr. Paulette Stefanick, Dr. Debbie VanOverbeke, and Dr. Sonya Vierstraete participated in an iPad Professional Learning Community initiative in the Education Department. They held monthly meetings, shared their reading, experiences with apps, attended webinars, and attended conference sessions related to this.

Dr. Tanya McCoss-Yerigan hosted the SMSU book club (5-book series) with a focus on online learning and teaching. She wrote a grant for \$5,495 that was funded by MnSCU for this initiative. With this funding, the book club members received resources for online teaching and learning including books, headsets, and webcams. The book club was attended by *Dr. Wendy Claussen-Schoolmeester, Dr. Debbie VanOverbeke, Dr. Paulette Stefanick, and Dr. Michelle Beach, along with others.*

Dr. Tanya McCoss-Yerigan secured funding and world-renown authors/speakers, Dr. Rena Palloff & Dr. Keith Pratt, to work with SMSU faculty on the topic of online teaching and learning. As part of this, SMSU faculty members were able to earn CEU's for their attendance.

Dr. Tanya McCoss-Yerigan along with Cori Ann Dahlager, in an effort to assist with learning community marketing, participated in a 17-course training to become certified inbound marketers.

Dr. Paulette Stefanick attended the Minnesota Kindergarten Association State Conference in April, 2012, and the International Reading Association Annual Conference in Chicago, IL in May, 2012.

Dr. Paulette Stefanick received training to become a Teacher Performance Assessment scorer in August 2011, and was calibrated in the area of Elementary Literacy.

Dr. Sonya Vierstraete received training to become a Teacher Performance Assessment scorer in April 2011 and was calibrated in the area of Elementary Literacy.

Dr. Debbie VanOverbeke attended the fall conference for the Minnesota Council of Teachers of Mathematics. She assisted in transporting and supervising students who attended the conference with their Education Department professors.

Marilyn Strate became certified for Special Olympic Level 2 coaching in basketball, bocce, swimming, track, bowling, and power lifting. She is very active with the Special Olympics program in southwest Minnesota.

D. Service to Students

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

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.

Two student organizations are sponsored by the Education Department. The Education Minnesota Student Program (EMSP) provides professional development, learning activities, grants and social programming for all education students. Family and Child Educators (FACE) provides programming relevant to Early Childhood and Pre-Primary Education majors, assist with the “Week of the Young Child”, sponsor a children’s book sale on campus, etc.

Dr. Rhonda Bonnstetter traveled to MnWest with Admissions Director Andrew Hubleck to promote the new Transfer student scholarship program along with the Teacher Education programs in our department.

Dr. Rhonda Bonnstetter and *Dr. Wendy Claussen-Schoolmeester* participated in an event for prospective students who'd been admitted to SMSU but had not yet committed. Students attended a class session of ED 423 Classroom Management with *Dr. Claussen*, a noon meeting of EMSP, and then a question and answer session with *Dr. Bonnstetter*.

Dr. Wendy Claussen-Schoolmeester served as co-advisor for the Family and Child Educator (FACE) group for the 2011-2012 academic year.

Dr. Tanya McCoss-Yerigan developed and hosted a Writing Right Retreat for 30 graduate students.

Dr. Paulette Stefanick served as co-advisor for the Education Minnesota Student Program group for the 2011-2012 academic year.

Dr. Debbie VanOverbeke served as co-advisor for the Education Minnesota Student Program group for the 2011-2012 academic year.

Dr. Sonya Vierstraete served as co-advisor for the Family and Child Educator (FACE) group for the 2011-2012 academic year.

Marilyn Strate served as the advisor for the Sport and Leisure Activities Club, developed after the former WHP Department was dissolved.

Scholarships

The Education Department 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 2011; half distributed Spring 2012)

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

2 Early Childhood, Elementary or Secondary
(half distributed Fall 2011; half distributed Spring 2012)

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

1 Art Education or Physical Education major
(half distributed Fall 2011; half distributed Spring 2012)

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

1 Early Childhood Education
1 Elementary Education
1 Secondary/ Education
(half distributed Fall 2011; half distributed Spring 2012)

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

5 Early Childhood, Elementary, or Secondary
(half distributed Fall 2011; half distributed Spring 2012)

Golden Rule Scholarships: (SR woman academic standing)

6 Early Childhood or Elementary Education Senior Women
(one year non-renewable: half distributed Fall 2011; half distributed Spring 2012)

Keigh Hubel Rural Education Scholarships: (Admitted JR or SR standing)
2 Early Childhood, Elementary, or Secondary
(half distributed Fall 2011; half distributed Spring 2012)

Robert Schwerin Memorial Scholarship: (SR Education Major)
2 Early Childhood, Elementary, or Secondary
(selected this Spring 2012; applied to next Fall 2011)

Kelsey Eberle: \$500 renewable

E. Service to University: The Education Department faculty members have been active in a number of ways in their service to SMSU.

Dr. Michelle Beach served on the 2 + 2 Task Force during the 2011-2012 academic year. She also served on the Cultural Diversity Committee, the University Technology Advisory Committee, the Academic Technology Committee, the Multicultural Issues Committee, the Eric Markusen Human Rights Lecture Series Committee, and the Ethnic Studies Committee. Dr. Michelle Beach also served on the Hennepin Technical College Advisory Board and is a state level representative for the IFO Intellectual Property Committee. Dr. Beach traveled to Dakota County Technical College to promote SMSU and SMSU's early childhood distance program at DCTC's Partner College Fair in April.

Dr. Rhonda Bonnstetter served on the Committee for Institutional Assessment as SMSU prepares for their 2013 accreditation visit by the Higher Learning Commission. She served on the Board of Directors for the Minnesota Council of Teachers of Mathematics as District 2 Director. She served as President and the Higher Education Representative for the Minnesota Rural Education Association.

Dr. Verna Cornish is a state level faculty special education representative at the IEIC meetings. She is also a member of the Minnesota Early Childhood Special Education Consortium.

Dr. John Engstrom served on the Graduate Council and the Faculty Improvement Committee at SMSU. He has also served since 2002 on the Professional Development Task Force at Mountain Lake Public Schools to coordinate the staff development for K-12 teachers.

JoAnne Hinckley and *Dr. Sharon Kabes* facilitated the activities for the Educational Administration Doctoral Students from Udon Thani Rajabhat University (Thailand) during their three week visit in Fall 2011.

Dr. Dennis Lamb served on the Graduate Council and the Graduate Curriculum Committee. He also serves as the administrator for Camp Invention in Brainerd, MN, each summer. This week long science day camp focuses on scientific strategies and activities for students in gr. 1-6 .

Dr. Sharon Kabes chairs the Professional Improvement Committee, the Graduate Council, and the Graduate Curriculum Committee for SMSU. She is a member of the Executive Committee and the Multicultural Issues Committee. *Dr. Kabes* was the recipient of the *Cathy Cowen Award* in recognition of her service to SMSU.

Dr. Paulette Stefanick is a member of the Academic Affairs Committee and the Long Range Planning Committee. She also serves on the Minnesota Coalition of Reading Teachers and attends meetings of the Minnesota Academy of Reading.

Dr. Sonya Vierstraete served on the Undergraduate Curriculum Committee, the Graduate Council, the HLC Criterion 4 Committee, the Intercollegiate Athletic Advisory Committee, and the University Technology Committee for SMSU. She is also a part of the committee for the Education department initiative to develop Administrative Licensure programs at SMSU. She also serves as the chair for the Continuing Education Committee for DNU Cluster IV (four area schools), and as the co-secretary for the Education Advisory Committee for Holy Redeemer School in Marshall.

Dr. Tanya McCoss-Yerigan developed a blog for former learning community students and other educators. She also has worked with Stacie Mulso and CoriAnn Dahlager to develop a special webpage, including a learning community blog, on the SMSU site for the SMSU Learning Communities. She served on the Faculty Improvement Committee and participated in the HLC Distance Learning Program review conference as well as assisted with writing the application for learning community programming in Iowa.

Marilyn Strate served as a member of the Civic Engagement Committee this year.

Dr. Debbie VanOverbeke serves as the co-chair of the Institutional Review Board and is a member of the Graduate Council, the Graduate Curriculum Committee, Long Range Planning, and the Executive Committee. This year she also volunteered to serve on Criterion 5 for the Higher Learning Commission (HLC) review.

F. Service to the Community at Large: The Education Department faculty members have been active in a number of ways in their service to the communities in which they live and work.

Dr. Michelle Beach is a March of Dimes Community Organizer and an Easter Seals Neighborhood Volunteer. She is also active in her church.

Dr. Rhonda Bonnstetter served as a member of the Murray County 4-H Scholarship Selection Committee. She is the coordinator for the Southwest Minnesota Math Teachers Association, and plans two meetings/professional development opportunities per year for this group. She is also active in her church.

Dr. Wendy Claussen-Schoolmeester works with the Pipestone Wheels and Heels committee to ensure safe walking and biking; she also works with Marshall's Western Community Action to bring presentations to the F.A.C.E. student group. She is also active in her church.

Dr. John Engstrom has served since 2002 on the Professional Development Task Force at Mountain Lake Public Schools to coordinate the staff development for K-12 teachers.

Dr. Sharon Kabes is active in the SMSU Community Band along with the Marshall Community Band and Tracy Community Band. She is the Chair of the Personnel Committee at her local church, and serves meals at Esther's Kitchen. She volunteers her time at the Marshall Area Fine Arts Council (MAFAC), and serves Meals on Wheels two times per year.

Dr. Dennis Lamb is a member of Kiwanis International, and is a Red Cross Blood Donor. He is also active in his church.

Dr. Tanya McCoss-Yerigan is active with a number of organizations, including Minnesota Adopt a Highway, SMSU Foundation, Infinitely Clint Foundation, Red Bin Donations, Red Cross, American Heart Association, Gideon's, Rock Haven, HRLC, and the MN Paralyzed Veterans to name a few. Additionally, she hosted a weekly community book study, initiated a writing project with former students who are incarcerated, and organized an outreach project with inmates and their children through the Angel Tree Network.

Dr. Paulette Stefanick is a member of the American Legion Auxiliary and is active in her church in Garvin, MN. She also serves as a member of the Garvin City Council.

Marilyn Strate serves on the Board of Directors for two organizations, Let's Go Fishing with Seniors, and Marshall Area Special Olympics. This year she wrote and received a grant from United Way of SW Minnesota for Marshall Area Special Olympics to administer a health & fitness program for this population.

Dr. Debbie VanOverbeke serves as the treasurer for the Southwest Minnesota Math Teachers Association.

Dr. Sonya Vierstraete is a Children's Liturgy Instructor and works with the Youth Ministries at her church. She volunteers in classrooms and is a Homeroom Parent for the 1st and 4th grades at Holy Redeemer School in Marshall.

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

Undergraduate Education Programs. The undergraduate programs in Education are accredited by the Minnesota Board of Teaching. We underwent our most recent review in December of 2010, and received full approval for all of our licensure programs.

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

Checkpoint I: Admission to the Teacher Education Program

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

- 1.) Must have completed 45 semester credits, and will have completed 60 credits by the end of the term in which the student is applying.
- 2.) Must have a minimum cumulative GPA of 2.8, with specific minimum grade requirements in the following courses: ENG 151 Academic Writing, B- ; SPCH 110 Essentials of Speaking and Listening, B- ; MATH 110 College Algebra, C; all Education and Special Education courses must have a minimum grade of C. A student can be considered for conditional admission under Option B if they have a cumulative GPA of 2.8 in two of the last 4 full-time semesters.
- 3.) Must have taken the Basic Skills tests of the Minnesota Teacher Licensure Exam (MTLE) in Reading, Writing, and Math; these three tests must all be passed prior to placement for student teaching.
- 4.) Students complete a biographical data form, write an essay, and submit three positive recommendations: one from an education faculty member, one from an academic reference, and one from their ED 101 Introduction to Education field experience mentor teacher.

If candidates meet these requirements, they are scheduled for a 30 minute interview with two education faculty members; the student's advisor is also invited to attend for Secondary/K-12 candidates.

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

Checkpoint II: Application for Student Teaching

Candidates apply for student teaching approximately 9-12 months prior to their placement. Candidates must meet with their advisor(s) to document that they've met the following criteria:

- 1.) Minimum cumulative GPA of 2.8.
- 2.) Completion of all courses in the Liberal Education Program and all courses required for their licensure program.
- 3.) Completion of a Degree Check.
- 4.) Completion of a course completion plan for courses remaining prior to placement for student teaching.
- 5.) Recommendation by the candidate's advisor(s) for student teaching.
- 6.) Completion of all courses in Education and Special Education with a minimum grade of C; other specific program criteria are also required.
- 7.) Successful passage of the Basic Skills Tests of the MTLEs.

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

Checkpoint III: Graduation

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

Licensure:

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

Results. Education faculty members meet several times per year to review various portions of the undergraduate assessment program. All faculty members participate in the interviews for candidates for the Teacher Education Program and in the Graduation Portfolio Review. This year, the focus of our review was on the results of the MTLE tests, as these tests are new to our students (they were first implemented in September of 2010), and have included ‘growing pains’ during this initial implementation period. Students were faced with a lack of available study materials and a long delay in the ability to retest on any subtests that were not passed. SMSU was fortunate to be named as a testing site and our students have enjoyed the access and availability of the tests. In the past two years more study materials have been made available for a cost on the MTLE website, and the retest window moved from 90 days to 60 days, and has recently been reduced to 45 days.

We found that our students struggle most with passing the MTLE Basic Skills tests in Reading, Writing, and Math. This struggle has been noted statewide, and is exacerbated by the lack of study materials available to students. The only practice tests available are online for a fee by the testing company. To meet the needs of our students, education faculty began looking for possible study material that would meet the requirements of the test. Faculty members developed ‘boot camp’ courses in reading, writing, and math to offer to interested students at a reduced cost to provide intensive training and more individualized, in person support. We also found potential study materials, available at low or no cost, and made hard copy books available to students at

cost. Brian Bertrand, Graduate Assistant in Education, also put together recommended websites to support students in taking the MTLE tests. A webpage with these resources is available on the Education Department and Education Programs webpages.

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

Undergraduate Programs in Physical Education: The Physical Education program includes majors in Physical Education-Teaching, Health Education, and Physical Education with emphases in either Recreation or Sports Management. The Physical Education programs were part of the former Wellness and Human Performance Department which was dissolved at the end of the 2010-2011 academic year. The Exercise Science programs moved to the Science department, while the remaining programs in Physical Education and Health Education moved to the Education Department. Health Education was discontinued as of the end of the spring of 2010; students who had declared this major are being closely monitored and advised in completing the major.

Faculty members and coaches involved in teaching in the Physical Education programs met on May 1-2, 2012, to develop a new mission, vision, program goals, and a program assessment plan. These will be further developed and implemented in the fall of 2012. The Physical Education-Teaching major was included in the Board of Teaching accreditation review done in December of 2010. The Physical Education: Recreation emphasis and Physical Education: Sports Management emphasis programs are scheduled for a program review in the fall of 2012. Their most recent review was completed in the fall of 2007.

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

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

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

Physical Education Program Goals. A student with a Physical Education major:

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

Assessment criteria:

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

GPA of majors

Exit survey – include the number of students going on to further degree programs

Mock Interview evaluation

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; English; K-12 English as a Second Language (ESL); and Sports Leadership. Another graduate program offered is a Master of Science in Special Education, with emphasis areas in Early Childhood Special Education, Developmental Disabilities, Emotional Behavior Disabilities, and Learning Disabilities. The K-12 Reading, K-12 ESL, and Special Education

programs can include licensure in these areas, and are accredited by the Minnesota Board of Teaching. We underwent our most recent review in December of 2010, and received full approval for all of our licensure programs. The on-campus Teaching, Learning, and Leadership and Sports Leadership emphasis areas completed their most recent program review in the spring of 2011, and the off-campus Teaching, Learning, and Leadership program was reviewed by the Higher Learning Commission on Distance Learning in the spring of 2010.

Assessment Plan. All candidates for the graduate programs in education must meet the following criteria:

- 1.) Minimum cumulative GPA of 3.0; must have a bachelor's degree. Licensure programs also require that the candidate hold a valid teaching license prior to admission.
- 2.) Two letters of recommendation.
- 3.) Must earn a grade of C or better in all coursework in the program.

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

Results. All programs in Graduate Education have had recent program reviews. High levels of completion and satisfaction were noted, particularly in the off-campus Teaching, Learning, and Leadership programs.

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 will move to this beginning in the fall of 2012.

The Graduate Education Programs made progress in securing 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 2012. Suggestions were made for the application, and pending re-submission of the application, the program was approved to move forward for the summer of 2013. This program will apply for an Education Specialist degree with the Minnesota State College and University (MnSCU) system in the coming year.

The Graduate Education Programs recently received MnSCU approval to offer a Master of Science in Physical Education: Coaching of Sport beginning in fall of 2012. 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.

Section III: Five Year Plan

The Education Department/Programs completed a strategic development plan during the 2008-2009 academic year. This plan contains the following goals and methods for achieving these goals.

Goal Areas:

1. Develop state of the art programs that enhance learning, teaching, and leadership.
 - a. Prioritize selection and development of innovative and research-based that support Communities of Practice Investigating Learning and Teaching;
 - b. Develop a variety of delivery systems for courses and programs;
 - c. Provide and advocate for diverse, multicultural and global education;
 - d. Seek effective leadership structure for the Education Unit;
 - e. Continue to develop policies and procedures for the Education Department;
 - f. Promote and enhance awareness of the Education programs internally and externally;
 - g. Recruit faculty, adjuncts, or co-facilitators who possess the knowledge and skills necessary to actively teach and promote the philosophy of the Education Department;
 - h. To decrease the Education Department's environmental footprint by reducing energy use and the waste stream.

To meet this goal the Education Department has continued to look for alternative delivery options for our various programs. The 2 + 2 Early Childhood Education program has moved to

a primarily online delivery model. More courses are now offered in a hybrid format or entirely online in the undergraduate licensure programs. The Graduate Education On-Campus program with the English Emphasis is offered entirely online, and other emphases areas contain courses offered in either a hybrid or online format. The Graduate Education Off-Campus program offers courses in various locations around the state in a weekend format to meet the needs of working professionals. Many of the courses in Special Education are now offered in evenings or on Saturdays to allow practicing teachers to attend, and also have an online component. As we hire faculty and adjunct faculty, we actively look for those who possess the knowledge and skills to offer coursework via alternative delivery models.

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.

To meet this goal the Education Department faculty have developed partnerships with the Southwest/West Central (SW/WC) Service Cooperative, the Minnesota River Valley Education District, and the SW/WC Superintendent's Advisory Council. We work with many area school districts to provide placements for field experiences and student teaching. We hold two Teacher Education Advisory Committee meetings each academic year seeking input from stakeholders to inform decisions in the Teacher Education Program. Members of the Education Department faculty have continued their work on development of sharing programs with Thailand. Two autism specialists from SW/WC are teaching as adjuncts in our Autism Certificate program. The Graduate Education program cosponsored classes on Renewable Energy for local teachers through a collaborative grant with MnWest, and also sponsor the courses for the community and technical colleges in teaching pedagogy through a grant from MnSCU.

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.

Education Department faculty members are quite active in pursuing professional development and in sharing their knowledge with other faculty and teachers in the area. We have offered workshops to each other to improve technology skills, share teaching idea, etc.

The Physical Education Programs are new members to the Education Department. The faculty and coaches in these programs met for two half-days with the support of an Assessment grant from the Committee on Institutional Assessment to develop an assessment plan for the Physical Education Programs and to begin work on their Program Review which is due in the fall of 2012. The faculty of the full Education Department will need to revisit our Five-Year Plan in light of the addition of the PE Programs to our department. This will be done in the fall of 2012 in conjunction with the PE program review.



Department of Finance
Annual Report 2012-13

Finance Faculty Members:

George Seldat, Chair
Matt Walker
Susan Jones
Gary Sneide

It is my pleasure as Finance Department Chair to report that the past academic year, 2012—13, was a success in a variety of ways. Department faculty worked together in an environment of mutual respect and professional cordiality which greatly enhanced our ability to produce ideas and solutions to the problems common to all academic departments.

The Department met on a regular basis and recorded motions and actions taken with the aid of Dr. Susan Jones. This year our major emphasis was placed on researching and writing the self-study and program review covering a period from Fall Semester 2005 through Spring Semester 2012. The second major task was the development of an assessment plan that would be used to evaluate the Department's ability to meet the set of Student Learning Outcomes (SLOs) identified in the plan. The third area of emphasis was the development and use of the Investment Research and Trading Center (IRTC), located in CH 127, to create an opportunity for Finance majors to obtain real-world investment experience.

Quantitative Program Review: (Source 2011 Annual Employment Report by Career Services)

2013 total graduates with a B.S. in Finance was – 34 graduates

Percentage of graduates employed in major field – 90.9%

Top Undergraduate Majors – Highest Number of Graduates: Finance ranked 3rd highest at SMSU

Qualitative Activities and Accomplishments: The following is a list of qualitative activities and accomplishments for the Finance Department:

- Revised Department Mission Statement – The Department reviewed a variety of university statements pertaining to the mission of the Finance program and met with business leaders to obtain their vision of a successful Finance Department. The result was a revised mission statement which was presented in the documentation prepared for the Finance Program Review and Self-Study.
- Revised major curriculum – Based on our discussions with business leaders such as the CEO of UniPro, CFO of the Schwan's Food Company, Wealth Management Administrator from Bremer Bank and Trust, and other administrative individuals from such firms as Ecolab, Northwestern Mutual and Target Corporation, we were able to develop a curriculum that reflects the current practices and needs of industry.
- Conducted a program review and self-study - The program review and self-study covered a period from Fall Semester 2005 through Spring Semester 2012 and focused on a variety of areas such as curriculum, students, faculty, service, distance learning, accomplishments and

performance measures, and the future direction of the Department, which included recommendations and considerations for improving our graduates. The report was 124 pages in length.

- Developed assessment plan – The Department faculty met several times to develop an assessment plan for Student Learning Outcomes. A course map was developed to aid in the assessment process.
- Hosted External Review of program report – The Department requested the assistance of an external faculty reviewer from the College of Saint Benedict & Saint John’s University. The reviewer’s report was extremely favorable, but also contained a number of areas that needed to be addressed. It is the intention of the Department to address those areas in the coming academic year.
- Started work on SAP course offering – Following discussion with Schwan’s Food Company executives, Department faculty met with the Computer Science Department Chair to discuss the possibility of team teaching a course that would help our majors develop a basic understanding of the SAP software. It was proposed that we create an LEP 400 course for this purpose. Future discussions will occur this coming academic year.
- Hosted Speaker series – The SIGMA club, along with the Finance Department, co-hosted the Financial Guest Lecture Series this year, which brought a variety of CEOs and CFOs to our campus to meet and discuss their career experiences and offer insight as to curricular designs that would be of significant benefit to our graduates.
- Initiated the use of the IRTC center in CH 127 – This past fall (2012), the Finance Department had the honor of opening the Investment Research and Trading Center that employed the use of a Graduate Assistant to facilitate experiential learning in the investment field.
- Morningstar Certification – Due to the development of the IRTC facility, we were able to offer the opportunity to our Finance majors to study and become proficient with the Morningstar system. Students were able to participate in achieving a certification that indicated they had obtained a level of proficiency with Morningstar. It is our belief that the Morningstar Certification will be a valuable part of the student’s resume.
- Coordinated course schedules to avoid conflicts between Finance & Accounting – Meetings were held with faculty from the Accounting and Finance Departments to ensure that students would be able to double major in the two academic fields without experiencing scheduling conflicts.
- Reviewed Finance curriculum after meeting with CEO and CFO (suggested changes) – The curriculum for the Finance major has been revised based on the suggestions from a variety of business executives and our own research. Any changes to be made in the curriculum will depend on adequate staffing and approval obtained in the SMSU curricular approval process.
- Set up Morningstar access for all Department faculty and CH 222 – The Department was able to gain permission to load Morningstar onto the computers of all Department faculty and one classroom for no additional charge. This greatly enhances our ability to function more effectively and will help our students to achieve a better understanding of this valuable system. We have

also been working with the Library staff to include the system on two Library computers that will help to expand the opportunities for students to access the Morning star system.

- Hallway signage for IRTC – In addition to the signage within the IRTC facility in CH 127, the Department found funding to construct signage on the hallway wall outside of the Center. We feel that the Center is an exciting and stimulating facility that will not only enhance learning, but will attract potential students and help with recruitment and retention.
- Reviewed potential of establishing a Real Estate concentration – We were asked to consider the development of a new program to aid in recruitment. The Department suggested that we incorporate a Real Estate concentration in the major. Work was begun on developing the curriculum and researching the level of interest students may have in a Real Estate concentration.
- Began working on program accreditation. This work will continue into the next academic year, with more research into the feasibility of achieving accreditation for the School of Business and Public Affairs.
- Initiated a portfolio project consisting of Finance case studies in the “Financial Policy” (FIN 492) course during Fall Semester 2012. Along with assembling their portfolios, students review the cases within their portfolio with a panel of Finance faculty members at the end of each semester.
- Provide advising to all Finance majors. Offer “user-friendly” advising by expanding “Advising Day” to “Advising Week” each semester to accommodate students’ schedules.
- Developed an LEP 100 course entitled “Managing Your Money!” This course will be offered for the first time during Fall Semester 2013.
- Many Finance majors, as well as students majoring in other business-area majors, participated in SIGMA Club activities. One of the key projects for the year was a portfolio project, in which students formed teams, developed and tracked stock portfolios.
- Wrote many recommendation letters for Finance students as they pursued employment opportunities and applied to Graduate programs of study. Also provided many phone recommendations to prospective employers of our Finance graduates.
- Reviewed the article manuscript entitled, “Impacts of Return Migration on Rural U.S. Communities” for the *Rural Sociology* journal’s Managing Editor, Debra Vogel. *Rural Sociology* is the journal of the Rural Sociological Society (RSS).
- Have been approved to review articles for *The Sociological Quarterly* by Leslie Kawaler, the Managing Editor of this journal. *The Sociological Quarterly* is the journal of the Midwest Sociological Society (MSS).
- Conducted a fairly lengthy study on the Web pages of the organizations which belong to the Marshall Area Chamber of Commerce. This is a follow-up study to a dissertation that was completed in 2006.
- In conjunction with a Management faculty member, sponsored the “Business Leadership Speaker Series.” This speaker series is free and open to all students to attend. Key goals include providing students with information about possible career fields that they may

wish to pursue and providing students with the opportunity to network with business professionals.

- Participate in several campus committees and community organizations, including the MBA Graduate Program Committee and the Lutheran Campus Ministry Board at the SMSU Campus Religious Center.

DEPARTMENT of MANAGEMENT
ANNUAL REPORT
2012/2013 ACADEMIC YEAR

Report Authored By:

Kathy Schaefer, Chair of Department of Management

MANAGEMENT DEPARTMENT ANNUAL REPORT

2012/2013 ACADEMIC YEAR

Section 1 – Description of Department

The Department of Management at Southwest Minnesota State University (SMSU) became an autonomous entity within the School of Business and Public Affairs as of July 1, 2012. The School of Business and Public Affairs was formerly the Department of Business and Public Affairs, and prior to July 1, 2012, the Department of Management was recognized as a program within the Department of Business and Public Affairs.

The Department of Management has its own Department Chair who earns one credit-hour of release time to perform departmental duties. In addition to the Chair, who carries a full teaching load, the Department is served by three additional full-time faculty members whose areas of expertise in the field of Management cover a range of courses within the Management disciplines.

The Department of Management offered the following majors and concentrations in the 2012/2013 academic year:

- Bachelor of Science, Management
 - General Management Concentration
 - Human Resource Management Concentration
 - International Management Concentration

- Bachelor of Applied Science, Management

- Minor, Management

The Department of Management has adopted and adheres to the principles set forth in the mission of the University. The mission of SMSU is as follows:

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

The Management Department aims at developing foundational knowledge and skills for our degree-seeking Management students with the goal of helping them

become successful both in their chosen careers and as engaged citizens. In addition to general business and Management core courses, students are exposed to current issues that target their critical thinking skills, enabling them to make informed, ethical decisions. The program has a strong orientation toward developing real-world professionals with the ability to think critically and apply knowledge gained in the classroom.

Students and faculty affiliated with the Department of Management are engaged in two significant campus organizations.

Dr. Stacy Ball-Elias advises the campus chapter of the **Society of Human Resource Management, or SHRM**. SHRM is an international association made up of professionals in the field of human resource management. The association includes roughly 100,000 professional members. The Society sponsors an annual academic knowledge competition. Questions in this competition emphasize the human resource function, but also cover other subject areas within business. For example, competition questions also cover statistics, economics, international business, strategic management, general management, and marketing.

Dr. John Gochenouer acts as advisor to the campus affiliate of **ENACTUS, (formerly SIFE)**. According to the Enactus website, Enactus is an international non-profit organization that brings together student, academic and business leaders who are committed to using the power of entrepreneurial action to improve the quality of life and standard of living for people in need.

The student leaders of Enactus are guided by academic advisors and business experts, where they create and implement community empowerment projects locally and on an international scale.

SMSU's chapter of Enactus has been active for several years. The SMSU Enactus teams have performed community service projects, established real-world businesses in Marshall, and have won numerous competitions against peer chapters at the regional and national levels. SMSU's students are creating outcomes that are equal to or better than their peers at other institutions. Projects undertaken by Enactus students are based on the following criteria: Free Market Economies, Personal Success Skills, Entrepreneurship, Financial literacy, Environmental Sustainability, Business Ethics, and Sustainability. SMSU's Enactus teams have several accomplishments of note for the 2012/2013 academic year including:

- Students from the Southwest Minnesota State University Enactus club claimed their 10th straight regional title in a March 28 competition in Minneapolis.

- SMSU's Enactus team finished in the top eight at the national competition in Kansas City, Mo., on May 23, 2013. It was the highest finish ever for the campus team. The group had finished in the top 20 nationally two out of the past three years.
- Two of the club's projects were continued from last year. The club worked with the MECLA alternative school in Marshall to open a coffee shop and bookstore at the MECLA campus in the Market Street Mall, and club members again traveled to Jamaica to make more improvements to the Faith's Pen rest/food stop area.
- A new project was started this year at Robin's Nest Children's Home in Jamaica. Robin's Nest Children's Home is a residential facility for troubled children. Enactus members collected used laptops and took donations to buy new ones to set up a computer lab at the home. The club also helped Robin's Nest decrease its energy usage and become more sustainable. Currently, members are working on helping the home dig a second well.

The Department of Management plays a key role in the distance learning, or 2+2 program at SMSU. The faculty members in the Department of Management offer not only live classroom experiences for SMSU students, but online courses for our distance learning students as well. Each semester, the Department tries to offer the same number of seats in each online course as is offered to the on campus students. Dr. Ball-Elias and Dr. Gochenouer are also engaged in teaching MBA courses in addition to their undergraduate courses.

Academic personnel within the Department of Management include Dr. Stacy Ball-Elias, Dr. John Gochenouer, Professor Deborah Buerkley, and Professor Kathy Schaefer. Joining the department in the next academic year is Dr. Jun Li. Dr. Li is a graduate of Rutgers University and will focus his attention on business policy and strategy courses, as well as courses in international management. Dr. Li will teach at the graduate and undergraduate levels.

Dr. Gochenouer announced his intentions to take phased retirement for the next academic year. Dr. Gochenouer will formally retire from teaching after the Spring Semester of 2014.

Kathy Schaefer was hired for a third year as a full-time, fixed term faculty member and was elected Department Chair for the 2012-2013 academic year.

The budget for the Department of Management has not seen any dramatic changes in the past year. During the 2012-2013 academic year, the budget for this department was adequate to meet the needs of the department. Covered in the budget are the costs of copies and printing, postage, phone usage and other office type supplies that are needed by faculty. Also included in the budget is the cost of the senior exam for the Management Majors. The senior exam takes up nearly half of the \$4,000 department budget.

Section II – Current Year’s Activities

A. Teaching and Learning (undergraduate and graduate)

The faculty members in the Department of Management are active in the pursuit of excellence in teaching and learning. The Department’s faculty members attend industry conferences, keeping current on industry matters. The information imparted at these conferences provides relevant and real time examples to bring 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 topics. Faculty members supervise internships, and independent studies, as well as mentoring opportunities for students.

Professor Schaefer has worked closely with Professor Seldat in Finance to develop a curriculum in Management’s MGMT 221, Computer Concepts, which will address the skills needed by the Finance students. For example, Professor Seldat has indicated a need for his students to have a better understanding of Excel, and in particular, the use of pivot tables. These particular skills have also been suggested by area employers, who desire a labor pool with high skill levels in the MS Office areas.

B. Scholarly/Creative Activity

Professor Kathy Schaefer developed two new elective classes for the Management Major and successfully passed them through the Faculty Assembly. Quality Management, MGMT 423, and Supply Chain Management, MGMT 425, were approved by the Curriculum Committee and were passed by the Assembly on April 25, 2013. The courses were designed to provide additional learning opportunities for those students who are interested in the field of Operations Management.

C. Professional Development

Management faculty provide classroom and online experiences for students, as well as hybrid learning experiences. Due to the strong Distance Learning Program and the large number of students participating in that program, faculty are actively engaged in maintaining and enhancing their skills in both a traditional classroom setting and an online environment. Faculty members continue to hone their skills in the online learning environment by participating in D2L forums, online teaching webinars, and individual research.

Online courses are delivered through a variety of programs, including D2L, Adobe Connect, WebEx and various textbook software packages.

Faculty members in the Department of Management 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. The memberships include:

- Council of Supply Chain Management Professionals
- Project Management Institute
- Society of Human Resource Management

Additionally, faculty members collaborate with textbook publishers on textbook revisions and new content.

D. Service to Students

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

- Dr. Ball-Elias acts as the advisor to the campus chapter of SHRM.
- Dr. Ball-Elias directs graduate student community service projects.
- Dr. Gochenouer acts as the advisor to the campus chapter of Enactus.
- Professor Sunshine Sinarath (adjunct) acts as an advisor to the campus chapter of Enactus, is actively engaged in coaching the Enactus teams and often travels with the group to their projects in Jamaica.
- Professor Buerkley acts as the faculty liaison to the Student Senate.
- Professor Schaefer volunteers for faculty duties at the student event, "Casino Night".
- Faculty members attend student performances in the performing arts.
- Faculty members attend and support student sporting events on campus.
- Faculty members attend and support cooking initiatives by the Culinology students.
- Faculty members attend and support the International Student Organization at the International Student Art Festival and the International Student Food Festival.

In addition to the activities listed above, faculty members offer liberal office hours for enhanced student/instructor access. With the largest major on campus, each member of the Management Department carries an inordinately large number of advisees. In spite of the large number of advisees assigned to each faculty member, all advisees receive high quality attention to their academic needs.

E. Services to the University

All faculty of the Department of Management are very active in the area of service to the University. Following is a list which shows the faculty members' involvement in service to their University during the 2012-2013 academic year.

- Dr. Stacy Ball-Elias
 - Member, Affirmative Action Committee
 - Member, Graduate Council
 - Member, Graduate Curriculum Committee

- Professor Deborah Buerkley
 - Member, Curriculum Committee
 - Member, Management Position Search Committee
 - Grievance Officer
 - Selection Committees
 - Making Connections Program

- Dr. John Gochenouer
 - Member, Management Position Search Committee

- Professor Kathy Schaefer
 - Member, Academic Appeals Committee
 - Member, Global Studies Committee
 - Member, Global Studies Task Force
 - Member, Grade Appeals Committee
 - Member, Management Position Search Committee
 - Member, Scholarship Application Review Committee

F. Services to the Community at Large

The four members of the Department of Management serve their communities in a variety of ways. Members of the Department provide volunteer services or are engaged in the following community organizations:

- Guardian ad Litem for the 10th Judicial District
- RAGOM volunteer and foster care provider for rescue dogs
- Crosswinds Community Outreach Team
- Salvation Army Volunteer
- Crosswinds Youth Leader
- Harrison Neighborhood Association National Night Out Organizer
- Northern Lights Music Festival Volunteer
- SMAHC Grants Panelist
- Rotary International
- Inclusion Network

G. Assessment

Department members have convened on numerous occasions to work on the Department's assessment plan. The assessment plan has undergone numerous revisions, tear downs, and rebuilds since the work on this project first began. The Department has worked to develop a course grid to help identify where the learning outcomes can be assessed, and how those outcomes can best be measured.

Professor Schaefer will adopt the elements outlined in the assessment as a foundation for her Fall 2013 course syllabi. The Department is working towards unilateral adoption of the agreed upon elements in the assessment plan.

The Department continues to use a variety of traditional tools to assess student learning outcomes in the Management courses. These methods of assessment include student evaluations, class projects, homework assignments, examinations, and classroom participation. Some faculty members have implemented pre and post course tests, in order to measure the level of student learning in their courses.

During the 2012-2013 academic year, the Department of Management, along with the Department of Finance, took on the responsibility of managing and administering the Major Field Aptitude Test (MFAT) in Business, produced by the Educational Testing Service (ETS). Management and Finance majors who are in their senior year have been taking this national exam since the 1993-1994 academic year. Prior to this, the departments had no real knowledge of the kinds of questions being asked on the exam. The exam covers the areas that are within the Business Core, and are not questions that are specific to one particular major. Professor Schaefer and Professor Seldat from Finance have worked closely to find ways of improving test scores and communicating to students, the importance of the exam. New test preparation activities for the students, will be implemented during the 2013-2014 academic year.

Section III – Five Year Plan

The Department of Management, a new autonomous department as of July 1, 2012, began the arduous task of conducting its program review. The program review is still in the process of being worked on and will be completed early in September of 2013. At that time, a reviewer will be brought on campus to conduct an independent audit of the activities of the Department.

Southwest Minnesota State University
School of Business and Public Affairs
Department of Marketing

Annual Report for the 2012-2013 Academic Year

Section One – Brief Description and History of SMSU’s Marketing Department

The history of the Marketing Department is somewhat brief, having been formed towards the end of the previous academic year as a result of establishing the School of Business and Public Affairs. The previous programs contained in the former Department of Business and Public Affairs were then designed into separate departments, replacing the previous program designations.

The academic discipline of marketing has continued to maintain its initial structure since its current department chair, Dr. Michael Rich (Mike), began his tenure at the university at the start of the 2001-2002 academic year. At the start of that year, Mike was the sole marketing professor at the university, necessitating finding, hiring and orienting several adjunct professors in order to deliver the courses as they existed at that time. After several false starts at securing a second member of the marketing faculty team, Denise Gochenouer (Denise) was retained as a fixed-term professor. This has been the composition of the marketing faculty for the past six academic years, along with one adjunct professor teaching one or two sections of the introductory marketing course when needed.

This combination of professors has accomplished a total revamping of the marketing curriculum, updating content to meet current employment demands that confront our marketing graduates. Also during this period of time, the number of declared marketing majors has increased from 28 in the 2001-2002 academic year to a high of 138 declared majors in the fall 2009 semester.

The quality of the course delivery has resulted in a marketing job placement rate of consistently over 90 percent with a reported starting salary of \$51,900. The department enjoys being in a position where employers now seek our graduates for specific marketing positions in their respective organizations.

Department Mission

To provide a comprehensive foundation of marketing principles, tempered with proven diversified practitioner experience to effectively prepare graduates to compete in today’s dynamic marketplace. Our graduates receive an ample practical application of marketing theory strengthened with critical thinking abilities

necessary to survive and thrive within the reality of today's contemporary business culture. Our graduates deliver proven value to those who secure their services.

Department Goals

Goal 1. To understand the role of marketing in today's global society.

- Articulate the key components of integrated marketing into the corporate strategic planning process.
- Demonstrate acquired knowledge through case presentations and test performance.

Goal 2. To apply marketing principles to contemporary marketing issues.

- Demonstrate critical thinking in applying marketing knowledge to current business cases.

Goal 3. To comprehend the strategic function of the various forms of promotion in the broader context of marketing.

- Develop an effective promotional campaign by integrating the elements of the promotional mix to demonstrate understanding of evolving media choices.
- Discern the real economic, social and cultural role of advertising and conversely, the impact of a society's values on advertising.

Goal 4. To comprehend the role of entrepreneurial activities in generating future real domestic growth.

- Understand the difference between managerial and entrepreneurial decision-making and comprehending what motivates an entrepreneur.
- Create a business plan that includes legal, financial, marketing and growth strategies considered relevant by financing sources.

Goal 5. To demonstrate the effectiveness of personal selling in accomplishing corporate revenue objectives.

- Discern the role of sales in the promotional mix of the marketing equation.
- Implement and demonstrate effective personal communication style flexing to enhance persuasive abilities.

Goal 6. To apply marketing research fundamentals to current situations being experienced in the marketplace by various business entities.

- Describe and report a conceptual framework for conducting marketing research.
- Execute a complete marketing research project, demonstrating knowledge of correct research principles.

Goal 7. To understand consumer behavior and the marketing theories that influence retail practices.

- Demonstrate an understanding of consumer behavior theories through case studies, chapter reviews and written reports.
- Explain various approaches to influencing consumers in a retail environment.

Faculty and Staff in the Marketing Department

For the 2012-13 academic year, the Marketing Department had one tenured full professor, one fixed-term assistant professor and one adjunct professor. The adjunct professor taught a total of two sections of one subject during the year. Based on the physical location of the marketing department in the Science and Technology building on the campus, most staff support is furnished by students employed by the on-campus research center, the Southwest Marketing Advisory Center. Most of the remaining business departments and the School of Business office are located in Charter Hall and are supported by a full-time administrative assistant in the School of Business.

The department has enjoyed instructor stability for the last six years that has added to the continuity of the program that has been an attraction to incoming students desiring to pursue a major that has employment potential upon graduation. The two full-time professors taught a total of 22 classes to a total of 775 students, or an average of 35 students per class. This academic year saw 32 students graduate with degrees in marketing. In order to deliver the spectrum of courses offered by the marketing department, it is necessary for the marketing faculty to teach overloads almost every semester and at least two classes during summer sessions. The department has done an outstanding job of delivering an effective degree program within the financial and personnel constraints imposed by current university policies.

The diversity of subject matter that needs to be taught in a contemporary marketing program requires a faculty with diverse marketing backgrounds. The two full-time faculty members combined have over 46 years of strong practitioner experience prior to entering academe coupled with terminal degrees in subject areas directly related to the skills and competencies demanded by today's employers seeking skilled marketing graduates.

Michael K. Rich, Ph.D., joined Southwest Minnesota State University in 2001, and is the Chair of the Department of Marketing. After completing 27 years of steady advancement in industrial sales and marketing positions, Mike left his position as a Vice-President and General Manager in 1989, to initiate a career in

academe. After securing a tenure-track position in Pennsylvania, he entered and successfully completed the doctoral program in Marketing at the University of Pittsburgh at the age of 56. His main areas of teaching and consulting include: marketing research, strategic marketing policy, entrepreneurship, professional selling & management, and business-to-business marketing.

After revamping the previous undergraduate marketing course of study, he conceived, developed and implemented the Southwest Marketing Advisory Center – an organization employing senior-level marketing students to supply much-needed marketing research services for regional businesses and governmental organizations while providing financial compensation to students involved in the center.

He has completed numerous journal articles related to various marketing management subjects. He also appears as a motivational speaker at various business events. He has been active as a member of the national faculty of the American Marketing Association, leading seminars throughout the United States on several marketing topics.

He has six published articles in refereed international journals to date and has presented papers at four international workshops and marketing conferences.

Denise A. Gochenouer, joined Southwest Minnesota State University in 2007, as an adjunct, teaching, “Introduction to Business.” In 2008, she was hired on a Fixed-Term basis, teaching marketing courses. Denise comes with nineteen years of industry experience in banking, sales and marketing research. While teaching at Southwest Minnesota State, she also owned and operated a summer resort where she used much of her marketing and sales expertise to run this successful business.

During her tenure at SMSU, Denise has taught five courses each semester while working on her doctorate in Sociology from South Dakota State University. She plans on completing a dissertation primarily focusing on culture and consumption – a key consumer marketing area of concern. This area of specialization is particularly relevant to the classes she currently teaches, including: consumer behavior, advertising, and retail management. Additionally, Denise developed a course in e-marketing with a corresponding lab. This addition to the marketing discipline is relevant with the upsurge in social marketing. Denise has also conceived and developed the Marketing Club on campus, involving as many as 50 marketing majors as well as related majors in various fund-raising activities to support many of the related field trips and public service projects undertaken by the club members.

Denise had a Journal Article published in 2011 entitled, “The Effects of Ethnicity on Conspicuous Consumption Patterns,” *International Journal of Arts and Sciences*, Vol. 4, Number 22. This article focused on the difference in consumption patterns

between three ethnic groups; European-American, African-American and Asian-Americans and was based on primary research previously completed by her.

She had a conference paper delivered in 2011 entitled, “Post-Debtor Society: Americans who cannot comprehend an impossible debt simply ignore it.” This was a concept paper that focused on the use of Google’s Ngram Viewer to corroborate survey data on the American attitude towards debt. It was presented at the Shanghai International Conference (SICCS), Shanghai, China.

Partnership with Other Academic Institutions

An effort was made several years ago to develop a Bachelor of Applied Science in Marketing (BAS) degree. This effort resulted in the degree program being approved by the Minnesota State Colleges and Universities System (MnSCU). The objective of securing this degree program was to facilitate greater transparency between two-year institutions in Minnesota and the Marketing Department at SMSU. Unfortunately, to date, only one, two-year institution has entered into an articulation agreement for this BAS in marketing – South Central College in North Mankato. To date, SMSU has graduated approximately 12 marketing majors that initially began their post-secondary education at SCC. If effort were extended to encourage more two-year institutions to embrace the SMSU marketing program, greater financial efficiency could be achieved with the program delivery at SMSU.

Department Budget

Based on the relatively low fixed costs for operating the department and the higher student to faculty ratio compared to other departments on campus, the positive variance (revenue over calculated costs) of the operation has steadily increased from \$158,685 in FY 2010, to \$201,602 in FY 2011 to \$260,009 in FY 2012 as calculated at the request of President Ron Wood during the 2012-2013 academic year. This equates to a class delivery positive variance ranging from \$3,890 to \$27,921 per class. No classes in the Marketing Department operated with a negative variance.

Section Two – Department of Marketing’s Current Year Activities: 2012-2013

Teaching and Learning

One factor that has enabled quality, yet economical delivery of course material is the pedagogy used extensively by this department. All classes are delivered as hybrid offerings, meaning that the class is delivered simultaneously in a standard classroom format and by computer to any location where the student has access to the Internet. If the student cannot view it at the scheduled class time, he or she can

subsequently watch a recording of the class. The delivery options have opened the major to students who otherwise would not be able to complete a four-year degree program in the field. The synchronized delivery approach greatly reduces the cost per student since the class can be received by a wider audience with minimal additional work being required by the instructor or other support staff members.

Scholarly and Creative Activity

Denise continues to work on her dissertation for her Doctorate from South Dakota State University. She expects to complete all aspects of her Doctorate by fall of 2013.

Denise presented her dissertation proposal at the “Global Consumption: Politics, Culture, Practice” seminar on August 16, 2012, at University of Denver.

Denise had a Journal Article published in 2011 entitled, “The Effects of Ethnicity on Conspicuous Consumption Patterns,” *International Journal of Arts and Sciences*, Vol. 4, Number 22.

She had a conference paper delivered in 2011 entitled, “Post-Debtor Society: Americans who cannot comprehend an impossible debt simply ignore it.” It was presented at the Shanghai International Conference (SICCS), Shanghai, China.

Mike completed his seventh year as the Associate Editor of the “Journal of Business and Industrial Marketing,” an international journal published by Emerald in England.

Participation in Professional Organizations

Both Mike and Denise are members of the American Marketing Association with Mike being an Executive Member since 1985.

Denise is also a member of the American Sociological Association

Service to Students

Southwest Marketing Advisory Center (SMAC) is a self-funded entity within the academic marketing program at Southwest Minnesota State University (SMSU). Its mission is to service the marketing and research needs of Southwest Minnesota, while providing “real-world” experience to undergraduate and graduate-level student employees. Without the use of grants or university dollars during its twelve years of service to the area, SMAC has completed over 450 client projects for private and public corporations, governmental agencies and start-up operations.

SMAC works in concert with the Small Business Development Center on campus to assist their clients with marketing demands.

SMAC was founded by Mike in 2002, and has employed over 140 students in the interim period with a total payroll exceeding \$675,000. The students are compensated at the hourly rate of \$10.00 for work on a variety of projects including: Attitude and Perception Studies, Strategic Marketing Plans, Phone Surveys, Mail Surveys, Secondary Research Studies, Focus Groups, Public Relations and Mediation Services, Creation of Marketing Materials, including: Webpages, Logos, Printed Advertisements, Brochures, Creation of Training Programs and Feasibility Studies. Each of these projects is unique and requires sound marketing research practices to produce meaningful results for each client.

The Mission of SMAC is, “To connect the demand for sound marketing strategies of America's rural heartland with the proven skills of our finest marketing majors.”

A portion of the profits earned by SMAC from its \$1.2 million dollar revenue stream is used for the purchase of needed equipment and supplies. The remaining balance of profits is used to fund scholarships and *pro bono* projects needed by the university and community. To date, SMAC has provided over \$80,000 in scholarships to majors in Marketing, Finance, Management and Accounting.

During the 2012-2013 academic year, SMAC completed 56 projects, requiring 4,321 student hours to complete. This resulted in a student payroll of \$43,210. A total of \$8,500 was awarded in student scholarships by SMAC during the year.

The SMSU Marketing Club, under the direction of Denise, has been instrumental in bringing marketing practices into focus for marketing majors:

1. To embark on educational outings to various business firms on a yearly basis.
2. To provide educational opportunities through occasional lectures and discussions by guests invited to speak on topics concerned with the business world.
3. To provide recognition of active club members during the school year
4. To enjoy our stay at college through social gatherings throughout the school year
5. To provide educational opportunities through fund raising activities
6. To provide job opportunities through guest speakers and business trips.

The Marketing Club is designed not only to teach students the theory of Marketing management and its related areas, but also how to apply that knowledge and ability in a business environment after graduation.

The club, under Denise's direction, has undertaken several public service projects including the Adopt-A-Highway project for the State of Minnesota, developing a marketing program for a commercial farm commodities company in Canby, MN.

Service to the University

Denise is a member of the:

1. Feminist Committee at SMSU.

Mike is a member of the:

1. University Grievance Committee
2. Committee for Institutional Assessment (CIA).

Service to the Community at Large

Mike is a member of the:

1. Governing Board of Avera Marshall Medical Center since 2002, and currently serves as chair of its Quality Assurance Board.
2. Board of Directors of the Southwest Center for Independent Living and is currently its Vice President. He has been a member since 2008.
3. Avera Health (Corporate) Financial Performance Committee since 2009.
4. Avera Health (Corporate) Pooled Investment Committee since 2009.
5. Avera Marshall Foundation Board since 2004.
6. SMSU Foundation Board since 2008.
7. Marshall Sunrise Rotary Club, serving as its current president. He has been a member of Rotary since 1985.

Denise is a member of:

1. Xi Beta Epsilon since 2006. The organization supports House of Hope in Marshall, MN.

Assessment

The Marketing Department uses various tools to assess student learning in all courses. These tools include student evaluations, class (team) projects, homework assignments, quizzes after each set of chapters, a mid-term and final essay and objective exams. Course assessment is accomplished with a pre-test on the first day of class with those question results being compared to the student performance on the final objective exam. It is anticipated that this year, the Marketing Department will start participating with the Major Field Aptitude Test (MFAT) in Business produced by the Educational Testing Service (ETS).

Section Three – Five Year Plan

The Marketing Department is currently conducting a program review. This has not been done in the last 15 years while marketing was a program under the Department of Business and Political Affairs. On completion of this review, a formal five-year plan will be developed. Once the needs are determined through the review, Marketing will be in a better position to develop an approach to building a department that will meet the needs of the marketplace in future years.

In the meantime, the Marketing Department will continue to do the following:

1. Integrate the mission and goal of the Marketing Department with SMSU's overall mission.
2. Manage Department growth through increased use of the BAS degree with linkages to additional two- year institutions.
3. Enhance course offerings to keep pace with the dynamic nature of the marketing profession.

SOUTHWEST MINNESOTA STATE UNIVERSITY

DEPARTMENT OF POLITICAL SCIENCE

2012-2013 ANNUAL REPORT

Section I: Description of Department

Mission Statement and Student Learning Goals and Outcomes, as adopted August 2012

Mission Statement

The S.M.S.U. Political Science Department provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations between among nation-states. It seeks to develop an awareness of the moral and ethical implications of political action as well as an empirical understanding of political institutions and behavior.

Student Learning Goals and Outcomes

Goal 1: Students will possess the analytical skills necessary to think critically about political life.

Outcome 1.1 Students will identify and demonstrate the importance of Political Science research questions.

Outcome 1.2 Students will demonstrate an understanding of normative and empirical political analysis.

Outcome 1.3 Students will identify the strengths and weaknesses of government policies.

Goal 2: Students will develop literacy in the discipline of Political Science.

Outcome 2.1 Students will demonstrate an ability to recognize and apply Political Science concepts and theories.

Outcome 2.2 Students will demonstrate knowledge of important research in Political Science.

Outcome 2.3 Students will critically evaluate political claims based on careful scrutiny of the underlying argument and evidence.

Outcome 2.4 Students will demonstrate strong written and verbal skills, culminating in the completion of a thesis paper.

Goal 3: Students will develop an understanding of their role as engaged citizens.

Outcome 3.1 Students will demonstrate an awareness and concern for their role as citizens in a republic based upon the rule of law.

Outcome 3.2 Students will recognize and demonstrate an understanding of their rights, duties and opportunities within the community, nation and world.

Outcome 3.3 Students will apply knowledge of politics and governments through internships, research into regional issues, and community service.

The Political Science Department supports the university's mission statement by featuring it prominently in our course syllabi and by using it as a template for the development and revision of course content and assignments.

The Political Science Department is located in the School of Business and Public Affairs and reports to Dr. Raphael Onyeaghala, Dean of the College of Business, Education and Professional Studies. It receives staff support from S.B.P.A. Administrative Assistant Linda Baun, and operates with an annual budget of \$1,500.

Its faculty consists of:

Chairman and Professor David E. Sturrock

Ph.D., Political Science, University of California, Riverside

Began at S.M.S.U. 1996; tenured and promoted to Professor, 1998

Professor Douglas L. Simon

J.D. and M.P.A., University of South Dakota, 1998

Began at S.M.S.U. 1998; tenured 2002; promoted to Professor, 2006

Section II: 2012-2013 Activities

A. Teaching and Learning

Professors Simon and Sturrock offered a full menu of Political Science courses to support POL majors and minors during 2012-2013, in both cases performing overload service because of strong enrollments, limited staffing and absence of adjunct funding. Our two survey-level courses (POL 117 and 120) and about eight of our upper division courses are

widely popular options for fulfilling LEP and MTC requirements. Also, POL courses serve as designated electives for majors in a number of fields, notably Education, History, Justice Administration and Management.

The department was pleased to secure official approval for the creation of a minor in Public Administration, effective Fall 2013. We view this as a step towards the reactivation of our Public Administration in the near future.

Distance Learning

We typically offer one to three Distance Learning courses per semester. Enrollment for these courses has averaged about 20 students per course. In summer we usually offer two courses through D2L, averaging about 15 students. Our flexibility in offering courses through D2L has enabled us to support Distance Learning degrees for a number of degrees, most notably Management.

First Year Seminar

The department continues to participate in the FYS program by offering one section per year of Prof. Simon's *Issues in Business, Law and Politics*.

College Now

The department supports S.M.S.U.'s College Now program by delivering POL 120 (American National Government) at 15 high schools across western and southern Minnesota.

Internships

Over the last year the department worked with the City of Marshall to develop a format for a standing internship program while maintaining its customary load six-eight internships, with placements ranging from the City of Canby to the Washington office of Congressman Tim Walz.

B. Scholarly and Creative Activity

The department participated in the Undergraduate Research Conference in December 2012, as two students made presentations about the Lyon County Exit Poll (conducted during the November 2012 general election). Beginning in 2013 the Senior Seminar will be offered every fall, with the requirement that every senior makes either an oral or poster presentation at the URC.

During 2012-13 Douglas Simon conducted interviews, data retrieval and archival work in support of his pending dissertation *Entrepreneurship in Southwest Minnesota: An Investigation into Social Capital and Social Networks*. Both faculty closely monitor periodical and professional sources of news and research in areas of their respective specialties. The fruits of this ongoing study are incorporated into classroom lecture and discussion on a near-daily basis, and into revised course assignments every semester.

C. Professional Development

Douglas Simon has drawn upon S.M.S.U. professional development funds to further his doctoral program work at South Dakota State University. Also, the department maintains its annual membership in the American Political Science Association and makes use of its informational and promotional resources.

D. Service to Students

The Political Science Department provides significant off campus learning opportunities for its majors, including exit polling; a mock Supreme Court trial; senior seminar research projects focusing on current issues affecting Greater Minnesota; numerous internship placements; law school visits; and participation in the regional Model United Nations conference.

Recruitment of majors

This includes a presence at all campus visit days for prospective students; scholarship offers for potential enrollees who express an interest in a Political Science major; and distribution of the A.P.S.A. brochure *Political Science: An Ideal Liberal Arts Major* in POL 117, POL 120, the IDS 100 freshman seminar, and during individual advising sessions.

Advising

We encourage our students to think about their career goals early in their time with us. Once they can give us some inkling of their long-term interests we try to match them with appropriate resources, including law and graduate school preparation materials. Political Science majors and minors are formally advised about course selections on designated advising days every semester, and at other times as needed. We take particular care to encourage freshmen and sophomores to consider taking minors or double majors, and make every effort to alert them to anticipate schedule changes in future semesters, especially if they affect a student's graduation timetable.

Placement

From data compiled by the Career Services Office we find that about half of recent Political Science students are continuing their education, several of them in law school. From numerous individual follow-ups and word of mouth we know that our graduates continue to find employment in a wide variety of fields in the for-profit, non-profit and public sectors. We take particular pride in the graduates of our Public Administration major who now work as city administrators and in other public service positions.

Student organizations

The department continues to sponsor the Political Science Association and Pre-Law Society, with Douglas Simon serving as faculty advisor. Their activities include law school trips and partnership programs with the Veterans Club and Enactus.

David Sturrock continues to serve as faculty advisor for the College Republicans, and in 2012-2013 oversaw the reactivation of the Model United Nations Club. This group sent a delegation of six students (representing Canada and Germany) to the Arrowhead Region MUN conference at Winona State University in April 2013.

Finally, we host Enactus (the former Students in Free Enterprise) in our suite at Charter Hall 105. This student program, which receives direct support from the S.M.S.U. Administration and the region's largest private sector employer, has received numerous awards at regional and national competitions for their innovative service programs in Minnesota, Jamaica and elsewhere.

Financial support for students

The Political Science Department is host to the John Zwach Grant program, which was funded by the family and friends of the late John Zwach in honor of his lifetime of public service to Southwest Minnesota. Mr. Zwach was a farmer, teacher, school superintendent, State Senate Majority Leader, chief author of the bill which created Southwest Minnesota State University, and a member of the United States House of Representatives. Each year we award approximately \$6,000 in scholarships to continuing students, many of whom are Political Science majors. These awards are based on grade point average, campus and community leadership, and an original essay on the subject of community and regional service in Southwest Minnesota.

E. Service to the University

Douglas Simon has served on numerous university and faculty committees. Current highlights include:

Faculty Association Vice President, 2011-present

Chairman of Accreditation Criterion One Committee, 2012-present

S.M.S.U. representative to Inter-Faculty Organization Government Relations Committee

David Sturrock is currently Department Chairman and serves on the Accreditation Criterion Three Committee. He also recently served on the Alumni Director search committee.

F. Service to the Community

Douglas Simon holds the rank of Colonel in the Judge Advocate Corps, United States Army. He is an active member of the Marshall Sunrise Rotary and recently become a Rotary International Paul Harris Fellow.

David Sturrock has held numerous positions in local government, including four years as a member of the Marshall City Council. He currently serves on the Marshall Municipal Utilities Commission, the Marshall Charter Review Commission and the Lyon County Planning and Zoning Board. He is also Chairman of the Marshall Area Transportation Group, which advocates for regional highway improvements. He recently began a term as Parish President for Good Shepherd Lutheran Church.

The Department is a member of the Marshall Chamber of Commerce through the School of Business and Public Affairs.

G. Assessment

The Political Science Department continues to develop its assessment program in concert with the university's preparation for reaccreditation. As presented in Section I, we have completed our mission statement, learning goals and outcomes. The accompanying the course map and assessment plan and schedule will be completed this academic year.

It is expected that we will measure each of the ten outcomes through course assignments and exams, the senior seminar research project, and an exit interview. This will require the development of a tracking matrix which will incorporate data from each course a given major takes in our program.

The POL faculty have consistently attended assessment meetings, workshops and training sessions to remain informed and effective as they fulfill the university's assessment mandate.

H. Department Review

The Political Science Department underwent its external review process in 2013, in succession to reviews conducted in 1995 and 2006. We prepared a self-study and

supporting documents (57 pages in total) in preparation for the campus visit of reviewer

Prof. Kara Lindaman of Winona State University on May 1, 2013. During her visit Prof. Lindaman reviewed the above-noted documents and held extensive discussions with Professors Sturrock and Simon. She also met with Dean Onyeaghala and subsequently

conducted a phone interview with Provost Weatherby. She also met with a small group of POL majors.

Professor Lindaman's report praised the Political Science faculty for their hard work, professionalism, flexibility, and commitment to the success of their students. Her chief recommendation was that the Administration commit the resources necessary to restore the department's erstwhile third permanent position so that the full range and quality of POL offerings could be maintained and improved.

I. General Comments

As noted under Section II, the POL faculty are often called upon to teach overload courses to ensure that our majors make timely progress toward completion of their degrees. Semester loads of fifteen credits (five courses) are common, usually with five separate preparations. We do not begrudge the extra duties but do believe our program would deliver a stronger, more broadly based education for majors and non-majors alike if our department received a third full-time position.

Since its 2006 review the department has proven its resiliency in consistently maintaining a breadth of courses and support activities despite the loss of two full-time positions, the elimination of the Public Administration major; the elimination of adjunct funding, and the repeated National Guard mobilizations for Douglas Simon. In addition, we have

demonstrated our flexibility by adjusting our teaching approaches to accommodate changes in our student population, most notably a recent cohort of African Political Science majors (both overseas students and U.S. residents of immigrant origin).

Our department is known across campus to be entrepreneurial though collegial. We have a reputation for actively seeking and building upon partnerships on and off campus while delivering significant support for the university's overall mission. One measure of this is our consistently-above average contribution to the university's Student FYE-Faculty FTE ratio.

Our faculty put a high premium on importing their outside experience into the classroom. For Douglas Simon, this includes his 20 years' National Guard service, deployment in two war zones, and complex, sensitive legal work in the Judge Advocate Corps. For David Sturrock, examples include 20 years' service in local government in Minnesota and New York; nearly 40 years of involvement with political parties and election campaigns; and, more recently, advocacy for regional public policy issues, especially transportation and public utilities.

Section III: Five Year Plan

POL Five-Year Plan (Adopted August 2012)

1. Increase number of POL majors to 40-50
2. Maintain consistent upper level course enrollments of 18-25
3. Maintain maximum feasible breadth and frequency of course offerings; see below for projected three-year course schedule.
3. Restore Public Administration major
 - Have established Public Administration minor, effective Fall 2013
4. Restoration of third tenure-track faculty position
5. Establish regular participation in Undergraduate Research Conference
 - Senior Seminar (POL 490) will be shifted to fall semester in 2013 so senior research projects can be presented at URC
6. Rejuvenate student organizations
 - Model United Nations: After a four-year hiatus five delegates from S.M.S.U. attended the April 2013 Arrowhead MUN Conference, Winona State University

POLITICAL SCIENCE THREE-YEAR SCHEDULE

Summer 2013-Summer 2016

Summer 2013

POL 117	Intro. to Gov't & Politics	David Sturrock	web
POL 227	Judicial Process	Douglas Simon	web

Fall 2013

IDS 100	Crit. Issues in Law, Pol. & Business	Douglas Simon	
JUAD 450	Criminal Law	Douglas Simon	
POL 117	Intro. to Gov't & Politics	David Sturrock	
POL 120	American Nat'l Gov't	Douglas Simon	
POL 252	Intro. to Comparative Politics	David Sturrock	web
POL 324	Local and Rural Politics	David Sturrock	
POL 328	Constitutional Law I	Douglas Simon	
POL 355	World Political Geography	David Sturrock	web
POL 490	Senior Seminar	David Sturrock	hybrid

Spring 2014

POL 117	Intro. to Gov't & Politics	David Sturrock	
POL 120	American Nat'l Gov't	Douglas Simon	
POL 200	International Politics	Douglas Simon	web
POL 221	State Government	David Sturrock	
POL 351	Constitutional Law II	Douglas Simon	

POL 355	World Political Geography	David Sturrock
POL 415	Law and Society	Douglas Simon
POL 422	American Political Thought	David Sturrock

Summer 2014

POL 117	Intro. to Gov't & Politics	David Sturrock	web
POL 227	Judicial Process	Douglas Simon	web

Fall 2014

IDS 100	Crit. Issues in Law, Pol. & Bus.	Douglas Simon	
POL 117	Intro. to Gov't & Politics	David Sturrock	
POL 120	American Nat'l Gov't	Douglas Simon	
POL 250	American Parties & Elections	David Sturrock	
POL 252	Intro. to Comparative Politics	David Sturrock	web
POL 300	Political Research Methods	David Sturrock	
POL 328	Constitutional Law I	Douglas Simon	
POL 340	Public Policy & Administration	Douglas Simon	
POL 455	International Law	Douglas Simon	
POL 490	Senior Seminar	David Sturrock	hybrid

Spring 2015

POL 117	Intro. to Gov't & Politics	David Sturrock
POL 120	American Nat'l Gov't	Douglas Simon

POL 200	International Politics	Douglas Simon	web
POL 221	State Government	David Sturrock	
POL 325	Administrative Law	Douglas Simon	
POL 355	World Political Geography	David Sturrock	
POL 430	U.S. Supreme Court	Douglas Simon	
POL 422	American Political Thought	David Sturrock	

Summer 2015

POL 117	Intro. to Gov't & Politics	David Sturrock	web
POL 227	Judicial Process	Douglas Simon	web

Fall 2015

IDS 100	Crit. Issues in Law, Pol. & Bus.	Douglas Simon	
POL 117	Intro. to Gov't & Politics	David Sturrock	
POL 120	American Nat'l Gov't	Douglas Simon	
POL 250	American Parties & Elections	David Sturrock	
POL 252	Intro. to Comparative Politics	David Sturrock	web
POL 300	Political Research Methods	David Sturrock	
POL 328	Constitutional Law I	Douglas Simon	
POL 340	Public Policy & Administration	Douglas Simon	
POL 455	International Law	Douglas Simon	
POL 490	Senior Seminar	David Sturrock	hybrid

Spring 2016

POL 117	Intro. to Gov't & Politics	David Sturrock	
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POL 120	American Nat'l Gov't	Douglas Simon	
POL 200	International Politics	Douglas Simon	web
POL 221	State Government	David Sturrock	
POL 325	Administrative Law	Douglas Simon	
POL 355	World Political Geography	David Sturrock	
POL 430	U.S. Supreme Court	Douglas Simon	
POL 422	American Political Thought	David Sturrock	

Summer 2016

POL 117	Intro. to Gov't & Politics	David Sturrock	web
POL 227	Judicial Process	Douglas Simon	web