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SMSU ENGLISH DEPARTMENT
Annual Report, 2015-2016

Submitted by

Neil Smith, Chair of English

June 30, 2016

INTRODUCTION

This past 2015-16, The English Department faced many challenges, and met them all with solid answers and quick thinking. We survived the year stronger, if a bit tired. But onward we work.

This was the last year of service for Dr. Elizabeth Blair, one of our longtime Literature and Creative Writing professors. We will miss her greatly, as she covered many areas of literature, including Native American Lit, Lit and the Environment, Contemporary World Lit, and several other courses in writing and literature. Her yearly readings of her nature essays, and her photographs of orchids, were highlights of each year.

We have also added to our tenure-track ranks by hiring Prof. Michael Albright as our College Now & Composition faculty member. He will begin work this fall, taking on the majority of our College Now courses, while also occasionally teaching a course on-campus as needed.

We had two sabbaticals in 2015-16. Prof. Baker was on a full-year sabbatical, and Prof. Marianne Zarzana took a sabbatical in the spring, after an incredible job directing our Marshall Festival this past October.

DESCRIPTION AND PAST-YEAR ACTIVITIES OF THE ENGLISH DEPARTMENT

Our mission statement: *To focus on critical reading and writing; analysis and evaluation of literary, historical, and informational texts; the creation of literary artifacts and effective teaching tools of communication in the areas of scientific and technical writing, journalism, and other professional writing styles.*

Major Activities of the English Department

- 1) The English Department currently supports four majors, although that will go down to three (due to our new English with concentrations in Lit and Creative Writing) this Fall:
 - Literature/Creative Writing: 8 students (26 majors last year)
 - Professional Writing & Communications: 13 students (16 majors last year)
 - Communication Arts and Literature/Secondary Licensure: 11 students (17 majors last year)
 - Literature: 5 students (7 majors last year)
 - Minors: 9 (8 students last year)
 - Undergraduate Majors Total: 66 (67 last year)
 - Graduate Students: 19

- 2) The Department provides service to the University through the College Now program:

- We offer ENG 151, SMSU’s first-year writing course, as an LEP and MTC composition course to a large number of College Now sites.
- We offer LIT 120 (Introduction to Literature) as an LEP and MTC literature course to a limited but growing number of College Now sites.
- This past year, Our English CN faculty held a total load of 65.29 credits (57.38 last year). We had 2116 students on our CN classes (although students could be enrolled in multiple courses). The total credit hours generated by English faculty was 7540, which is a very big increase from last year.

English and Literature Combined

Total Students: 2116, Total Credits HRs: 7540

English Only – 58 classes

Total Students: 1192, Total Credit HRs: 4768

Literature Only – 48 classes

Total Students: 924, Total Credit HRs: 2772

Year	Faculty Load	Students	Credit Hours
2015-16	65.29	2116	7540
2014-15	57.38	1857	6662
2013-14	67.5	1332	6582
2012-13	69	1908 (revised: 1315?)	6774

- In addition to our fixed-term professor Dr. Amy Berry (who will not be continuing with us next year), we have Prof. Lisa Lucas Hurst and Prof. Eric Doise as on-campus/CN fixed-term professors. In addition, adjuncts Tim Buysse and Kasey Kollander have CN classes. We have sought to stay on the same page and share information as needed, although this is still a work in progress.
- The compensation model for CN is unsustainable, as it creates an untenable class load (involving travel) for a full-time College Now mentor. As I have said in the past, we are risking the program by continuing this model.

3) *I mistakenly including summer 2015 Graduate classes in last year’s report. I should have counted 2014 classes instead. So here is the same information on Graduate class enrollments: Graduate classes in Literature began this summer (2015) as part of a new certificate program to help provide graduate courses for College Now high school*

teachers, and also lead them to a Master's Degree in Education, should they choose to enter the program. There are currently 18 graduate students enrolled in either/both ENG 622 (Brit Lit) and ENG 632 (Am Lit).

- 4) See reports below on the 2015 Marshall Festival, the MNSCU Open Textbook Grant, the 2016 Creating Spaces Contest, and The *Spur* student newspaper.
- 5) See report below on Professional Writing Assessment
- 6) Writing Center: the Department continues to support the Writing Center, housed in the Library. I have included Interim Director Teresa Henning's report below:

2015-2016 Writing Center Annual Report (Dr. Teresa Henning)

This is Dr. Teresa Henning's fourth and final year directing the Writing Center in Dr. Lori Baker's stead. It is also her second year directing it with only one, three-credit hour, reassignment as opposed to two, three credit hours of assignment. Not only did Dr. Henning have less reassigned time to direct the Writing Center, but there was also less money to pay tutors. As such, much of the Writing Center's work this year focused on improving the Center's efficiency so that it could still serve as many clients as possible. This outcome was met by focusing on goals and strategies related to: tutor training; publicity; and assessment.

Training Tutors for the Writing Center

Formal, tutor training always happens in the fall as a part of the five week, one credit tutor training course. The challenge is keeping the staff up-to-date with students' needs and professors' assignments after the course is over. To promote continued professional development beyond the tutor training course, staff meetings were held in the fall and spring semesters. Moreover, in the spring semester, tutors set professional development goals for themselves to keep them focused when Dr. Henning, due to health reasons, directed the Writing Center in an online fashion.

In fall 2015, staff meetings focused on these areas:

- How to tutor College Now students. Professors Eric Doise and Lisa Lucas presented the College Now English 151 curriculum to tutors and offered advice about how to focus online tutorials with College Now students on the unique needs of this student population.
- How to set priorities to keep tutorials to the 30-minute limit and thus serve as many clients as possible.
- Developing a document of common responses to use during online tutoring so as to conduct online tutorials more efficiently and thus serve as many clients as possible.

- How to tutor the “really bad” paper.

In spring 2016, staff meetings and tutor goals focused on these areas:

- Altering the online appointment form to bring it in compliance with MnSCU’s preferred name policy. Clients may now provide a preferred name when they make their appointment.
- Setting and reflecting on professional development goals with a focus on tutors observing what is working in the Writing Center and what can be improved.
- Introducing tutors to Dr. Lori Baker in preparation for her fall 2016 return as Director of the Writing Center.

The spring semester is also the semester that the Director accepts applications from tutors for the Walter Mann Scholarship. This scholarship is open to tutors who will return to tutor in the Writing Center in fall 2016. The following tutors were selected for this honor:

- Danielle (Dani) Crowell;
- Kevin Danielson; and
- Jillian Hoppe.

Publicizing the Writing Center

The Writing Center’s mission was communicated to the campus using SMSUInfo, flyers, and announcements at faculty meetings such as SmSUFA assembly. In addition, tours (offered upon request) of the Writing Center were given to Nursing students and College Now faculty and first-year writing faculty. In addition, tutor, Jillian Hoppe, created a new, updated logo for the Writing Center to be used next year if Dr. Baker desires to do so.

Assessing the Work of the Writing Center

For most writing centers, assessment is related to usage statistics (data which the SMSU Writing Center online scheduler gathers). In addition to gathering data about usage statistics, the SMSU Writing Center also gathers client satisfaction data via a survey that the online scheduler administers. What follows is a brief summary of assessment results as they relate to usage and client evaluations.

Fall 2015 Usage Statistics for the Writing Center

During the **fall 2015** term, the Writing Center was open **431 hours** and provided **646**, 30-minute tutorials in these categories:

- 26 walk-ins for face-to-face tutoring;
- 300 face-to-face tutorials made by appointment; and

- 320 online appointments (includes both chat and e-tutoring appointments).

Fall 2015 Client Evaluations of the Writing Center

In **fall 2015, 62 clients completed online evaluations** with these results:

- 90% of those surveyed rated their session excellent to good.
- 95% agreed or strongly agreed that they received at least one useful suggestion for improving their writing.
- 90% said they would recommend the writing center to their peers.

Spring 2016 Usage Statistics for the Writing Center

During the **spring 2016** term, the Writing Center was open **309 hours** and provided **414**, 30-minute tutorials in these categories:

- 10 walk-ins for face-to-face tutoring;
- 226 face-to-face tutorials made by appointment; and
- 188 online appointments (includes both chat and e-tutoring appointments).

Spring 2016 Client Evaluations of the Writing Center

In **spring 2016, 44 clients completed online evaluations** with these results:

- 93% of those surveyed rated their session excellent to good.
- 93% agreed or strongly agreed that they received at least one useful suggestion for improving their writing.
- 90% said they would recommend the writing center to their peers.

Successes to Celebrate and Changes to Make Using These Data

All in all, client evaluations suggest that the Writing Center is doing a good job of meeting their needs. Also, the usage statistics suggest that many on campus find the Writing Center services of value. On the whole, then these statistics suggest that the Writing Center should continue with the training and procedures it already has in place to meet client needs.

However, these statistics do not reveal usage concern that has been re-occurring for the staff. Faculty are regularly requiring their entire class to use the Writing Center without informing the Writing Center Director and staff. When this happens, that particular class of students takes all the appointment slots for several weeks in a row making it difficult for other students to use the Writing Center. Moreover, these clients come to the Writing Center expecting that we have some knowledge of their writing assignment. Yet, since the staff and Director were not contacted by the faculty member, we often have no information to provide.

The next Director of the Writing Center should work with the Writing Center staff and department chairs on campus to develop a procedure to follow that will connect faculty requiring Writing Center use with both the Writing Center Director and staff members. Doing so would help the Writing Center continue to do a good job of meeting client needs.

PROFESSIONAL WRITING & COMMUNICATIONS ASSESSMENT

(Dr. Teresa Henning)

Overview

This report is intended to document the assessment work completed for the PWC major in the fall 2015-spring 2016 school year. This report will also make recommendations about changes to assessment procedures and PWC curriculum based on the assessment data collected. The following assessment tasks were completed in fall 2015-spring 2016:

- Implementing curriculum changes related to the feedback from the program review that was completed in spring 2014;
- Collecting a random sample of analytical reports from English 360: Scientific and Technical Writing;
- Conducting a pilot assessment of reports using the university-wide writing rubric (see: <https://www.smsu.edu/academics/liberaleducationprogram/?id=6070>) at assessment day on February 5, 2016; and
- Analyzing the results of the pilot assessment.

Curriculum Changes in Response to Program Review Feedback

Generally speaking, the response the PWC program received from its reviewer at its first program review was positive. Dr. Lee Tesdell noted that graduates of the program are achieving the program's learning outcomes. He also noted that he finds the program sustainable largely because there is a high demand for skills related to this major as evidenced by his survey of job ads (which included a survey of ads in southwest Minnesota).

Recommendations from this review included: increasing efforts to publicize the program; using social media to stay in contact with alumni; continuing to emphasize internships; and forging relationships with area employers with respect to the skills PWC graduates have to offer. It was also suggested that the overall credits for the major be reduced but only if that can be done without reducing the credits in the major's written core.

Given the concern about reducing the credits in the major while not reducing credits in the major's written core, Dr. Teresa Henning brought forward to the English Department a proposal to revise the PWC major that:

- removed both the professional expertise and professional context areas from the major;

- added credits to the written core to allow for a focus on internships;
- added language recommending that all students declare a minor or a major in another area of study as employers of professional writers are looking for someone with a breadth of knowledge; and
- reduced the total number of credits in the major from 55-56 to 41 credits.

These changes were unanimously approved by the English Department, the Curriculum Committee, and the SmSUFA Faculty Assembly in fall 2015. Table 1 provides a detailed comparison of all the changes made.

Table 1: Summary of Changes to the Profession Writing and Communication Major

Current Bachelor of Arts in Professional Writing and Communication Total Credits: 55-56	Revised (Changes noted in BOLD) Bachelor of Arts in Professional Writing and Communication Total Credits: 41
Written Communication Core: 20-21 Credits <u>Required:</u> ENG 204, 3 cr., Intro. to Journalism ENG 289, 1 cr., Intro. to Professional Writing ENG 360, 3 cr., Sci/Tech Writing ENG 361, 3 cr., Adv. Comp. ENG 420, 3 cr., Copy Editing ENG 460, 4 cr., Writing & New Media <u>Choose One from this list:</u> COMM 260, 3 cr., Intro. to Public Relations ENG 305, 3 cr., Creative Non-Fiction Workshop ENG 331, 3 cr., Bus. Comm.	Written Communication Core: 23 Credits <u>Required:</u> ENG 204, 3 cr., Intro. to Journalism ENG 289, 1 cr., Intro. to Professional Writing ENG 331, 3 cr., Bus. Comm. ENG 360, 3 cr., Sci/Tech Writing ENG 420, 3 cr., Copy Editing ENG 460, 4 cr., Writing & New Media <u>Choose 6 credits, TWO or more different courses from this list:</u> COMM 260, 3 cr., Intro. to Public Relations ENG 200, 1-3 cr., Student Publications ENG 305, 3 cr., Creative Non-Fiction Workshop ENG 361, 3 cr., Adv. Comp.

	<p>ENG 410, 3 cr., Adv. Journalism</p> <p>ENG 480, 1 cr., Tutoring Writing</p> <p>ENG 490, 3 cr., Contemporary Composition Theory & Pedagogy</p> <p>ENG 499, 1-3 cr., Internship</p>
<p>Oral Communication Core: 6 Credits</p> <p><u>Required:</u></p> <p>COMM 303: Adv. Public Speaking</p> <p><u>Choose One from this list:</u></p> <p>COMM 310: Persuasion</p> <p>COMM 330: Mass Media and Society</p> <p>COMM 360: Org. Comm.</p> <p>COMM 410: Communication Analysis</p>	<p>Oral Communication Core: 6 Credits</p> <p><u>Required:</u></p> <p>COMM 303: Adv. Public Speaking</p> <p><u>Choose One from this list:</u></p> <p>COMM 310: Persuasion</p> <p>COMM 330: Mass Media and Society</p> <p>COMM 360: Org. Comm.</p> <p>COMM 410: Communication Analysis</p>
<p>Visual Communication Core: 6 Credits</p> <p>ART 102: Foundations of Art & 2D Design</p> <p>ART 240: Concepts of Graphic Design</p>	<p>Visual Communication Core: 6 Credits</p> <p><u>Required:</u></p> <p>ART 240: Concepts of Graphic Design</p> <p><u>Choose One from this list:</u></p> <p>ART 100: Intro. to Art</p> <p>ART 101: Foundations of Art & Design Art</p> <p>ART 102: Foundations of Art & 2D Design</p> <p>ART 103: Foundations of Art & 3D Design</p>
<p>Professional Context: 6 Credits</p> <p>Select ONE course from TWO different areas:</p>	<p>BOTH the Professional Context and Professional Expertise Areas will be cut from the major for a savings of 15 credits. However, the following NEW language will be added to the major: It is highly recommended that students,</p>

<p><u>Perspectives from Business</u></p> <p>BADM 305 Business Law I Credits: 3</p> <p>MGMT 300 Management Principles Credits: 3</p> <p>MGMT 330 Organizational Behavior and Theory Credits: 3</p> <p>MGMT 450 Diversity Management Credits: 3</p> <p><u>Perspectives from Marketing</u></p> <p>MKTG 301 Principles of Marketing Credits: 3</p> <p><u>Perspectives from Ethics</u></p> <p>PHIL 103 Ethics Credits: 3</p> <p>PHIL 105 Ethical Issues in Business Credits: 3</p> <p>PHIL 107 Environmental Ethics Credits: 3</p> <p><u>Perspectives from Politics and Public Administration</u></p> <p>POL 324 Local & Rural Politics Credits: 3</p> <p>POL 340 Public Policy & Administration Credits: 3</p> <p><u>Perspectives from Psychology</u></p> <p>PSYC 318 Group Dynamics Credits: 3</p> <p>PSYC 325 Attitudes and Persuasion Credits: 3</p>	<p>in consultation with their advisor, select a minor or major to pair with the PWC degree. Possible areas may include but are not limited to: public relations, broadcasting & digital media, accounting, management, marketing, computer science, a natural science, or graphic design.</p>
<p>Professional Expertise Area: 9 Credits</p> <p>In consultation with their advisor and at least one faculty member from the relevant program, students will select</p>	

<p>and design a professional expertise area. An expertise area should include at least three classes, with at least six credits taken at the 300 level or above. Possible areas may include but are not limited to: public relations, journalism, technical writing, linguistics/composition, accounting, management, marketing, computer science, a natural science, new media, graphic design, or communication theory. Students may also use an existing SMSU minor to fulfill the requirements in this area.</p>	
<p>History and Theory: 6 Credits</p> <p>ENG 362: History and Structure of the English Language, 3 cr.</p> <p>ENG 492: Theory and Practice of Professional Writing, 3 cr.</p>	<p>History and Theory: 6 Credits</p> <p><u>Required:</u></p> <p>ENG 492: Theory and Practice of Professional Writing</p> <p><u>Choose one:</u></p> <p>ENG 362: History and Structure of the English Language, 3 cr.</p> <p>ENG 365: Modern Grammar, 3 cr.</p>

Pilot Assessment of English 360 Analytical Reports

To assess student learning outcomes in the PWC major, portfolios from English 492, the capstone course for the major are collected every two years and assessed per the major’s outcomes. The portfolios that students create are essentially web sites that assessment readers use links to retrieve.

In spring 2015, PWC portfolios were read and assessed using two sets of outcomes: the major’s outcomes and selected liberal education learning outcomes. The data from this assessment suggested that students in the PWC program are in fact meeting the major’s learning outcomes. However, given the specialized nature of these portfolios, readers were not able to observe that liberal education learning outcomes were met or unmet.

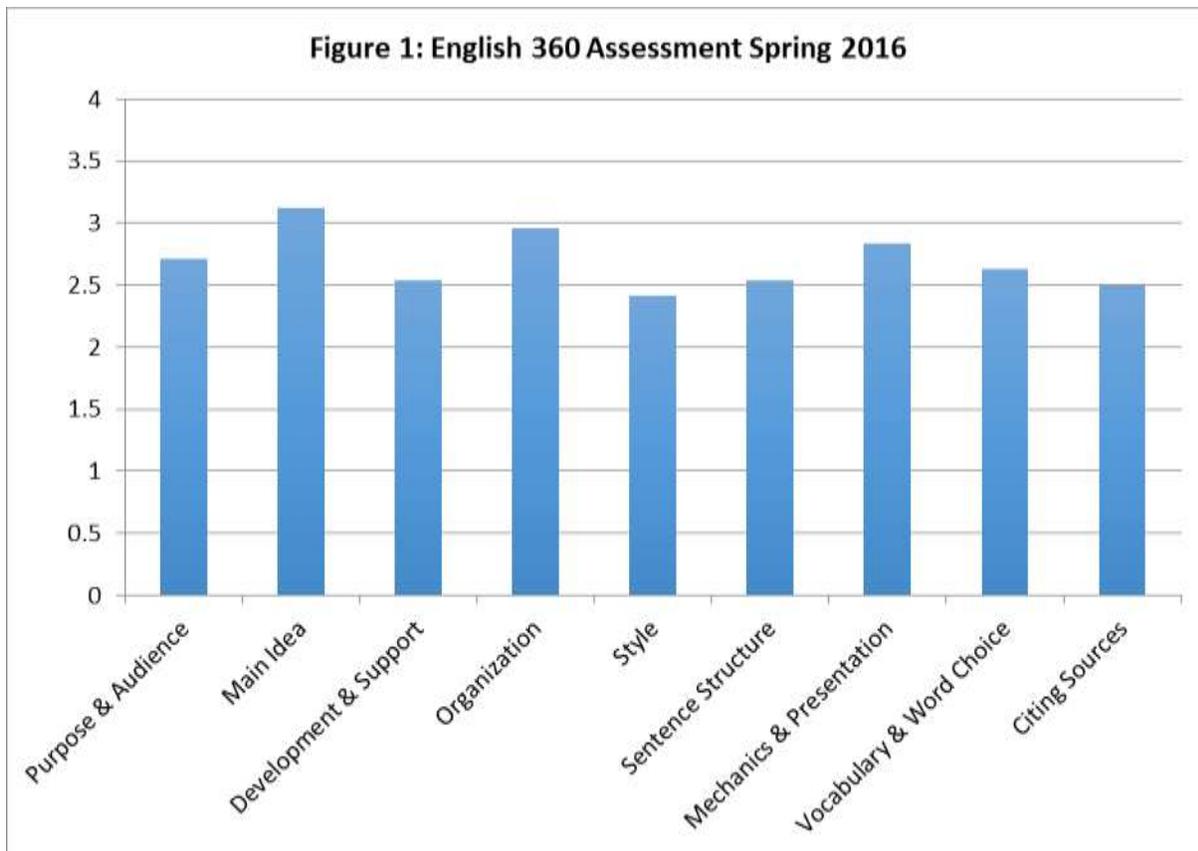
Not having data to demonstrate that students who take PWC courses are also meeting liberal education learning outcomes is a concern for two reasons. First, all majors on campus are obligated to meet some liberal education learning outcomes. Second, one core course in the PWC major, English 360: Scientific and Technical Writing, is being used by other majors on campus to meet liberal education outcomes related to communicating effectively. As such, it is important to gather data about how well students are meeting liberal education outcomes in PWC courses.

To gather data related to the liberal education outcome of communicating effectively, analytical reports were randomly selected from both online and face-to-face sections of English 360. A total number of 12 reports were selected with 6 coming from online classes and 6 coming from face-to-face classrooms.

On February 5, 2016, Dr. Amanda Bemer directed an assessment reading of the collected reports using the university-wide writing rubric. The expectation going into the reading was that if English 360 is effectively meeting the liberal education outcome to communicate effectively, data should demonstrate that students are beginning to do work at the junior-level or level three on the writing rubric.

Figure 1 summarizes the data collected about all 12 reports as they relate to the categories on the university-wide writing rubric. These data indicate that in all areas, students are performing above the sophomore-level on the writing rubric. In two areas: main idea and organization, students are performing at the junior level.

Some concerns were raised during the reading about source citations and idea development. Those reading the portfolios were largely literature and creative writing faculty whose expectations about how sources should be discussed and cited are guided by MLA format. However, in technical and science writing, sources are not cited or discussed in a similar fashion. APA or a science format (there are several) are used. More rater training may be needed to yield clearer results in those areas.



Concluding Recommendations

The PWC program has made good progress in the area of assessment this school year, but as this report indicates, continued work and progress is needed in the area of student learning outcomes assessment. It is recommended that the following tasks, listed in order of importance, be completed in the next two years:

1. Before the next reading of English 360 reports, rater norming for the writing rubric should be more rigorous.
2. If possible, some faculty from the programs who require English 360 should be involved in the assessment readings of reports.
3. As was noted in the last report, the program still needs to develop an assessment rubric for the portfolio video that students in the major produce. These videos should then be assessed.
4. The program should keep its assessment of capstone portfolios focused solely on the PWC learning outcomes and continue using English 360 reports to gather data about liberal education outcomes related to communicating effectively.
5. The program needs to review its assessment material located on the t-drive to make sure it stays current. This review should occur once a year.

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Fall 2014-Spring 2015 Assessment Report for the Professional Writing and Communication (PWC) Major

Overview

This report is intended to document the assessment work completed for the PWC major in the fall 2014-spring 2015 school year. This report will also make recommendations about changes to assessment procedures and PWC curriculum based on the assessment data collected. The following assessment tasks were completed in fall 2014-spring 2015:

- Responding to the feedback from the program review that was completed in spring 2014;
- Collecting portfolios and videos for assessment from the fall 2014 capstone course;
- Conducting a pilot assessment of one video at assessment day on February 6, 2015;
- Integrating PWC Outcomes with selected LEP Outcomes ([see figure 1 for details](#)); and
- Assessing PWC portfolios in April using the integrated PWC/LEP outcomes sheet.

Response to Program Review Feedback

Generally speaking, the response the PWC program received from its reviewer at its first program review was positive. Dr. Tesdell noted that graduates of the program are achieving the program's learning outcomes. He also noted that he finds the program sustainable largely because there is a high demand for skills related to this major as evidenced by his survey of job ads (which included a survey of ads in southwest Minnesota).

Recommendations from this review included: increasing efforts to publicize the program; using social media to stay in contact with alumni; continuing to emphasize internships; and forging relationships with area employers with respect to the skills PWC graduates have to offer. It was also suggested that the overall credits for the major be reduced but only if that can be done without reducing the credits in the major's written core.

At their joint meeting on September 19, 2014, Drs. Loft, Bemer and Henning, documented their agreement with Dr. Tesdell's recommendations and added to his recommendations that the program clarify the term of service for its Director and continue to plan for future program assessment by following the revised assessment plan noted at the end of the 2013 PWC self-study document.

It should be noted that the nature of the program review was to assess the PWC major as a whole, and only a small piece of that review addressed learning outcomes assessment. Progress on the recommendations related to publicity, social media, internships, and employer relationships will be reported in the next self-study. The rest of this report will focus on work related to student learning outcomes assessment.

Pilot Assessment of Capstone Video

To assess student learning outcomes, portfolios from English 492, the capstone course for the PWC major are regularly collected and assessed per the major's outcomes. The portfolios that students create are essentially web sites that assessment readers use links to retrieve. At the last portfolio reading, two logistical issues were raised about this system.

First, we discovered that students had been updating their portfolios long after the capstone course was complete. As such, the portfolios read were sometimes ones not generated in that course. The raters discussed the need for a way to capture the portfolios to be assessed in a static manner.

Second, raters had difficulty rating portfolios with respect to audience because the portfolios all lacked metadiscourse indicating what audience the portfolio author was trying to reach.

In response to these issues, it was suggested that students create a Jing video in which they provided this metadiscourse by presenting their portfolio to raters. It was hoped that some assessment of oral communication skills might also be possible in this medium.

The capstone course has now been taught twice using this new assignment. One such video was shown to English department faculty at assessment day on February 6, 2015. Faculty watched the 5-minute, Jing video, rated the video per the major's learning outcomes, and discussed whether they thought the video could in fact be rated per the outcomes.

The consensus of the group was that the video was too short for raters to see all the portfolio documents and to assess for all the learning outcomes. However, the raters agreed that the videos demonstrate metaknowledge, oral communication skills, and the student's ability to construct a professional identity. It was recommended that a new rubric along these lines be created and then all the videos should be assessed with this rubric.

Assessing Capstone Portfolios with Revised Outcomes

In addition to conducting a pilot assessment of one Jing video at campus-wide assessment day, Dr. Henning also gave a presentation about how the PWC major can integrate its learning outcomes with key LEP learning outcomes. The major can then use these integrated outcomes when assessing capstone portfolios.

The revised rubric, listed in the first column of [Figure 1](#), was used for the first time in April 2015 to assess PWC portfolios. Drs. Henning and Bemer were the sole raters for this round of portfolios. More raters will be needed for the next assessment. It was discovered in this assessment that while most majors are meeting most PWC learning outcomes at the benchmark

level, the LEP outcomes added to the rubric were largely not observed or had strong rater disparity ([see Figure 1](#)).

The reason the rubrics were not observed is that the LEP outcomes were added to the PWC outcomes after the portfolios were collected. In their portfolios, students had choice as to what to include in the portfolio as long as the documents included supported the career identity the student was trying to convey to an employer. Most occupations these students pursue require journalism, social media, web, and public relations writing. Several also require graphic design experience. Few, however, ask for a research paper which is a core assignment for assessing students' information literacy skills. As such, the LEP learning outcomes associated with research were not observed in this round of portfolios. Moreover, rater training was minimal for this portfolio reading. More norming for the newly added LEP outcomes is needed.

How to respond to the rating issues raised by the integration of the LEP outcomes is something the full English department should discuss in fall 2015. Clearly, one response to these issues is to simply require that PWC majors include a research paper in their portfolios in the future. While this response is reasonable, the PWC major is now starting to feel some growing pains in the area of assessment that suggest that other options may need to be explored. One of the program's writing courses – English 360: Scientific and Technical Writing – has been designated as a core skills course for computer science and exercise science majors as well as for PWC majors. This course is currently not being assessed in any methodical way aside from the grading of student projects. It is recommended that the program consider designing an assessment for this course that will allow it to better assess for LEP information literacy outcomes.

Concluding Recommendations

The PWC program has made good progress in the area of assessment this school year, but as this report indicates, continued work and progress is needed in the area of student learning outcomes assessment. It is recommended that the following tasks, listed in order of importance, be completed in the next two years:

6. The program should develop an assessment measure that focuses on the work of English 360 students as that work relates to information literacy and communication LEP goals.
7. The program should come up with a list of the types of documents all PWC majors should include in their portfolios to ensure that all learning outcomes can be observed.
8. Before the next portfolio reading, rater norming for the LEP outcomes should be more rigorous.
9. The program needs to develop an assessment rubric for the portfolio video that students in the major have produced. These videos should then be assessed.
10. The program needs help from others to assess portfolios created in the capstone course.

11. The program needs to review its assessment material located on the t-drive to make sure it stays current. This review should occur once a semester.

Henning, April 2015

Abbreviated LEP & PWC Learning Outcomes	Portfolio Number With Level of Accomplishment for Each Learning Outcome Listed Below the Number (5 = level of accomplishment; 1 = the lowest; NO = not observed; 3.34 = program benchmark)								
	F14PW 1	F14PW 2	F14PW 3	F14PW 4	F14PW 5	F14PW 6	F24PW 7	F24PW 8	MEAN
PWC 1. Demonstrates a mastery of rhetorical principles	4	3.25	2	3.25	3	3.5	4	3.5	3.31
LEP 2.5 Account for the nature of audiences	4	3.25	2/NO	3.5/NO	2.5	2	3/NO	2.5	2.84
PWC 2. Apply appropriate document design principles	4	3.75	2	3.75	3.5	4	4	4.5	3.69
LEP 2.2 Select the best communication methods for achieving	4/NO	3.5/NO	3/NO	3.5/NO	3/NO	3/NO	3/NO	4/NO	3.75/NO

a given purpose									
LEP 2.4 Employ various methods of verbal, nonverbal, cultural, and emotional communication	4/NO emotion	4/NO	2/NO	4/NO	3/NO	3/NO	4/NO	4/NO	3.5/NO
PWC 3. Demonstrates critical thinking, reading, and writing skills	4.5	3.25	2	3.25	4	2	3.5	3	3.19
LEP 3.3 Employ multiple modes of inquiry and analysis to arrive at a range of possible solutions to a problem or task	4/NO process	3.5/NO	2/NO	3.5/NO	3.5	2/NO	3	3/NO	3.19

PWC 4. Create documents that are 'user-friendly'	4.5	4.5	2.5	3.75	3	3.5	3.5	4	3.66
PWC 5. Make use of credible, reliable, and relevant source material (both primary and secondary)	5	4	2	3	5	NO/2	4.5	NO/4	3.69
LEP 4.1 Access, utilize, format, cite, and document relevant material accurately and correctly	5	4	NO	NO	4	NO	4.5	NO/4	2.69
PWC 6. Utilize a variety of electronic environments proficientl	3.75	4	1.5	3.25	3.75	4	4.5	4.5	3.66

y to produce effective documents									
PWC 7. Manage large projects effectively	4/NO	3.5/NO	2	4/NO	3/NO	2	4	3	3.19
LEP 3.1 Break a complex issue or task into incremental steps	4/NO	3.25	2/NO	4/NO	3/NO	2/NO	4/NO	3/NO	3.16
PWC 8. Demonstrate proficient use of situationally appropriate and ethically sensitive language	4.5	3.75	4	4	4	4	4.5	3.5	4.03
LEP 2.6 Present ideas with comfort and confidence	NO	NO	NO	NO	5	3	NO	NO	4/NO

PWC 9. Produce a variety of documents that demonstrate grammatical and technical proficiency	4.5	3.5	1.5	3.25	4.25	1.5	4.5	2.5	3.19
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MARSHALL FESTIVAL 2015 REPORT
(Prof. Marianne Zarzana)

Marshall Festival '15 proved to be a rousing success during its performance days of Oct. 22-24. With the theme, "What Feeds Us," the eighth Marshall Festival had a distinct Native American flavor. The Office of Diversity and Inclusion and the Access Opportunity Success Program contributed funding for Native American writers published in SMSU's *Yellow Medicine Review*, edited by Professor Judy Wilson. A total of nine *YMR* contributors presented at Marshall Festival '15. They joined a host of other writers, performers and artists.

The Marshall Festival '15 Planning Committee included: Professor Marianne Murphy Zarzana, festival organizer; Professor Judy Wilson; and Professor Steve Pacheco.

The festival opened at noon on Oct. 22. Thursday and Friday had two tracks, and Saturday's session had a single track. On Thursday evening the two featured writers were Lee Ann Roripaugh, recently named South Dakota Poet Laureate, and Gordon Henry, a Native American writer.

On Friday evening, Philip Dacey, SMSU Professor Emeritus, and David Allan Evans, former South Dakota Poet Laureate, performed. SMSU alumnus Bart Sutter, the only author to ever win a trio of Minnesota Book Awards in three categories, performed with his brother, Ross, a musician and singer.

There were numerous discussion panels including: writing about the North Dakota oil boom; creating a market for local writing; promoting and preserving rural literature; The Power of Place; SMSU creative writing alumni discussing their craft; spoken word; and what form poetry can do that free verse can't.

Other unique events included: Native American writer Rhiana Yazzie performed a one-woman show, "Ady," in the Black Box Theatre; Cheryl Minnema read her award-winning children's

book at the new children's wing of the Marshall-Lyon County Library; a Spoken Word Night at Brau Brothers Tap Room featuring Native American spoken word artists Trevino Brings Plenty and Sarah Agaton Howes, as well as SMSU creative writing alumnus Nick White, followed by four SMSU students who had been selected after participating in two spoken word workshops presented by Professor Marianne Murphy Zarzana and Professor Ben Walker.

A potluck meal, tying in with the theme, "What Feeds Us." was served to a large group at the SMSU Campus Religious Center on Saturday evening.

CREATING SPACES CONTEST REPORT

(Dr. Judy Wilson)

Once again, the Creative Writing Program, in partnership with Southwest/West Central Service Cooperative, conducted the 2016 Creating Spaces Writing Contest for young people in the 18-county area, grades three through twelve. This contest is in its twelfth year. The young writers competed according to grade category and genre (Fiction, Poetry, and Nonfiction). SMSU students in the program served as first tier judges for the contest while English faculty (Steve Pacheco, Lisa Lucas, and Judy Wilson) served as the final judges. The contest culminated in an April Awards Ceremony held in the Upper Level Conference Center that more than 200 community members attended. Christine Stewart-Nunez, an Associate Professor at South Dakota State University, served as the keynote speaker for the event. In addition to other awards and gifts, each first, second, and third place winner in each grade level and genre received a copy of an anthology which includes all the winning entries. This anthology was compiled by Judy Wilson. The three winners in the eleventh and twelfth grade category received \$2,000 first year scholarships to attend SMSU.

THE SPUR REPORT **(Dr. Ruthe Thompson)**

In her role as faculty adviser to The Spur student publication, Professor Ruthe Thompson secured a \$1000 scholarship from Marshall Publishing for the paper to be used at the students' discretion. Students used the funds to publish in color and purchase a new digital camera. Professor Thompson will take Spur editors and business staff to the Associated Collegiate Press/College Media Advisors Summer Workshop at University of Minnesota in July 2016 and helped them obtain travel funds from the student government association for the four-day event. Student editors will study journalism leadership and business at the workshop, while Professor Thompson will attend college media advising sessions. She also helped the student organization work with the SMSU space committee to obtain a larger office space on campus better suited to student media needs as a growing campus organization.

MNSCU OPEN TEXTBOOK GRANT

This past spring, the SMSU English Department won a \$25,000 (approx.) grant from MNSCU to create an online open textbook for our ENG 251: Writing in the Professions course. Prof. Amanda Bemer is heading up the committee putting this textbook together, as it is part of her fall sabbatical project. The other committee members are Prof. Lisa Lucas, Prof. Lori Baker, and Prof. Neil Smith. Throughout the spring and summer, the committee has been recruiting faculty members from across the SMSU campus to help with contributing papers, annotations, writing prompts, and other expertise. The work will continue through the coming year.

PERSONNEL, BUDGET, & SUPPORT

Dr. Blair retired this year. Dr. McLean is on phased retirement. Two faculty members were on sabbatical (Dr. Baker (Full year) and Dr. Zarzana (spring only)).

We welcomed Steve Linstrom as a new adjunct.

Our numbers for the 2015-16 year:

- Fulltime tenured – 11 (2 on sabbatical)
- Fulltime probationary – 1
- Fulltime fixed-term – 4
- Adjuncts – 6 (counting 2 for College Now)

That gives us a total of 22 English faculty members, 6 adjuncts, plus one Administrative Assistant.

Our operating budget for FY 2016 was \$6885. This was the same amount we received in FY 2015. Our faculty's obligations elsewhere on campus or to other programs like College Now

should be considered when the English Dept. budget is drawn up. We have been told to expect another 10% cut for FY 2017.

This past year, the English Department had one student worker.

OAS LeeAnn Teig continues to amaze us all. She's taken on additional duties but has been able to run an exceptional English office. Her work here has dramatically improved the day-to-day operations of the English Department. She is invaluable to us, absolutely. We would like to again ask that the administration keep in mind that that our OAS's main objective is to help with the English Department's operation (which will become a larger Department in the fall with the addition of Philosophy, Humanities, and Spanish), and that Honors and Nursing work best when each has its own OAS.

FACULTY ACHIEVEMENTS

Once again, our professors have proven to be very busy both in and out of the classroom this past year. They have been traveling, presenting, publishing scholarship and creative works, and developing new ideas about pedagogy for writing and literature. Here is a selected list of their contributions to their respective fields this past year. While our other professors have plenty of achievements this past year, these are the ones submitted at the time of this report.

Elizabeth Blair, Professor of English

Elizabeth Blair taught her last year for us in 2015-16. She has now retired

Eric Doise, Asst. Professor of English/College Now

Eric Doise published "Two Lunatics: Sanity and Insanity in *The Killing Joke*" in the academic journal *ImageText*, volume 8.1. Doise also published "Active Postmemory: Testimony Fiction, Multiple Perspectives, and Translation in *Everything Is Illuminated*" in the academic journal *The South Central Review*, volume 32.2. In addition, he presented "Turn, Turn, Turn: Second Lines and Democracy in the Opening Credits of *Treme*" at the 72nd annual South Central Modern Language Association Conference in Nashville in November 2015 and was an invited speaker at the Chien Hsin University of Science and Technology 2015 International Conference on Applied Foreign Language Studies, where he delivered the lecture "Using Creative Projects to Teach Literature in the ESL Classroom."

Marianna Zarzana, Asst. Professor of English/Director of Creative Writing:

Dr. Zarzana directed the Fall 15 Marshall Festival. She then took a sabbatical in Spring 16.

Neil Smith, Professor of English/Chair of English

This was Prof. Smith's first year of a new three year term as Chair of the English Department, and the newly combined Department of English, Philosophy, Humanities, & Spanish elected him for a new three-year term beginning in Fall 16. This past March, his eleventh novel *Holy Death* was published by Blasted Heath (ebook) and Down & Out Books (print). He recently completed a new novel entitled *Castle Danger* for Bastei Entertainment, and a new storytelling app called Oolipo. He is currently working on a follow-up to *Castle Danger*.

Ruthe Thompson, Professor of English

Professor Ruthe Thompson's faculty advisement of *The Spur* student newspaper helped the students achieve a level of journalistic skill that resulted in a \$1000 donation to the newspaper from Marshall Publishing. She aided student editors in improving the paper's layout and content both in print and online, assisted them in moving to a larger office more suited to their needs and club membership of 25 members, and helped them apply for and receive a spontaneous allocation from the Student Government Association to attend the Associated Collegiate Press/College Media Advisers journalism leadership workshop at University of Minnesota in July 2016. Her article on an Alzheimer's patient and caregiver class at the Marshall/Lyon County YMCA was published in the *Marshall Independent* in August 2015. Her community service includes in teaching poetry, writing, exercise and other activities promoting creativity and wellness for Marshall Area seniors.

SELECT STUDENT ACHIEVEMENT

Alec Bond Memorial Scholarship

- Benjamin Broze – first-place winner of Critical/Academic Essay
- Chelsea Wiese – second-place winner of Critical/Academic Essay
- Greg Bowen – first-place winner of Personal Essay
- Brianna Bredeson – second-place winner of Personal Essay

Leo Dangel Creative Writing & Literature

- Melanie Lee

Walter L Mann Endowed Scholarship

- Kevin Danielson
- Jillian Hoppe
- Danielle Crowell

University Gala Fine Arts Endowment

- Danielle Crowell

FY 2016 Fine Arts & Communication Department Annual Report

Description of Department:

Mission Statement: The Department of Fine Arts and Communication offers undergraduate programs in Art, Music, Speech Communication and Theatre. The multi-disciplinary nature of the department allows for individual as well as collaborative educational initiatives. Each program provides students with theoretical foundations, practical experience and skills in both Liberal Education Program (LEP) and major-specific courses, preparing them for careers, leadership and citizenship in the fine arts and communication fields. Through their professional practice, faculty model artistic output, creative activity and scholarly pursuit which allow them to create an environment in which students experience first-hand practice of academic disciplines. The department offers all members of the university and local communities with opportunities to engage in creative activities through performance and exhibition. These same activities provide cultural enrichment for local, regional and national audiences.

Southwest Minnesota State students taking courses within this department are able to major in the following areas:

- Art
- Art Education
- Graphic Design
- Art Education
- Music
- Music (with Emphasis in Management)
- Music Education
- Speech Communication
- Speech Communication/Theatre Arts
- Public Relations
- Radio/TV
- Communication Arts and Literature/Secondary Education, Speech Communication Emphasis
- Theatre Arts

Minors are available in:

- Advertising Design Communication
- Graphic Design
- Studio Art
- Music
- Speech Communication
- Speech Comm/Theatre Arts
- Public Relations
- Theatre Arts

Department M & E Budgets

7/7/16

Art 2-10702			
FY16 Budget		\$	3,969.00
Student Salary			1,624.50
Copier - Lease & Maint.			375.00
Printing - Non-State			52.55
Duplicating			62.68
Copier - Printing			225.00
Food Service - Contracted			541.95
Food Service - Other			140.96
Postage			75.03
Phones			0.78
Supplies			778.49
Central Stores			81.52
Ending Balance		\$	<u><u>10.54</u></u>
Music 2-10704			
FY16 Budget		\$	12,418.20
Dept. Budget Transfer			(288.50)
Student Salary			38.25
Copier - Lease & Maint			375.00
Rent - Other			1,575.94
Advertising			103.36
Printing - Non-State			1,120.89
Duplicating			2,904.87
Copier - printing			230.25
Educational & Instructional			1,492.96
Other Professional/Tech			25.00
Other Purchased Services			145.29
Postal, Mailing & S			123.20
Postage			980.62
Phones			9.63
Living Expense - In-state			263.10
Living Expense - Out-state			123.11
Student Travel			52.40
Memberships			1,607.00
Supplies			1,265.03
Central Stores			247.00
Ending Balance		\$	<u><u>23.80</u></u>
Comm. Studies 2-10705			
FY16 Budget		\$	4,495.50
Addtl budget (Portfolium)			(400.00)
Student Help			2,466.00
Copier - Lease & Maint.			375.00
Rent - Other (early housing arrival)			20.00
Printing - Non-State			89.41
Duplicating			129.46
Copier - Printing			82.13
Other Professional/Tech (Portfolium)			400.00
Postage			52.47
Phones			4.20
Supplies			1,118.74
Central Stores			136.04
Ending Balance		\$	<u><u>22.05</u></u>
Theatre 2-10707			
FY16 Budget		\$	3,394.80
Undergrad Conf. Transfer			100.00
Student Payroll			1,059.75
Copier - Lease & Maint.			375.00
Printing - Non-State			67.41
Duplicating			25.25
Copier - Printing			228.00
Postage			69.45
Phones			31.20
Mileage			145.70
Travel Expense - In-state			109.04
Living Expense - In-state			52.00
Supplies			929.68
Central Stores			54.52
Ending Balance		\$	<u><u>147.80</u></u>
Total Department Balance			<u><u>\$ 204.19</u></u>

Department Programs:

Music Program Report..... 3 - 22
Communication Studies Report..... 22 - 45
Theatre Program Report..... 46 - 51
Art Program Report..... 52 - 54

2016 ANNUAL REPORT: MUSIC PROGRAM

Prepared by Dr. John Ginocchio, Program Coordinator

Section I – Description of Program

B – Mission

It is the mission of the **Music Program** to create an environment conducive to the development of musical understanding and appreciation, creativity, and artistic performance. Specific objectives are to offer students the opportunity to achieve personal and professional growth through the development of artistic sensitivity in music making. Also, to contribute to the understanding and development of aesthetic insight to empower individuals for discovering and achieving personal growth and to bridge musical styles and world music through research, scholarship, performance and creative expression. The Music Program also strives to prepare the student to be a professionally competent musician and to provide the musical knowledge, skills and experience for those who wish to build a teaching career in music.

C – Activities

This year, the primary collaborative activity of the department was the Ninth Annual *Fine Arts Celebration...*

Music:

- 3 SMSU Student Recitals
 - April 13th Student Recital part of the National Library Week events
- SMSU Jazz Ensemble Concert
- SMSU/Community Concert Band Performance
- SMSU Symphonic Chamber Winds Concert
- SMSU Chorale Concert
- Men’s Glee Club & Bella Voce Concert
- Spring Sing (performance by all voice majors and faculty)
- Southwest Minnesota Orchestra’s Annual Children’s Concerts
- Southwest Minnesota Orchestra’s Year-end Concert

Guest Artist Recital: David Shafer-Gottschalk

Beyond the *Fine Arts* Celebration, each program had additional collaborative activities that highlighted ties to other departments and organizations throughout SMSU and the Southwest Minnesota Community.

Music Program

All of the Music Program faculty collaborated with financial support through a grant from the Southwest Minnesota Arts Council [SMAC] to put on the Copland/Bernstein Festival. The festival included a voice studio recital, a lecture recital by Dr. Rieppel, a panel discussion with Dr. Rieppel, Dr. Kingsbury, and Dr. Ginocchio, a Chamber Music Concert that featured numerous adjunct faculty, and a Finale concert that featured all of the large ensembles at SMSU including guest soloist appearances by adjunct voice instructors, Natalie Campbell and Dr. Anna DeGraff, and collaborative performance of Bernstein's "Chichester Psalms" by the SMSU Chorale and the Southwest Minnesota Orchestra.

Dr. Daniel Rieppel and the Southwest Minnesota Orchestra collaborated with the Artaria String Quartet on three different performances in southwest Minnesota.

The Southwest Minnesota Orchestra and the SMSU Choirs worked together to present Ralph Vaughn William's "Serenade to Music." The event was supported by a grant from SMAC.

The Guest Artist Series (supported by U.S. Bank and SMAC)

"Brassapalooza" with guest, Dr. Tristan Eggener (included participants from schools and communities in Southwest Minnesota)

"Jazz Artist Residency" with guest, Mike Clark (collaborative effort with the band programs at Marshall High School and Glencoe-Silver Lake High School)

Combined Pep Band performances at Sauk Rapids-Rice High School and Russell-Tyler-Ruthton High School

Jazz Ensemble performance for the opening reception for the visiting students of Udon Thani Rajabhat University.

Jazz Ensemble and Chorale performances for the University Gala.

SMSU Singfest collaboration between the Chorale and area school choral programs

Collaboration with The Rose Ensemble for a local performance and clinic with the Chorale

Southwest Minnesota String Festival (collaboration with the Friends of the Orchestra and SMSU adjunct string faculty)

D – Academic Personnel

The **Music Program** consisted of two tenured, full-time professors, one probationary full-time professor, and seventeen adjunct faculty teaching Applied lesson courses and other LEP and major courses as needed.

Professor John Ginocchio: Full-time, tenured; Doctor of Arts in Music; Director of Bands, Music Program Coordinator; Symphonic Chamber Winds, Concert Band, Jazz Ensemble, Instrumental Methods, Advanced Instrumental Methods, Conducting (co-taught with Dr.

Kingsbury), Contemporary Issues Seminar “Sex, Drugs, and Rock & Roll”, Applied Instrumental Conducting, College Now

Associate Professor Stephen Kingsbury: Full-time, probationary; Doctor of Musical Arts; Director of Choral Activities; all choirs, Music Theory I & II, Vocal Pedagogy, Choral and Vocal Literature, Conducting (co-taught with Dr. Ginocchio), Applied Choral Conducting

Professor Daniel Rieppel: Full-time, tenured; Doctor of Musical Arts; Director of Keyboard Studies; Southwest Minnesota Orchestra, Applied Piano/Piano Proficiency, First Year Seminar, Survey of World Music (online)

Instructor Julieta Alvarado: Adjunct; Ph.D. in Leadership for Higher Education; American Music (online)

Instructor Ross Anderson: Adjunct, Bachelor of Arts in Music; Applied Improvisation

Instructor Danae Aslesen: Adjunct, Bachelor of Arts in Music; Applied Piano

Instructor Carolyn Bayerkohler: Adjunct, Bachelor of Arts in Music; Teaching Music in Elementary Schools

Instructor Natalie Campbell: Adjunct; Master of Music; Applied Voice

Instructor Anna DeGraff: Adjunct; Doctor of Musical Arts; Applied Voice, Popular Music

Instructor Peter Lothringer: Adjunct; Doctor of Musical Arts; Music Theory III, Applied Guitar, Applied Composition, Applied Counterpoint

Instructor Jim McKinney: Adjunct; Master of Music; Applied Percussion

Instructor Wes Myers: Adjunct; Bachelor of Science in Music Education; Applied Bass

Instructor Holly Nester: Adjunct; Master of Arts; Applied Flute

Instructor David Peterson: Adjunct; Doctor of Musical Arts; Applied Trombone, Applied Tuba, Pep Band, Intro to Music

Instructor Kirsti Petraborg: Adjunct: Master of Music; Applied Violin, Applied Viola

Instructor Lindsay Schlemmer: Adjunct; Master of Music; Applied Cello

Instructor Beth Steuck: Adjunct; Bachelor of Arts in Music; Applied Piano, Applied French Horn

Instructor Jim Tabaka: Adjunct; Master of Arts in Musicology; Survey of World Music; Applied Guitar

Instructor Tom Vondracek: Adjunct; Bachelor of Music Education; Applied Trumpet

Instructor Lon Wright: Adjunct; Bachelor of Science in Music; Applied Oboe, Clarinet, Bassoon, & Saxophone

The Music Program continues to service non-majors in LEP courses as well as ensembles and applied lessons. The faculty also teaches courses leading to the Bachelor of Arts in Music degree with emphases in Music in the Liberal Arts, Instrumental Performance, Vocal Performance, Piano Performance & Pedagogy, Theory/Composition, and Management and also the Bachelor of Science in Music Education and a Music Minor. Full-time faculty split their time between teaching ensembles,

courses for majors, and courses for non-majors. Adjunct faculty are selected to teach applied lessons on various instruments, and when possible to share their expertise and training in other areas such as music theory and LEP classes.

Full time faculty in the Music Program has been busy in service to the university and community as well as professionally in their fields.

(See information in PDRs and information sent to you for accomplishments by Stephen, Dan, and John the report)

Notable Adjunct Instructor Accomplishments:

New Adjunct Voice instructor, **Dr. Anna DeGraff** participated in numerous professional performances and educational outreach activities this year.

August 7 - American premiere of opera *Culture! Culture!* by composer Robert Owens (role of Dodo)

October 4 - alto soloist with Southwest Minnesota Orchestra, *Serenade to Music* (Vaughan Williams)

October 30 - guest collaborator in regional NATS recital (Kearney, NE)

November 6-7 - traveled with SMSU students to St. Cloud for MN NATS, where 1 student (Kevin Huizenga) won 2nd place in musical theatre lower division and 1 student (Alyssa Fator) participated in a masterclass

November 7 - mezzo soloist for chamber concert ("Ohio" and "A Little Bit in Love") as part of Copland/Bernstein festival

November 8 - mezzo soloist for jazz concert ("Somewhere") as part of Copland/Bernstein festival

November 21 - judged concerto/aria competition at South Dakota State University

December 6 - alto soloist for Handel's *Messiah* in Billings, MT

February 11-13 - attended MMEA (Minneapolis)

February 28 - "Glimpses" duet recital in Lincoln, NE

March 19 - competed in Minnesota NATSAA competition

April 2 - judge in SD NATS competition (with one SDSU student competing)

April 4 - judge SDSU vocal jazz choir competition

April 9 - Spring Sing! (Our students performed, Natalie and I each did a solo)

May 1 - Viva Espana! Concert with Southwest Minnesota Orchestra (three arias from *Carmen*)

Upcoming events:

July 2 - hired recital in Stroudsburg, PA (Beacon Hills Concert Series)

August 3/4/5, Sep 9 - *Steerage Song* musical at Big Top Chautauqua in Bayfield WI (no named parts - all parts are simply named "ensemble", but I am playing a soloist role)

Dr. DeGraff has also served as the choral conductor for youth and adult choirs at Our Savior's Lutheran Church in New Ulm, MN and the conductor for Take Note, a women's barbershop choir, here in Marshall.

Dr. David Peterson performed with former Adjunct Instructor of Harp, Dr. Rachel Brandwein in "The Branderson Duo" on recitals in Lincoln, NE; Bethlehem, PA; and Marshall. They premiered a work written for them by Dr. Paul Salerni. Dr. Peterson received a grant from the Southwest Minnesota Arts Council to commission the work. Dr. Peterson also coordinated combined pep band performances at Sauk Rapids-Rice High School and Russell-Tyler-Ruthton High School. He also coordinated "Brassapalooza" with Dr. Tristan Eggener.

Dr. Peter Lothringer attended the New Music Festival at Western Illinois University where two of his compositions for piano were premiered.

Lindsay Schlemmer (adjunct cello instructor), **Kirsti Petraborg** (adjunct violin & viola instructor), and **Dr. Bacco Lui** (former adjunct instructor of violin & viola) ran the second annual Southwest Minnesota String Festival. The Southwest Minnesota String Festival brought together string players from the Marshall area, the Twin Cities Metro, and South Dakota for five days of chamber music studies on the SMSU campus. Schlemmer states, "Participants used lots of team work and leadership to play in trios and quartets. They learned through daily coaching with faculty, private lessons, rehearsals, and performances in convocation." Evenings were filled with outdoor games, and even a trip to the Lyon County Fair to see the bluegrass group Monroe Crossing. The Festival culminated with a wonderful concert for parents and the community. Students performed with their chamber groups and showed all of their energy, hard work, and new skills they had learned during the festival. In addition the string instructors performed for 200 high school juniors and seniors at Willmar High School on November 19, 2015 as part of The Meadowlark Quartet.

Adjunct Instructors, **Dr. Peter Lothringer** and **Ross Anderson** performed regularly around the region as a jazz duo providing entertainment for a wide array of events including the University Gala and the SMSU Commencement Reception.

Wes Myers, adjunct instructor of applied bass, served as the guest conductor for 7th & 8th Grade Orchestra for the Northeast South Dakota String Festival in Brookings, SD.

Jim McKinney adjunct instructor of percussion, performed 44 gigs throughout the Eastern side of SD and in Iowa. His Jazz diversity group performed 22 in-school concerts including a big swing through Western SD. He adjudicated three Jazz Festivals--Mt Marty in Yankton: Augustana in Sioux Falls and the Brookings Optimists festival. In September the Johnson/McKinney Quintet recorded its second CD. He was a guest clinician for the South Dakota Day of Percussion

Beth Steuck and Carolyn Bayerkohler served on the organ committee at Good Shepherd Lutheran Church in Marshall. This required extensive research into different models of organs in order to find the perfect instrument for the church’s needs.

Section II – Current Year’s Activities

A – Teaching and Learning

The teaching of majors and non-majors in each of the programs is often interwoven into the activities of each program. As students prepare for theatrical productions, forensics competitions, tapping sessions, concerts, recitals, and exhibits, they are learning practical skills that help them better understand the habits and skills required for professionals in these diverse fields. Activities within the programs account for much of the experiential learning that takes place in the fine arts and communication on the SMSU campus. The following list of activities, divided by program, includes dates, locations, classes/organizations involved, and types of participants in the activity.

Music Program			
Activity	Date & Location (Special Audiences)	Classes/Organizations Involved	Participants
Band Camp	8/18-21 FA 135	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	9/12 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Pursuit of Excellence Marching Band Festival	9/19 REC and other clinic locations on campus and at Marshall H.S. (H.S. Band parents and local community)	Pep Band; 20 high school bands from MN, SD, IA, NE	Music majors; Non-majors; Community members; competing H.S. band members
Combined Pep Band with Sauk Rapids-Rice H.S. Band	9/25 SRR H.S.	Pep Band; SRR H.S. Band	Music majors; Non-majors; Community members; SRR H.S. students
University Gala	9/25 RA Facility (SMSU scholarship donors)	Jazz Ensemble; Chorale	Music majors; Non-majors; Community members
SMSU Homecoming Parade	9/26 downtown Marshall	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	9/26 REC	Pep Band	Music majors; Non-majors; Community members

"Prairiemusic I" with Dr. Daniel Rieppel and the Artaria String Quartet	10/5 Campus Religious Center		Music majors; Non-majors; Community members in attendance
SMSU SingFest	10/12 Fine Arts building and Theatre	Chorale; area high school choirs	Music majors; Non-majors; Community members; area high school choir members
Performance for SMSU Football	10/17 REC	Pep Band	Music majors; Non-majors; Community members
Southwest Minnesota Orchestra concert with the SMSU Choirs and the Meadowlark Quartet "A Very English Affair"	10/25 SCCPA	Southwest Minnesota Orchestra; Chorale; Bella Voce; Men's Glee Club	Music majors; Non-majors; Community members
Udon Thani Rajabhat University student opening reception	10/26 SMSU Conference Center (Udon Thani Rajabhat representatives, SMSU administration & staff)	Jazz Ensemble	Music majors; Non-majors; Community members
Guest Concert: The Rose Ensemble	10/26 First Lutheran Church	Chorale	Music majors; Non-majors; Community members
Performance for SMSU Football and "Play Like a Mustang"	10/31 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members; area high school students
Senior Recital: Meghan Carmody	11/1 BlackBox	Applied Percussion: Senior Instrumental Recital	Music Major
Copland/Bernstein Festival			
Voice Studio Recital	11/4 Whipple Gallery	Applied Voice	Music majors & minors
Faculty New Work: Dr. Daniel Rieppel "The Piano Variations of Aaron Copland: An Articulation of Friendship with Leonard Bernstein"	11/5 Charter Hall 201		Music majors; non-majors; faculty/staff; community members in attendance
Panel Discussion "Copland and Bernstein"	11/6 Marshall-Lyon County Library		Music majors; non-majors; faculty/staff; community members in attendance

Chamber Music Concert	11/7 Fine Arts Theatre		Music majors; non-majors; faculty/staff; community members in attendance
Finale Concert	11/8 Holy Redeemer Church	Chorale, SMO, Jazz Ensemble, Concert Band	Music majors; non-majors; faculty/staff; community members in attendance
Performance for SMSU Football	11/14 REC	Pep Band	Music majors; Non-majors; Community members
Student Recital	11/16 CH 201	Public Performance Studies; Applied Lessons	Music majors
Concert Band concert "A Rural Tableau"	11/19 FA Theatre	SMSU/Community Concert Band; Applied Instrumental Conducting students	Music majors; Non-majors; Community members
Senior Recital: Sara Walski	11/22 First Presbyterian Church	Applied Voice; Senior Vocal Recital	Music major
Mustang Pep Band in Concert	11/23 FA Theatre	Pep Band	Music majors; non-majors; Community members
Student Recital	11/30 CH 201	Public Performance Studies; Applied Lessons	Music majors
Choir concert "Folksongs, Partsongs and Carols, Old and New"	12/4 First Lutheran Church, Marshall	Men's Glee Club; Bella Voce; Applied Choral Conducting students	Music majors; Non-majors; Community members
"A Very Prairie Christmas"	12/5 Schwan Community Center for the Performing Arts (SCCPA)	Jazz Ensemble; Chorale; Concert Band; Southwest Minnesota Orchestra; Applied Choral Conducting	Music majors; Non-majors; Community members
Student Recital	12/7 CH 201	Public Performance Studies; Applied Lessons	Music majors
Piano Master-class	12/8 FA 132	Applied Piano	Music majors; non-majors
Jazz concert "Hocus Pocus"	12/8 FA Theatre	Jazz Ensemble	Music majors; Non-majors; Community members
Instrumental Master-class	12/9 FA 135	Applied Lessons (instrumental)	Music majors; non-majors

Vocal Master-class	12/10 FA 132	Applied Voice	Music majors; non-majors
Performance for SMSU Basketball	12/11 RA Facility	Pep Band	Music majors; Non-majors; Community members
“TubaChristmas”	12/12 Student Center	Applied Low Brass students; area low brass players	Music majors, non-majors; Community members
Performance for SMSU Basketball	12/12 RA Facility	Pep Band	Music majors; Non-majors; Community members
SMO Holiday Cheer	12/16 Holy Redeemer Church	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members
Performance for SMSU Basketball	1/22 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball	1/23 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for Mustang Boosters Club, “Gold Rush Raffle”	1/29 Conference Center	Pep Band	Music majors; Non-majors; Community members
Student Jazz Combo performance for the Wabasso Music Boosters’ “Evening of Entertainment”	1/30 Vesta Community Center	Jazz Ensemble	Music majors; Non-majors; Community members
Combined Pep Band with Russell-Tyler-Ruthton H.S. band	2/2 RTR H.S. (RTR students, parents, & fans)	Pep Band; RTR Pep Band	Music majors; Non-majors; Community members; RTR band members
Performance for SMSU Basketball “Play Like a Mustang” event	2/5 RA Facility	Pep Band	Music majors; Non-majors; Community members; area high school students
Performance for SMSU Basketball	2/6 RA Facility	Pep Band	Music majors; Non-majors; Community members
Minnesota Music Educators Association Midwinter In-Service	2/11-2/13 Minneapolis Convention Center		Music majors

Performance for SMSU Basketball and	2/12 RA Facility	Pep Band	Music majors; Non-majors; Community members;
Performance for SMSU Basketball	2/13 RA Facility	Pep Band	Music majors; Non-majors; Community members
Faculty/Guest Recital: The Branderson Duo with World Premier of work by Paul Salerni	2/21 Campus Religious Center		Music majors; Non-majors; Community members
SMSU Music Program & Scholarship Auditions	3/21 Fine Arts building	Various music majors as assistants	Music majors
Jazz concert Guest Artist Residency with Mike Clark	3/21 Marshall H.S. Auditorium, (students, parents, community of Marshall)	Jazz Ensemble; Marshall H.S. Jazz Bands	Music majors; Non-majors; Community members; Marshall school band members
Jazz concert Guest Artist Residency with Mike Clark	3/22 Glencoe-Silver Lake H.S. (students, parents, community of Glencoe)	Jazz Ensemble; GSL H.S. Jazz Band	Music majors; Non-majors; Community members; GSL band members
Brassapalooza w/ guest artist, Dr. Tristan Eggener	4/2 CH 201	Applied Trombone; select faculty and students from music courses and ensembles; non-SMSU trombone students	Music majors; Non-majors; Community members
Senior Recital: Alyssa Fator	4/2 First Presbyterian Church	Applied Voice; Senior Vocal Recital	Music major
All-City Jazz Festival	4/4 SCCPA	Jazz Ensemble; Marshall H.S. & M.S. Jazz Bands	Music majors; Non-majors; Community members; Marshall band members
Spring Sing	498 First Lutheran Church	Applied Voice Students & Faculty	Music majors; Music minors; non-majors; faculty
Orchestra concert "Annual Children's Concert"	4/12 SCCPA (area school/home-school students and chaperones)	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members
Student Recital	4/13 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors

Choir concert "Water of Life"	4/14 First Lutheran church, Marshall	Men's Glee Club; Bella Voce; Applied Choral Conducting student	Music majors; Non-majors; Community members
Joint Junior Recital: Dawnella Walters & Kari Paradis	4/17 First Lutheran Church	Applied Voice; Junior Vocal Recital	Music majors
Jazz concert	4/18 FA Theatre	Jazz Ensemble	Music majors; Non-majors; Community members
Student Recital	4/20 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
Concert Band concert "Frontiers"	4/21 FA Theatre	Concert Band	Music majors; Non-majors; Community members
Guest Recital: David Shafer-Gottschalk	4/23 FA Theatre		Music majors; Non-majors; Community members
Symphonic Chamber Winds concert	4/25 FA Theatre	Symphonic Band	Music majors; Non-majors
SMSU Chorale concert	4/26 First Lutheran church, Marshall	Chorale	Music majors; Non-majors; Community members
Student Recital	4/27 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
Non-major Master-class	4/27 FA 132	Applied Lessons	Non-majors
Music major/minor Master-class	4/28 FA 132	Applied Lessons	Music majors & minors (secondary instruments/voice)
Orchestra concert "The Romantics"	4/27 SCCPA, Marshall, MN	Southwest Minnesota Orchestra	Music majors; non-majors; Community members
Music Juries	5/2 & 3 FA 132	Applied Lessons	Music majors & minors
Junior Proficiency Oral Exams	5/4 FA 126	Junior Proficiency	Music major
SMSU Commencement	5/7 RA Facility	Symphonic Chamber Winds; Men's Glee Club; Bella Voce; Chorale	Music majors; Non-majors; Community members

Spain Tour	5/11-20 Central Spain	Topical Seminar: Spain Trip	Music majors; Non-majors; Community members
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In addition to teaching the many classes offered to majors and non-majors in the fields within the department, the faculty continue to reflect on course offerings and sequencing within curriculum that will provide the most effective and efficient delivery of content. Many curriculum proposals were submitted and approved to address upcoming challenges and student needs.

The faculty in the **Music Program** made no major changes to courses or curriculum this year, but they did continue to implement and monitor recent changes in course rotations. The faculty did, however, put considerable energy and resources into the implementation of the new Class Piano courses for the fall of 2016. Over the course of FY 2016, the program purchased 10 new Yamaha Clavinovas and a networking system that will allow the Class Piano courses to move forward in FY 2017. The new courses will be used for music majors to build skills and reach standards for their Piano Competency.

The program is also preparing for a Self-Study and Re-accreditation by the National Association of Schools of Music during FY 2017. For several years the program has been instituting a program assessment plan in preparation for the self-study. Preliminary work of reviewing the last self-study as well as selecting reviewers for the NASM observation began this year.

Students within our programs continue to excel with the guidance and instruction of the outstanding faculty within the department. There were many student accomplishments worth noting this year.

Music Students

Meghan Carmody and Aaron Schuler participated in the 2015 Minnesota Area Conducting Workshop with directors from around Minnesota, Iowa, North Dakota, Nebraska, and South Dakota. Alyssa Fator and Melanie Lee participated in the lab ensembles with the workshop.

Meghan Carmody and Justin Condelli served on the staff for the Marshall Tiger Marching Band. The band competed and ranked highly in contests around Minnesota and South Dakota as well as the Bands of America Super-Regional in St. Louis, MO.

Justin Condelli served as the drumline director and community expert teaching private lessons for Russell-Tyler-Ruthton High School.

Meghan Carmody attended the Percussive Arts Society International Conference (PASIC) in San Antonio, TX. PASIC is the largest conference for percussionists in any year featuring performances by outstanding musicians, sessions by world-renowned educators, and exhibits by most of the percussion related companies in the U.S.

Meghan Carmody, Robyn Lubitz, Justin Condelli, Madalyn Sagedahl, and Tianna Cselovszki attended the Midwest Clinic in Chicago, IL. This is the largest professional conference for instrumental music educators in the world each year.

Four SMSU instrumental music majors (Illana Peter, Michaela Fassler, John Miller, & Jack Walker) participated in the Minnesota College Band Directors Intercollegiate Honor

Band along with musicians from around the state. Sara Lage and Samantha Pankratz were selected as alternates.

Fourteen SMSU music majors and minors were selected to attend the Minnesota Music Educators Association Midwinter In-service. Justin Condelli, Michaela Fassler, Alyssa Fator, Andrew Hood, Kevin Huizenga, Robyn Lubitz, Jack Miller, Kari Paradis, Illana Peter, Madalyn Sagedahl, Aaron Schuler, Jack Walker, Dawnella Walters, and Ashley Weidermann attended concerts and conference sessions at this professional development conference. They also assisted the music faculty in running the SMSU booth in the exhibit hall.

Meghan Carmody, Sara Walski, and Alyssa Fator successfully completed Senior Recitals, and Dawnella Walters and Kari Paradis completed their Junior Recitals.

Six students from the SMSU Jazz Ensemble (Samuel Roden, Danny McDonnell, Zach Kilian, Jessie Lee, Patrick Rowe, and King Onah) created a jazz combo that rehearsed on their own over the course of the year. They performed for the Wabasso Music Boosters "Evening of Entertainment", the All-City Jazz Festival, as well as on campus. Jesse Lee arranged several pieces for the group.

E – Service to University

Music Program

Performances for the University Gala, the opening reception for the students from Udon Thani Rajabhat University; and for Commencement.

Pep Band performances at football and basketball games, the homecoming parade, and the Gold Rush Raffle.

Recruiting efforts through participation in: campus-wide visit days; registration days; Admitted Student Day; individual student meetings; outreach performances and tours (Pep Band, Jazz Ensemble, Southwest Minnesota Orchestra); school visits by faculty; individual student calls and emails; All-State Audition Workshop; state music conference attendance and booths (South Dakota and Minnesota); and advertising in the state music journal.

**I'm not sure if they will mention this, but Sheila Tabaka and Mike Lenz helped to alter, hem, and hang a curtain in the band room to help with sound mitigation.

F – Services to the Community at Large

Music Program

Provided free music performances for the community to attend as well as outlets for participation and life-long music making in Marshall and the surrounding area including the Copland/Bernstein Festival.

Offered the All-State Audition Workshop free of charge to all high school students in the area.

Offered the Minnesota Area Conducting Workshop free of charge to all music educators/directors in the tri-state area.

Singfest was open to all area high schools to participate.

The program hosted a guest concert by The Rose Ensemble and David Shafer-Gottschalk that were open to the public

The Southwest Minnesota Orchestra presented their Annual Children's Concert for the educational benefit of elementary students in the area.

The Pep Band offered opportunities for high school musicians to play with the band through "Play Like a Mustang" and their combine pep band events at Sauk Rapids-Rice and Russell-Tyler-Ruthton High Schools in MN.

Activities related to the Guest Artist Series were open to community: Brassapalooza participation; rehearsal and class attendance with Mike Clark, guest jazz artist.

G – Assessment

The **Music Program** has established their goals and student outcomes based on the standards of the National Association of Schools of Music (NASM). Listed below are the Music Program Goals and Student Outcomes.

Goal #1: Performance Skills: Students will demonstrate competency on a major performing instrument/voice and/or piano and will display habits that support good aural, vocal, physical, and psychological health as musicians.

Student Outcomes:

- 1A. Students will exhibit advanced performance skills on their primary instrument or voice and will demonstrate knowledge of significant literature, composers, and proper and healthy technique.
- 1B. Students will demonstrate the piano skills necessary to becoming successful musicians in their emphasis of study (performers, educators, composers, and managers).

Goal #2: Theoretical and Aural Skills: Students will demonstrate knowledge of the elements of music, the theory of music, and competency in aural skills by sight and sound through formal analysis and creative skills such as composition, arranging, orchestration, and improvisation.

Student Outcomes:

- 2A. Students will recognize common melodic, rhythmic, harmonic, and formal structures in western music and the role of notation and terminology in reproducing these products.
- 2B. Students will apply their knowledge of theory and structure to composing, arranging, orchestration, and improvisation.
- 2C. Students will recognize and reproduce common melodic and rhythmic structures by sight and sound.

Goal #3: Historical and Cultural Contexts of Music: Students will demonstrate knowledge of music history and music's role in western and world cultures.

Student Outcomes:

3A. Students will identify significant composers, stylistic movements, and representative works from the history of western music.

3B. Students will recognize relationships between music and the historical period and/or culture from which it was derived and hypothesize on current and future relationships.

Goal #4: Pedagogical Skills: Students will apply appropriate pedagogical skills related to their degree programs and emphases.

Student Outcome:

4A. Students will apply appropriate pedagogical skills related to their degree programs and emphases.

Goal #5: Conducting Skills: Students will demonstrate skills in score reading and the integration of analysis, style, performance practice, instrumentation, and conducting techniques in both rehearsal and performance settings with various ensemble types.

Student Outcomes:

5A. Students will apply common conducting patterns, cueing gestures, dynamic indications and expressive movements to fit music of a variety of styles.

5B. Students will translate conducting skills to rehearsal and performance settings with different types of genres and ensembles.

5C. Students will demonstrate the score analysis and score preparation skills needed to lead an affective rehearsal.

Goal #6: Technology: Students will demonstrate knowledge of available technologies designed to facilitate and enhance musical tasks and educational growth.

Student Outcome:

6A. Students will utilize software appropriate to word processing, data management, and music notation.

The music faculty continues to examine the course matrix that includes the goals/standard language from the SMSU Music Program, the Minnesota Transfer Curriculum, the Minnesota Board of Teaching, and the National Association of Schools of Music. This matrix, in conjunction with assessment data will guide future curriculum changes. This information will also be used to determine which “goal” language should appear in the syllabus for each of these courses. During FY 16, the music faculty continued to place emphasis on getting the Music Program Goal language and related standards from the Minnesota Transfer Curriculum, Minnesota State Board of Teachers, and NASM into syllabi for all music courses in preparation for the NASM Self-Study in FY 17.

The music faculty is now into its fourth year of data collection using the current Program Assessment Plan. Some assessments are performed every semester (masterclasses and recitals). Some are performed once a year including Music Theory pre and post-tests, juries, and Junior Proficiency Exams; while others are completed every two years. The assessment database is updated each year to include new assessment data. Below is a brief summary of data from this year’s assessments.

Master-classes—These are completed by all students taking Applied Lessons during the fall semester on every instrument/voice they are studying. In the spring all non-music majors perform master-classes as well as all music majors studying a secondary instrument/voice. Master-classes are a formative assessment of performance skills for Goal 1 (Student Outcome 1A) that can be used to track student progress over their initial years of study. They also serve as a summative assessment for each semester’s grading.

Fall Master-classes	<i>N</i>	<i>Range</i>	<i>mean score (out of 4)</i>
Majors/minors (upper division)	9	2.8—4	3.669
Majors/minors (lower division)	27	2.9—4	3.656
Majors/minors (secondary lessons)	30	3—4	3.615
Non-majors	13	2.9—4	3.761
Spring Master-classes	<i>N</i>	<i>Range</i>	<i>mean score</i>
Majors/minors (secondary lessons)	30	2.9—4	3.689
Non-Majors	24	3.2—4	3.765

Juries—These are performed by all music majors on their primary instrument/voice during their spring semester. Like, master-classes, juries are a summative assessment for semester grading as well as a formative assessment for Goal 1 (1A).

Spring Juries	<i>N</i>	<i>Range</i>	<i>mean score</i>
Majors/minors (upper division)	7	3.46—43.833	
Majors/minors (lower division)	18	3.06—43.656	

***Students who completed recitals during the spring semester were not required to perform juries due to the nature of their recital work.*

Junior Proficiencies—Music majors commonly attempt their Junior Proficiency after the first four semesters of study. MUS 300, Junior Proficiency is a barrier test that determines if students are prepared to enter the final stages of their music study in the area of performance. Successful completion of the Junior Proficiency is required for students to move to 300 Level, Upper Division lessons that lead to junior and senior recital preparation. For some degree emphases (Music in the Liberal Arts; management), the Junior Proficiency is the summative assessment for Goal 1 (Student Outcome 1A).

During FY 16, one student successfully completed one section of their Junior Proficiency that was not successfully completed in FY 15 (Student #1). In addition, three students attempted their Junior Proficiencies for the first time. Two of the three students successfully completed all parts of the proficiency (Students #2 & #3). The third student successfully completed three of the four sections (Student #4). This student will be allowed to retake the final section again in the fall. Below is a summary of each student’s assessment in each of the four sections of the test.

Student	Prepared Works	Sight Reading	Technique	Oral Exam
*Student #1	(2015)	5.16	(2015)	(2015)

Student #2	5.00	6.07	6.31	5.91
Student #3	6.25	5.00	5.60	5.59
Student #4	5.58	5.67	5.50	<u>4.08</u>

**This student passed 3 of 4 sections in FY 2015*

+all scores are out of a possible 7 points **underlined scores must be retaken**

Recitals—Recitals are performances that are the culmination of the previous years of applied study and ensemble work. Junior recitals are at least 25 minutes in length, and senior recitals are at least 45 minutes in length. Prior to performing recitals, students must first receive approval of their programs. Programs are assessed by the full-time faculty based on the appropriateness of the variety of literature within the repertoire of the instrument/ voice, associated styles, historical periods, and range of techniques expected in performers. This step must be completed at least 10 weeks prior to the recital. Next, the student must perform a recital jury for the full-time faculty. During the jury, the faculty request specific pieces and sections of pieces to be performed in order to determine the level of preparation of the student. Based on this jury the faculty may choose to approve the student continue to the recital; approve the recital with specific changes; require the student to re-jury specific items before approval; or disapprove the performance of the recital due to lack of appropriate preparation. Juries must be completed at least six weeks prior to the proposed recital. Students taking junior and senior recitals must complete program notes for their recital that appropriately summarize or contextualize the music they are performing. Program notes must be approved by their applied lesson teacher and the full-time faculty head of their area (vocal, instrumental, keyboard). Finally, the student performs the recital and is graded on their performance by all faculty in attendance. For music education, performance, and theory/composition students, the senior recital is a summative assessment for Goal 1 (1A).

During FY 16, two students successfully completed Junior Recitals and three students completed Senior Recitals.

Theory pre-tests & post-tests—The music theory pre-test is completed by students during the first week of MUS 172, Music Theory I. The post-test is completed in the last week of MUS 272, Music Theory III. These tests assess student knowledge of key theory skills that are essential to successful careers in music fields. The post-test is a key assessment of Goal 2 (2A & 2C).

The summary below includes average scores on each test as well as comparisons of pre and post-test scores for individual students. The results of this year’s post-tests were better than the previous year. The faculty continues to monitor performances from the past several years. The program faculty will be discussing possible revisions of courses to address deficits in student performance.

Music Theory Assessment	<i>N</i>	<i>Range</i>	<i>mean average score</i>
Pre-Test (Fall 2015)	10	2%-12%	7.9%
Post-Test (fall, 2015)	7	45%-95%	76.7%
Individual Student Comparison	Pre-Test	Post-Test	
Student #1	3%	45%	
Student #2	7%	87%	

Student #3	6%	70%
Student #4	10%	95%
Student #5	12%	80%
Student #6	6%	74%
Student #7	24%	87%

Teaching Assignments—As part of the Vocal Pedagogy and Advanced Instrumental Methods courses, students are required to complete teaching assignments. These assignments include multiple private lessons with a single student with an emphasis placed on proper planning for lessons, material selection, instructional strategies, thorough reflection after lessons, and appropriate planning for subsequent lessons based on previous reflection. These projects are a formative assessment for Goal 4 (4A).

Vocal Pedagogy Teaching Assignments

<i>N</i>	<i>Grade Range</i>	<i>Mean Average Grade</i>
5	81 — 93 (out of 100)	86 / 100

Advanced Instrumental Methods Assignments

<i>N</i>	<i>Range</i>	<i>Mean Average Score</i>
3	93—96 (out of 100)	94 / 100

edTPA Projects—All students participating in Student Teaching (the capstone course for music education majors) are required to complete the edTPA. The edTPA focuses on the students’ ability to consider educational contexts (demographics, school schedules, resources, special needs students, etc.); plan instruction effectively; teach effectively using appropriate strategies and materials; assess student progress in a meaningful way; and reflect on teaching and assessment in order to plan for continued planning, teaching, assessing, etc. The edTPA is a summative assessment for Goal 4 (4A).

Three music education students completed student teaching during FY 14, two in the fall and one in the spring semester. The final report for edTPA takes several months to complete, therefore, at this time scores are only available for the two students who completed the project in the fall.

<i>N</i>	<i>Range</i>	<i>Mean Average Score (out of 60)</i>
2	40—42 (out of 60)	37

Student Teaching Evaluations—In addition to the edTPA, a second summative assessment for Goal 4 (4A) is the final student teaching evaluation. While the edTPA is based only on a limited collection of lessons (usually constituting approximately one week in one class), the student teaching

evaluation takes the entire semester’s work and progress into consideration. Below is a summary of the results from these evaluations.

10 MN Standards for Effective Practice	Student #1	Student #2	Student #3
Subject Matter	Proficient	Competent	Proficient
Student Learning	Competent	Competent	Proficient
Diverse Learners	Proficient	Developing	Proficient
Instructional Strategies	Competent	Competent	Competent
Learning Environments	Proficient	Proficient	Proficient
Communication	Competent	Competent	Competent
Planning Instruction	Proficient	Competent	Competent
Assessment	Competent	Proficient	Competent
Reflection/Professional Development	Proficient	Competent	Competent
Collaboration, Ethics & Relationships	Competent	Proficient	Competent

***Teaching evaluations are completed by cooperating teachers and university supervisors. While all complete the same form, ratings may vary depending on the point of view of the individual completing the assessment.*

Conducting Assignments and Written Exam—During MUS 366, Conducting class, students complete two key assessments for Goal 5 (5A, 5B, and 5C). The first of these is the Conducting Project. For this assignment, students select a piece to rehearse with a lab ensemble. Students are responsible for thorough analysis of the work as well as careful planning of the rehearsal. During the rehearsal, students are assessed on their use of instructional strategies as well as their physical conducting skills. The project is a summative assessment for MUS 366. It also is a preview of the type of work that students will do for a full semester during MUS 476 (Applied Choral Conducting) and/or MUS 477 (Applied Instrumental Conducting).

<i>N</i>	<i>Range</i>	<i>mean average score</i>
12	226—264 (out of 300)	250.75

The second key assessment completed during this course is the Written Exam. The exam assesses the students’ ability to identify different types of scores and items within a score. It also assesses their ability to use resources to define terms and complete basic background research that will enhance their understanding of the music, the composer’s intent, and the context in which it is written.

<i>N</i>	<i>Range</i>	<i>Mean Average Score</i>
12	88—115 (out of 120)	102.5

Applied Conducting Assignments—This year, two students successfully completed Applied Instrumental Conducting and three students completed Applied Choral Conducting. These courses are designed to further develop conducting skills learned in MUS 366, but also to provide practical opportunities

in which to build rehearsal and instructional skills. In consultation with the instructor, each student selects a piece of music that they will rehearse and conduct with the SMSU/Community Concert Band, the Men’s Glee Club, or Bella Voce. Successful performances with the ensembles serve as another indicator of student achievement in Goal 5 (Conducting Skills).

Student Semester Summary—The Student Semester Summary is an assessment tool that was created to gauge student understanding of the Music Program Goals and the role that each music course plays in helping students reach these goals. It also provides a forum in which students can provide feedback about the effectiveness of the courses in meeting those goals. Below is a summary of student response for each semester. *(Note that student participation is encouraged, but no compulsory. Some students chose not to complete the summary while others provided incomplete answers in some areas. In addition, primary courses addressing each goal are not necessarily offered every semester. So smaller “yes” responses will often reflect the fact that a course was not offered that semester.)*

Fall Student Semester Summaries N=26

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—26 N—0	PPS; Ensembles; Primary Lessons; Secondary Lessons; Piano; Instrumental Methods; Vocal Pedagogy; Applied Improvisation	My progress—A to C Text/materials—C Course Content—C
2	Y—14 N—11	Music Theory I & III; Applied Composition; Applied Improvisation	My progress—C Text/materials—C Course Content—C
3	Y—2 N—24	Music Theory; American Music	My progress—P to C Text/materials—C Course Content—C
4	Y—11 N—15	Applied Conducting; Music Theory; Lessons; Vocal Pedagogy; Instrumental Methods; Applied Composition	My progress—C Text/materials—C Course Content—C
5	Y—4 N—22	Applied Conducting	My progress—A to C Text/materials—C

			Course Content—C
6	Y—6 N—20	Instrumental Methods	My progress—A to C Text/materials—C Course Content—C

Spring Student Semester Summaries

N=23

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—22 N—1	PPS; ensembles; Primary Lessons; Secondary Lessons; Conducting	My progress—C Text/materials—C Course Content—C
2	Y—17 N—6	Music Theory II; Form & Analysis; Conducting; Ensembles; Applied Improvisation; Applied Counterpoint	My progress—P to C Text/materials—C Course Content—P to C
3	Y—7 N—16	Popular Music; Form & Analysis; Conducting; Music Theory; Choral Literature; Lessons; Ensembles	My progress—A to C Text/materials—C Course Content—A to C
4	Y—9 N—13	Applied Conducting; Lessons; Conducting; Form & Analysis; Instrumental Methods	My progress—C Text/materials—C Course Content—C
5	Y—13 N—9	Applied Conducting; Conducting; Form & Analysis	My progress—C Text/materials—C Course Content—C
6	Y—1 N—21	Applied Composition	My progress—A Text/materials—A Course Content—A

Several thoughts can be inferred from the responses from the fall and spring semester. However, additional data will be needed to determine if a pattern holds or if these represent isolated opinions.

1. Overall, students appear to be satisfied with their level of progress in Goal 1 (Performance Skills), with the majority of students ranking their progress as Considerable. They seem to

believe that the materials used and the content of the Goal 1 related courses are beneficial to their progress.

2. Students seem to be relatively satisfied with their progress in developing their Theoretical skills (Goal 2), with most of them rating their development as Considerable. They also give similar ratings for the effectiveness of texts and content. However, in the spring semester, there were several students who seemed less satisfied with their progress and course content. The faculty continues to monitor student progress in this goal and may make some curricular adjustments in the next year or two if the data backs it up.
 3. As Music History was not taught during FY 2016, it isn't surprising to see that very few students recognized any significant progress in this goal. Those who did derived that progress through other courses such as the offered LEP courses from the music program. Others recognized historical and cultural content included in other courses that address this material as part of other content knowledge. It is gratifying to see that students recognize that they can learn such content in other courses.
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4. Goals 4 & 5 represent skills and content which tend to be course specific, and these courses tend to be upper-division courses, so few students indicated work in these areas. However, the students that did take these classes appeared to be satisfied with their progress as well as the course materials and content. Some of the courses offered this year that meet these goals include: MUS 366, Basic Conducting (Goal 5); MUS 454, Vocal Pedagogy (Goal 4); MUS 456, Choral & Vocal Literature (Goal 4); MUS 308, Instrumental Methods (Goal 4); and MUS 408, Advanced Instrumental Methods (Goal 4).
5. Several courses that were offered were designed to address specific goals. Based on student responses and the number of students on these course rosters, it appears that students recognize the role of these courses in their progress toward each goal. It seems that efforts to communicate these roles to students through syllabus design, course instruction, and assessment design have been affective.
6. Many of the courses listed by students under various goals are not designed to focus primarily on that particular goal. However, the faculty endeavors to help students integrate material learned in one course into their understanding of new content and development of new skills. It appears that students recognize this effort.

As we continue to utilize this assessment tool, it is hoped that responses will point to areas in which the program can improve instruction, material selection, software utilization, assessment, and curriculum.

2016 ANNUAL REPORT: COMMUNICATION STUDIES PROGRAM

Prepared by Dr. Rick Herder, Program Coordinator *Ad Interim*

(With assistance from Professors Benjamin Walker and Mark Fokken)

The faculty and students in the Communication Studies program have had an eventful and highly productive year. This report includes summaries and discussions of several important activities, but should not be considered a comprehensive account of all that we have done this year.

Section 1: 2015-16 Collaborations: The Communication Studies Program has traditionally done worked on collaborative projects with other programs, departments, and community organizations. Examples of collaborative efforts this year include:

1. *Fine Arts Celebration:* The faculty of the Communication Studies program were pleased to cooperate with colleagues in the Department of Fine Arts and Communication and the Creative Writing program to plan and stage the 10th annual Fine Arts Celebration. This year the program sponsored two events: the Senior Seminar project presentations and the first annual SMSU Media Film Festival. The latter event was organized by Dr. Jos Ullian and featured films created by Broadcasting and Digital Media students.
2. *Studio One partnership:* Representatives of the City of Marshall approached the SMSU Foundation and the Communication Studies program last year about the possibility of bringing Studio One, the city's public access TV channel to the SMSU campus. The program expressed strong interest in working with them to get this done as we believed the partnership would allow our students to gain valuable production experience and make it easier to access funding for equipment upgrades. After months of discussions, the parties involved finally reached an agreement this past fall to move the Studio One offices into a space adjacent to the Media Production Facility (formerly known as the KSSU Radio and Television Studio). Studio One has completed the move and will soon begin producing shows on campus. The new partnership will benefit our students in at least two important ways. The first is that we were able to obtain much needed production equipment for the Media Production Facility. The second is that our students will soon be able to assist in the production of events in live time that are happening at the high school and/or the new Red Baron center – all without leaving the SMSU studio. We believe this partnership will continue to benefit our students for many years to come.
3. *Forensics events: Cohosting of tournaments:* The forensic team, under the director of Professor Ben Walker and Professor Julie Walker helped host the following tournaments on the SMSU campus this year:
 - Marshall Speech Spectacular tournament hosted by Marshall High School in January
 - MN State High School League Section IIIA tournament in April
4. *Admitted Student Day:* The program took part in the third annual Admitted Students Day by hosting a session for students interested in majoring in Communication Studies or competing on the Forensics team. We prepared for the event by having one of our students (junior Comm. Studies major Dylan Curfman) call students to congratulate them on being accepted and invite them to participate in Admitted Students Day. In the end, only three students attended the on campus session. In the end we felt as if we prepared well for the event and had positive contacts with students, on the phone and in person.

5. *Marshall Area Storytellers (MAST)*: MAST was founded by Julie Walker and Ben Walker. Julie worked this year as an adjunct professor in Communication Studies and as the assistant director of forensics. Ben is an assistant professor of Communication Studies and the director of forensics. This year MAST sponsored the following storytelling events:
 - October: as part of the Marshall Festival, MAST collaborated with the SMSU English Department to sponsor two free spoken word workshops for students and a spoken word night event at Brau Brothers Brewery featuring performances by selected students as well as three professional storytellers: Sarah Agaton Howes, Trevino Brings Plenty, and SMSU creative writing alumnus Nick White.
 - November 24: staged a performance at the Adult Community Center; as entertainment for the Giving Thanks day
 - December 10: staged a performance at Avera Morningside Heights
 - December 19: staged a Holiday Hubbub Show at Marshall-Lyon County Library
6. *Health Communication minor*: Last year the Communication Studies program entered into conversations with the Exercise Science program, English department, the Social Work program, and the Management department to discuss a possible minor in Health Communication. Professor Ben Walker has taken the lead on this initiative and we are aiming to submit the minor for approval in the fall of 2016. According to the Bureau of Labor Statistics (2015) the health care industry is poised to become the largest employment sector in the US economy within the next decade. The minor could be attractive to students in a wide range of majors including Human Resources, Management, Social Work, Nursing, and Exercise Science.
7. *Technology for Training and Learning minor/graduate emphasis/certificate*: This year the Communication Studies program began working with the Education Department on a possible minor in Technology for Training and Learning. The Education Department quickly expanded the discussion by suggesting that some of the courses could be taught at the 400/500 level making it possible to offer a graduate emphasis and a graduate certificate. It is not difficult to recognize the need for these courses. 21st century teachers, executives and managers must demonstrate mastery of a wide range of communication technologies and techniques. To cite only a few examples, secondary teachers are often expected to teach on line or “flip” their classrooms; Executives and managers are expected to train a global workforce using cooperative strategies in a rapidly evolving technological environment. Despite these developments, relatively few professionals receive university level training in technological strategies for training and learning. These courses would be designed to address the needs of full-time students and busy professionals. A student will be able to complete all of the requirements for the minor, the graduate certificate, or the graduate emphasis by taking online courses. We are planning to submit the courses and degrees for approval in the fall of 2016. These degrees could be attractive to a wide range of undergraduate and graduate students in areas such as Secondary Education, Public Relations, Management, Human Resources, Elementary Education, and Educational Leadership.
8. *Ag Outlook program*: Working in cooperation with the School of Agriculture, SMSU Media produced a pilot episode of a web-based program entitled [Ag Outlook](#) focused on agriculture in Southwest Minnesota. Dr. Jos Ullian took the lead in creating the show which is hosted by

Communications Studies major Sabrina Ley. We are hoping to work with the School of Agriculture to produce the show on a regular basis beginning next year.

Section 2: 2015-16 Accomplishments by Faculty

1. Associate Professor Mark Fokken, who was on sabbatical for the 2015-16 school year was the recipient of two significant awards this year.
 - He was selected as the 2016 recipient of the Cathy Cowan Award. The award is named in honor of Cathy Cowan, a professor of Psychology at SMSU who died in an auto accident in 2001. It is given to an SMSU staff or faculty member who has made important contributions to SMSU and the region. Fokken, a native of Canby, Minnesota, began teaching at SMSU 21 years ago. He served as a forensics coach for his first 20 year on campus and was a five time winner of the SMSU Adviser of the Year award. He has served as the program coordinator for Communication Studies for the past four years and remains active in forensics on the state, regional and national levels.
 - He was the recipient of the Outstanding Individual in Communication and Theater Award, from the Communication and Theatre Association of Minnesota (CTAM). The award is given annually to a person who has made “truly significant contributions to communication and/or theater education in the state of Minnesota.” CTAM selected Professor Fokken in recognition of 23 years of distinguished coaching and teaching speech and for his outstanding work hosting intercollegiate forensics competitions. He received the award at the CTAM annual conference in St. Cloud in September. In being named the recipient of this award, Fokken joins a long line of educators and public figures including Hubert Humphrey, Charlie Boone, Roger Erickson, and Garrison Keillor.

2. Assistant Professor Jos Ullian’s accomplishments this year included:
 - Proposed, developed, and taught two new courses in spring of 2016:
 - Comm286: Special Topics: Documentary Production
 - Comm286: Special Topics: Graphics for Television, Film and New Media
 - Proposed received approval to teach three new course in the fall of 2016:
 - Comm265: Sports Broadcasting
 - Comm232: The Art of Making Films
 - Comm350: Narrative Film Making
 - Took the lead in applying for and securing several grants to secure new equipment for the Media Production Facility (formerly the KSSU Radio/TV Studio), student access to the Portfolium web service, and equipment for a Collaborative Active Learning Space Classroom project. For a more detailed description of the grant awards, see section four of this report.
 - Sponsored the first annual SMSU Media Film Festival as part of the Fine Arts Festival.
 - Chaired a community committee which, among other things, succeeded in bringing Studio One, the City of Marshall’s public access channel to the SMSU campus.
 - Founded a student chapter of the Broadcast Education Association.
 - Worked with students in SMSU Media and Comm286: Special Topics: Documentary Production to produce a series of short documentary films. For a complete list, see section three of this report.

3. Assistant Professor Ben Walker's accomplishments this year included:
 - Sponsored the first ever "Mustang Talks!" event with students on the forensic team and his Advanced Public Speaking class. Three SMSU professors and two SMSU students gave presentations that were modeled after the very popular TED Talks. SMSU Media helped film the student presentations. Forensic team member and Communication Studies major Amber Volkmann spoke about the Power of Positivity. Communication Studies Major Wendy Anderson spoke about possible negative effects of excess cell phone and social media usage.
 - Honored for his commitment to forensics pedagogy and reaching out to competitors from around the region to help them be better performers. For these reasons, the 2015 Quality Award at the Larry Schnoor Forensics Invitational was named in his honor.
 - Co-authored paper about grit in forensics was accepted for publication in *The Forensic of Pi Kappa Delta*.
 - Participated in [a panel discussion concerning the results of a survey of several intercollegiate forensic leagues](#) at the annual meeting of the National Communication Association in Las Vegas
 - Presented a paper entitled [Squirrel! The value of dissenting opinion in collegiate forensic pedagogy](#) at the annual meeting of the National Communication Association in Las Vegas
 - Presented on the use of professional dress in competitive speech as instructive and oppressive at the Communication Theatre Association of Minnesota conference in St. Cloud.

4. Associate Professor Rick Herder's accomplishments this year included:
 - Completed online survey research related to accommodating the needs of students who stutter when they must enroll in public speaking classes.
 - Gave a presentation entitled "Time to Speak: Accommodating Students Who Stutter in the Public Speaking Classroom" at the annual meeting of the National Communication Association in Las Vegas.
 - Gave a presentation related to popular accounts of sex trafficking in Cambodia at the annual meeting of the National Communication Association in Las Vegas and at the annual meeting of the International Studies Association in Atlanta
 - Gave a presentation entitled "Time to Speak: Accommodating Students Who Stutter in the Public Speaking Classroom" at the annual meeting of the National Communication Association in Las Vegas.
 - Gave a presentation entitled "Bartender's Work: Crafting Intentional Spaces for Storytelling and Democracy" at the Standing Conference on Management and Organizational Inquiry in Philadelphia.
 - Served as board chair for Literacy Volunteers of Southwest Minnesota.
 - Served as program director *ad interim* for the Communication Studies Program, in the absence of Professor Mark Fokken who is on sabbatical for the 2015-16 school year.

5. Adjunct instructor Julie Walker accomplishments this year included:
 - Co-authored a chapter (in press) entitled "Getting Critical Pedagogy Accepted..." in an edited book on Critical Communication Pedagogy.
 - Participated in a discussion panel on the topic of critical pedagogy at the annual meeting of the National Communication Association in Las Vegas.

- Attended a storytelling webinar by Lea Thau, executive producer of *Strangers* podcast and 10 year director of *The Moth*.
- Completed a seminar on Integrating Technology into the Classroom taught by Dr. Rhonda Bonnstetter
- Attended a Distributed Conferencing Seminar presented by Southwest/West Central Higher Education Organization for Telecommunications and Technology on conferencing technology geared toward online learning.
- Attended a Flipped Classroom Seminar sponsored by the Midwest-Great Plains Regional Network of the Partnership for Undergraduate Life Sciences Education (MWGP/PULSE).
- Served as a paper reviewer for the National Communication Association Argumentation and Forensics division and the Gender and Women's Studies division.
- Served as the associate editor of the *Communication and Theatre Association of Minnesota Journal*.
- Served as co-founder of the Marshall Area Story Tellers, hosting five storytelling events in 2015 with more planned for the 2016 season.
- Completed online presence audits with suggestions for improvement for the SMSU Communication Studies program and for Literacy Volunteers of Southwest Minnesota.

Section 3: 2015-16 Accomplishments by Communication Studies Students:

1. *Forensic student qualifies for nationals:* SMSU forensic team member Megan Bruns (junior Biology/Chemistry major from Maple Lake, MN) qualified for the American Forensics Association National Individual Events Tournament held at the University of Florida in Gainesville, FL, on April 1-4, 2016. In order to qualify students had to meet rigorous standards of competition, placing them in the top 10% of intercollegiate speakers in the nation.
2. *Minnesota Collegiate Forensics Association, Limited Entry State Championship:* For the second year in a row, the SMSU forensic team won the MCFA limited entry state championship. Megan Bruns (junior Biology/Chemistry major from Maple Lake, MN) and Dylan Curfman (junior Communication Studies major from Morris, MN) lead the way by advancing to the finals of the state tournament held at Concordia College in Moorhead in February.
3. *Co-Curricular Activity of the Year:* The Student Activities office named the SMSU Forensics team as recipient of the Program of the Year award for its work in sponsoring and co-sponsoring high school speech tournaments. In keeping with a long standing tradition of service to area high schools, students on the forensic team dedicated many hours to organizing, managing and tabulating results for tournaments.
4. *Production of short documentary films:* Students in SMSU Media and in Dr. Jos Ullian's Comm286: Special Topics: Documentary Production course produced a series of short documentary films this year including:
 - [Ag Outlook](#) - a pilot documentary developed in collaboration with the SMSU School of Agriculture and hosted by Communications Studies major Sabrina Ley.

- [Austin Handley: Don't Hold Back](#) - about a physically challenged Olympic hopeful.
- *Lexie's Scholarship*
- [SMSU Gold Rush Days](#)
- [Casino Nights](#)
- [Hungry Dogs Hunt Best](#) – about the 2014 SMSU Women's Volleyball season in which they placed second in the nation
- *Throwing the Distance: the Jordan Flynn Story*
- *Second Chance (the Keith Larson Story)* – about a student attempting to turn his life around by returning to school
- *Foundation to Thrive: the Ben & Julie Walker Story*

Section 4: 2015-16 Curriculum Work/Changes:

1. *Changes to internship procedures:* The chair of the Department of Fine Arts and Communication has traditionally managed internships for students in the Communication Studies program. This year the program took over management of student internships for all of its majors. They also posted documents related to internship policies and procedures to the program website.
2. *Change in course title and content:* Beginning in the fall of 2016, the program will begin offering Comm220: Storytelling in Modern Communication in place of Comm215: Oral Interpretation. The new course will replace Comm215 as a requirement for the BA in Communication Studies, the BS in Broadcasting and Digital Media, and the BS in Communication Arts and Literature, Speech Emphasis. The new course was deemed necessary in order to give students more rigorous training in the history of storytelling and theories of storytelling as well applied practice in contemporary storytelling practices.
3. *New equipment in the Media Production Facility:* The Communication Studies program received \$37,460.46 from the SMSU Foundation for the purpose of updating the Media Production Facility's control room. The program also received approximately \$3,600 from the university's leveraged equipment budget to purchase two HD camcorders.
4. *Pilot program for the use of the Portfolium web service:* The Communication Studies program received a \$200 Committee on Institutional Assessment mini-assessment grant for funding the pilot program of Portfolium. The program is planning to provide all majors with a subscription to the service, which affords them lifetime access to the site. Students will use the service to assemble web-based professional portfolios and begin to develop professional networks as part of the Comm488: Senior Seminar course.
5. *Collaborative active learning space classroom project:* The SMSU Student Association awarded the Communication Studies program \$10,320 for a Collaborative Active Learning Space Classroom project. The funds will be used to purchase and install specialized equipment in a classroom where students will be able to participate in collaborative learning activities. The program plans to use the classroom for a range of courses, including courses in the proposed new minor and graduate emphasis in Technology for Training and Learning.

6. *Comprehensive review of Communication Studies curriculum:* Following extensive discussions among faculty and after consulting with Dr. Jan Loft, dean of the College of Arts, Letters, and Sciences the Communication Studies began an extensive review of its curriculum this year with an eye toward revising all of its majors and proposing several new minors. To accomplish this, the program held several special meetings in the fall semester and met on a weekly basis throughout the spring semester. Professor Fokken, who was on sabbatical this year, graciously agreed to participate in the curriculum planning meetings during the spring semester. For the purposes of this report we will provide a brief review of our work to date in chronological order.
- *August – September, 2015* Program faculty began to discuss possible changes to the Bachelor of Science in Broadcasting and Digital Media curriculum. Dean Loft agreed with our conclusion that the curriculum was out of date. We settled on a plan to consult with communication professionals in order to get recommendations on ways we could update the major so as to grow enrollments and prepare students for a competitive 21st century employment market. We soon recognized the need to make sure all of the degrees we offer are up to date and decided to review the entire Communication Studies curriculum from top to bottom.
 - *October – November, 2015* We conducted an initial review of the Broadcasting and Digital Media curriculum and wrote up a draft plan of changes to each of the degrees as well as a list of possible new minors (including one that we had begun working on last year: Health Communication). With that initial foundation in place, we proposed and gained approval to offer two new courses in the spring semester: Comm 286: Special Topics: Documentary Production and Comm286: Special Topics: Graphics for Television, Film and New Media. We allowed students to take these two courses in place of Comm251: Broadcast Newswriting and Reporting (required for Broadcasting and Digital Media and for Public Relations) and Comm315: Media Interpretation (required for Broadcasting and Digital Media). Program faculty believed these changes were warranted based on the need to help students acquire crucial production skills for a rapidly changing job market. The courses turned out to be popular with students, including several who did not need to take them to fulfill the requirements of their majors.
 - *December, 2015 – February, 2016* We compiled a list of communication professionals to serve as consultants with whom we could discuss contemporary best practices in broadcasting and strategic communication and get advice on possible changes to our curriculum. We then interviewed six communication professionals who work in the areas of broadcasting, new-media, public relations and advertising. The list included Melanie Witkower, director of social media for ABC primetime television; Brian Herder co-owner and creative director of Russell and Herder Advertising and Public Relations; and Matt Luke, president of Complete Media, an advertising and marketing firm in Sioux Falls. All of the people we interviewed stressed the importance of students becoming independent learners capable of working in teams and keeping up with technological innovations. They also encouraged us to develop curriculum in which students would be required to work on “consequential” projects. These conversations in turn prompted us to revise our programmatic educational philosophy (to emphasize problem based learning) and helped to drive the curriculum reforms we worked on during the second semester and into the summer. The conversations we had with communication professionals helped us make specific changes in several areas of the Communication Studies curriculum. To cite the most prominent examples, we will likely require Public Relations students take a class that emphasizes statistical methods (recommended by a consultant); and will propose a “core” group of classes (Comm200: Small Group Communication, Comm310: Persuasion,

Comm330: Mass Media, and Comm 220: Storytelling in Modern Communication) to give Communication Studies students a common educational foundation. We believe this, in turn will help prepare them to excel in the sorts of advanced team projects our consultants recommended.

- At the start of the year we also proposed and gained approval for several new courses that would be taught for the first time in the fall of 2016:
 - Comm256: Sports Broadcasting (to be stacked with Comm112: TV Production)
 - Comm220: Storytelling in Modern Communication
 - Comm232: The Art of Making Films
 - Comm350: Narrative Filmmaking

We had begun planning to introduce Comm220 last school year and began to work on the other courses in the fall semester. As with the two new courses we offered in the spring of 2016, we felt that the new courses were justified on the grounds that they would allow students to acquire the sorts of skills our consultants told us students would need. We should add that Comm232 did not attract sufficient enrollment so we had to cancel the course. We expect the course will attract sufficient enrollment once students are required to take it to fulfill requirements of their majors.

- *February – April* The curriculum review committee dedicated many hours to reviewing current majors and drafting recommendations for revised curricula. To accomplish this we revised the learning outcomes for all of the majors: Broadcasting and Digital Media, Public Relations, Communication Studies, and Communication Arts and Literature, Speech Emphasis. As part of this process we consulted with the English Department in regard to the Communication Arts and Literature degrees and PEPER requirements as they related to Comm220: Storytelling in Modern Communication. We then settled on a common group of “core” courses for the first three majors: Comm200: Small Group Communication, Comm310: Persuasion, Comm330: Mass Media, and Comm220: Storytelling in Modern Communication. Once that foundation was in place we drafted lists of proposed courses for each of the majors. Since the proposals are in draft form, we have not included them with this report. We plan on submitting the revised curriculum, including any proposals for new or revised courses, to the SmSUFA Curriculum Committee in the fall of 2016. We can provide draft copies of the proposed curriculum on request.
- *May – Summer* In the closing weeks of the spring semester, we began to work in earnest on a list of possible new minors. To date we have dedicated most of our time to working on proposals for Health Communication and Technology for Training and Learning, both of which we discuss in detail in the first section of this report. To date we have planned to meetings for June (one of them with the Education department) to continue working on these proposals. Among other things we need to decide if we need to table some of the minors we have discussed and set a schedule for when we plan to propose and implement others. The curriculum committee will continue to meet as needed over the summer as needed in order draft proposals to be submitted to the SmSUFA Curriculum Committee in the fall.

Section 5: Assessment Report

This year the Communication Studies program gathered assessment data in three areas of its curriculum: 1) declared majors who take the Comm288: Sophomore Seminar and Comm488: Senior

Seminar courses; 2) Comm110: Essentials of Speaking and Listening (fulfills the LEP communication requirement); and 3) the College Now program.

1. *Comm288: Sophomore Seminar and Comm488: Senior Seminar*

- *Comm488: Senior Seminar portfolios:* Students in Senior Seminar must compile a portfolio of work related to their majors. To fulfill this requirement a student must submit two pieces of documentation (class assignments or independent projects) for each of the student learning outcomes for her or his major. They may not use one piece of documentation for more than two learning outcomes. Students submit their portfolios as websites, using the student learning outcomes as a foundational framework. A primary goal of the web portfolio is to allow students to set up a professional web space that could be shared with potential employers and/or clients. The instructor of record (this year it was Dr. Herder) reviewed the portfolios and evaluated them on a pass/no pass basis. This year twelve students were enrolled in the course. One student received an incomplete and will complete portfolio during the 2016-17 school year. Another student was retaking the course from a previous year and was allowed to submit printed versions of the required items in keeping with the former standards for the course. Three more students did not earn passing grades on the first versions of their portfolios; they subsequently earned passing grades after submitting revisions. Links for each of the portfolio websites are printed below.

<https://matthewcallahanblog.wordpress.com/>

<https://davidvjen5.wordpress.com/>

<https://craigportfolioblog.wordpress.com/>

<https://zachhuntleyportfolio.wordpress.com/>

<https://turijystad.wordpress.com/>

<https://rebeccaklehrportfolio.wordpress.com/>

<https://tylermeyerportfolio.wordpress.com/>

<https://margaretroy.wordpress.com/>

<https://pauldvold.wordpress.com/>

- *Senior Exit Surveys:* Students in Comm488: Senior Seminar complete an exit survey concerning their attitudes toward the courses in their majors, the overall quality of the program, the quality and performance of the faculty as well as their readiness for their chosen careers. We have posted a copy of the complete results of this year's survey to the Department of Fine Arts and Communication folder on the T-drive. The survey consists of both open-ended and objective questions (5-point Likert scale). A copy of the objective questions and results is printed below. We reverse coded the negative questions and averaged them in with the others to arrive at a mean overall score of 1.9. on a five-point scale. We take this as an indication students are generally satisfied with the quality of the Communication Studies program. Even more encouraging, all of the students who took the

survey agreed with or strongly agreed with the statements “I felt the program’s content was good,” and “I would recommend this program to another student.” Student responses to questions about the practical value of things they learned in their major courses (questions 13-20) constitute one area of concern. The mean score for these questions is 2.15 which, while indicating general satisfaction, is still higher than other areas of the survey. One of the ways we are working to address this concern is by reviewing and revising our curriculum and by drafting a programmatic philosophy of education that places a priority on problem based learning.

An initial review of student answers to open ended questions on the exit survey indicates general satisfaction with the program (see examples below), but the entire faculty will need to discuss the answers in more detail in the fall:

- *It is a demanding program that requires a lot of attention and work, however, you definitely learn a lot throughout the program. Also the professors are willing to work with you on anything that you might need help on.*
- *I would say they [other students] should check out the major because it will help them develop professionally.*
- *It is a program that goes above and beyond what you pay for. It is worth every penny.*
- *You'll learn all the skills that you need and want to for the future.*
- *The teachers have prepared me for my post-college plans because they have done a lot of work to help me make things to become very successful for getting the best job I can get after college.*
- *They have given me communication skills that will help me in any job I will have in the future.*

COMM 488 Senior Seminar Student Exit Survey Responses (Count=9) (open ended questions located elsewhere)							
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Blank	Mean
Assigned Value for mean:	(1)	(2)	(3)	(4)	(5)		
1. I felt the program’s content was Good.	3	6	0	0	0	0	1.667
2. I felt the program’s content was Unfair.*	0	0	0	6	3	0	1.667
3. I felt the program’s content was Valuable.	4	4	0	1	0	0	1.778

4. I felt the program's content was Negative.*	0	0	0	7	2	0	1.778
5. I felt the behaviors recommended in the department were good.	4	5	0	0	0	0	1.556
6. I felt the behaviors recommended in the department were worthless.*	0	0	0	5	4	0	1.556
7. I felt the behaviors recommended in the department were fair.	2	6	0	1	0	0	2.000
8. I felt the behaviors recommended in the department were negative.*	0	0	0	7	2	0	1.778
9. The instructors I had in the department were good.	2	6	1	0	0	0	1.889
10. The instructors I had in the department were worthless.*	0	0	2	5	2	0	2.000
11. The instructors I	1	7	0	1	0	0	2.111

had in the department were fair.							
12. The instructors I had in the department were negative.*	0	0	2	7	0	0	2.22 2
13. In real life situations, my likelihood of actually attempting to engage in the behaviors recommended by the department is likely.	2	6	1	0	0	0	1.88 9
14. In real life situations, my likelihood of actually attempting to engage in the behaviors recommended by the department is impossible.*	0	1	0	6	2	0	2.00 0
15. In real life situations, my likelihood of actually attempting to engage in the behaviors recommended by the	2	6	0	1	0	0	2.00 0

department is probable.							
16. In real life situations, I would actually attempt to engage in the behaviors recommended by the department.	0	5	2	2	0	0	2.667
17. My likelihood of using the content and applications I learned in this program is likely.	2	6	1	0	0	0	1.889
18. My likelihood of using the content and applications I learned in this program is impossible.*	0	1	0	7	1	0	2.111
19. My likelihood of using the content and applications I learned in this program is probable.	1	6	1	1	0	0	2.222
20. I will use the content and applications I learned in this program.	0	5	1	1	1	0	2.444

21. If I had it to do over again, my likelihood of enrolling in this program, knowing what I know now, would be likely.	3	6	0	0	0	0	1.66 7
22. If I had it to do over again, my likelihood of enrolling in this program, knowing what I know now, would be impossible.*	0	0	0	6	3	0	1.66 7
23. If I had it to do over again, my likelihood of enrolling in this program, knowing what I know now, would be probable.	2	6	0	0	0	1	1.75 0
24. If I had it to do over again, knowing what I know now, I would enroll in this program.	3	4	1	1	0	0	2.00 0
25. As a result of my educational experiences and training	3	5	1	0	0	0	1.77 8

in the Communication Studies Program in my career/professional life I will be confident.							
26. As a result of my educational experiences and training in the Communication Studies Program in my career/professional life I will be ineffective.*	0	1	0	5	3	0	1.889
27. As a result of my educational experiences and training in the Communication Studies Program in my career/professional life I will be capable.	3	5	0	1	0	0	1.889
28. As a result of my educational experiences and training in the Communicati	0	1	0	6	2	0	2.000

on Studies Program in my career/professional life I will be inflexible.*							
29. I would recommend this program to another student.	5	4	0	0	0	0	1.444
						MEAN	1.9

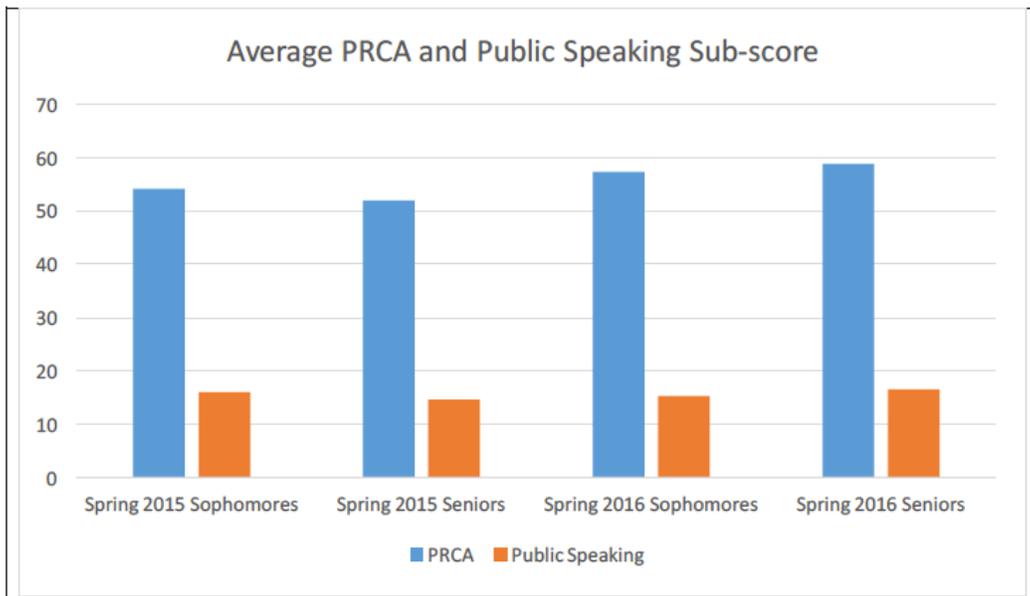
Assessment	Results	Analysis of Data	Program Action
Comm 288: journal abstracts	Two students earned passing grades on all five of the first abstracts they submitted. One student did not submit journal abstracts. The other eight students earned passing grades for the assignment after revising one or more of their abstracts.	<ol style="list-style-type: none"> 1. Some students were unable to identify scholarly journals. 2. Some students had trouble writing accurate MLA citations. 3. Some students had trouble identifying and summarizing the most important information in scholarly articles. 4. This year the SMSU library acquired the Communication Mass Media Complete database, making it much easier for students to access appropriate journals in our field of study. Faculty are 	<ol style="list-style-type: none"> 1. Encouraging students to select articles related to subjects student may choose for the senior projects seems to be working; but we will need to track the progress of these students to determine whether they follow through on their initial interests. 2. Faculty will continue to work with library staff (in Comm288 and several other courses) to help students learn how to access and

		<p>encouraging students in all of their classes to utilize this crucially important resource.</p> <p>5. Students are encouraged to select journal articles related to subjects they may choose for their senior research projects. Nearly all of the students in the class reported that after writing their journal abstracts they have made a tentative decision about the subject of their senior projects.</p>	<p>utilize academic journal articles. In doing so, they will continue to emphasize the following skills:</p> <ul style="list-style-type: none"> • Identification of scholarly journal articles • MLA formatting • Strategies for utilizing academic databases
Comm 288: oral presentation of journal abstracts	<p>Ten students earned passing grades for making oral presentations of journal abstracts. Students were required to present one abstract to the class and were also required to submit a video recording of one abstract to D2L and respond to the recordings submitted by others. Two students failed to earn passing grades on their initial presentations, but subsequently earned passing grades on their second presentations.</p>	<p>1. Oral presentations of journal abstracts seems a valuable assignment, especially when students are required to ask substantive questions of their peers (in class and online).</p>	<p>1.</p>
Comm 288: PRCA	<p>11 Sophomores and Juniors completed the instrument and achieved a composite score of 57.25.</p>	<p>This composite score indicates an average to low degree of communication apprehension.</p>	<p>Continue to collect and archive PRCA scores in the COMM 288 class and compare them to scores</p>

			collected in the COMM 488 class longitudinally.
Comm 288 course exit survey	Nine students completed course evaluations.	1. Students expressed general satisfaction with the course. Specifically, they found value in the writing of abstracts and employment materials (resume and letter of application) and felt that Comm288 allowed them to get a head start on their senior projects.	<ol style="list-style-type: none"> 1. We should continue to offer COMM 288 as a one credit, sophomore level course. 2. We should continue to require the assignments currently listed on the course syllabus (written abstracts, employment materials, online submission of one abstract presentation) 3. The faculty have also discussed adding more assignments to the course with the goal of giving students a better background in basic research methods. We will likely continue this discussion with possible implementation in the spring of 2015-16.
Comm 488: PRCA	10 seniors completed the instrument and achieved a composite score of 58.78	1. This composite score indicates an average to low degree of communication apprehension.	1. Continue to collect and archive PRCA scores in the COMM 488 class and compare them to scores collected in the COMM 288 class longitudinally.

<p>Comm 488: portfolio</p>	<p>Eleven students earned passing grades on their portfolios. One student received an incomplete and will complete the portfolio assignment in the 2016-17 school year.</p>	<ol style="list-style-type: none"> 1. Students are providing evidence of having met the learning outcomes specific to their degree program. 2. Students report that they view electronic portfolios as valuable in that they allow them to develop a valuable skill set and allow them to show their work to potential employers. 3. The rubric for evaluating portfolios appears to be working well. 	<ol style="list-style-type: none"> 2. The program will continue to require major-specific electronic portfolios that allow students a great deal of latitude in demonstrating how they have met learning outcomes. 3. Next year we expect to adopt the Portfolium web service for student portfolios in Comm488. MNSCU is currently reviewing our request to use Portfolium for this purpose. Students would receive a lifetime membership to Portfolium and would use the site to build portfolios and network with potential employers and other professionals in their field.
<p>Comm 488 senior project presentation</p>	<p>Ten students earned passing scores on their research projects and presentations. One student was retaking the class and was given credit for a successful project and presentation in a previous year. Some students struggled with</p>	<ol style="list-style-type: none"> 1. Students have benefited this year from being able to use the Communication Mass Media Complete database, recently acquired by the SMSU Library 2. Some students delay starting to work in 	<ol style="list-style-type: none"> 1. Next year we plan to provide more training in research methodology in Comm288 so that students are better prepared to complete their senior research projects.

	<p>one or more of the following items:</p> <ul style="list-style-type: none"> • Selecting an appropriate topic • Utilizing appropriate research methods • Critical analysis of their creative projects 	<p>earnest on their projects until late in the semester.</p> <ol style="list-style-type: none"> 3. Students may need more than one term to develop a senior project from conception to completion. 4. Students appear to lack sufficient training in basic research methods. 5. Students who completed documentary film projects struggled to justify their work using the social scientific/research based framework we have traditionally required in this course. 	<ol style="list-style-type: none"> 2. On the advice of the communications professionals we consulted as part of our curriculum reform process, we are also planning to require Public Relations students to take a statistical research methods class. 3. The program is discussing several options that would afford students time to produce more rigorous and innovative senior projects including: <ul style="list-style-type: none"> • Requiring seniors to submit research proposals in the fall term. • Moving Comm488 to the fall term with the research projects to be presented in the spring.
<p>Comm 488 senior exit survey</p>	<p>Ten students completed the senior exit survey. A complete copy of the survey results has been posted to the Department of Fine Arts and Communication Studies folder on the T-drive.</p>	<p>See the discussion of the senior exit survey results earlier in this section of the report.</p>	<p>To be determined</p>



Term/Group:	PRCA	Public Speaking
Spring 2015 Sophomores	54.05	16
Spring 2015 Seniors	51.89	14.56
Spring 2016 Sophomores	57.27	15.18
Spring 2016 Seniors	58.78	16.44

2. *LEP/COMM 110 Essentials of Speaking and Listening Assessment:* The program has a comprehensive plan for assessing the progress of students in the Comm110 Essentials of Speaking and Listening class (the course fulfills the LEP communication requirement). This year, the program once again gathered data using three instruments: a course exit survey, pre and post-tests of course content, and the Personal Report of Communication Apprehension (PRCA).
 - Course Exit Survey: Continuing a practice that began in the spring of 2012, the program required all students in all sections to complete a course exit survey in the fall of 2015 and the spring of 2016. The survey allows the program to monitor student perceptions of the course and ascertain whether students in all sections of the course are being held to consistent standards (per the course syllabus). We used the first six items on the survey to determine whether students had been required to complete certain assignments and otherwise fulfill the requirements listed on the course syllabus. In both fall and spring semesters, data from these items confirmed all sections of the course had met these standards. We used the balance of the questions on the survey to gauge student perceptions in relation to course requirements and intended learning outcomes. A statistical summary of the data, including mean averages for each question, appears below.

Fall 2015 COMM 110 Student Exit Survey Responses (Count=149)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Blank	Mean
Assigned Value for mean:	(1)	(2)	(3)	(4)	(5)		
7. I feel the attendance policy for this course was handled fairly.	100	21	5	2	0	1	1.11
8. In this course I developed critical thinking skills.	64	45	13	3	3	1	1.48
9. This course improved my ability to select an effective topic for a speech.	73	42	9	2	2	1	1.36
10. In this course I learned how to effectively organize a speech.	91	32	3	0	2	1	1.17
11. This course improved my research abilities.	68	37	19	3	1	1	1.45
12. In this course I developed effective critical listening skills.	63	47	10	5	3	1	1.49
13. This course taught me how to analyze the audience and occasion of a speech.	72	45	10	0	1	1	1.32
14. As a result of this course, my delivery skills improved.	90	27	6	2	2	2	1.20
15. The textbook used in this class was helpful in meeting the objectives of this class.	38	45	23	10	12	1	2.01

16. As a result of this course, I am a more confident speaker.	73	37	11	4	3	1	1.42
17. This course was a worthwhile part of my studies at SMSU.	79	32	11	1	4	2	1.34
Mean for all items= 1.40							

Spring 2016 COMM 110 Student Exit Survey Responses (Count=150)							
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Blank	Mean
Assigned Value (for means)	(1)	(2)	(3)	(4)	(5)	-	
7. I feel the attendance policy for this course was handled fairly.	93	31	18	2	6	-	1.65
8. In this course I developed critical thinking skills.	48	56	37	7	2	-	2.06
9. This course improved my ability to select an effective topic for a speech.	61	64	14	7	4	-	1.86
10. In this course I learned how to effectively organize a speech.	74	58	10	6	2	-	1.69
11. This course improved my research abilities.	48	51	40	6	5	-	2.13
12. In this course I developed effective critical listening skills.	47	55	33	11	3	1	2.10
13. This course taught me how to analyze the audience and	59	67	15	5	3	1	1.82

occasion of a speech.							
14. As a result of this course, my delivery skills improved.	74	51	17	7	0	1	1.70
15. The textbook used in this class was helpful in meeting the objectives of this class.	37	47	27	24	14	1	2.54
16. As a result of this course, I am a more confident speaker.	57	52	27	8	5	1	2.02
17. This course was a worthwhile part of my studies at SMSU.	57	54	21	10	6	2	1.98
Mean for all items = 1.96							
Mean for both semesters = 1.67							

A mean of 1.67 over two semesters suggests most students believe the course fulfilled its learning objectives. One possible exception was question fifteen concerning the textbook (means of 2.01 & 2.54). Instructors used the same textbook both semesters (O’Hair’s *A Pocket Guide to Public Speaking*), so the higher number in the second semester may be a response to a first time requirement that students use the *Launchpad* website provided by the publisher. One semester, of course, is insufficient to evaluate the performance of the website, especially since the TRC has not yet been able to integrate *Launchpad* with D2L/Brightspace. We are hoping that will happen next year. *Launchpad* has several potential advantages in that include an electronic version of the textbook, a question bank for constructing quizzes and exams, as well as a range of instructional and assessment tools (including an application for writing evaluations of student performances). In addition to these 17 items, students were also given the opportunity to share open-ended responses on two questions: 1) things they found particularly helpful and 2) ways to improve the course in future offerings. At the time of this report, these comments have not yet been compiled by administrative support staff.

- Pre- and Post-test: We administered a pre-test and post-test in all sections of Comm110: Essentials of Speaking and Listening in the fall and spring terms. The test consisted of 25 multiple choice questions on a variety of topics related to student learning outcomes for the course.

Fall 2015:

In the fall of 2015, 149 students completed the pre-test and 136 students completed the post-test. On the pre-test, the mean score on the exam was a 43.92% and on the post-test, the mean score was 62.56%. An increase of nearly 20 percentage points constitutes a significant improvement in student performance and suggests that, on balance, students have a stronger grasp of basic concepts in communication studies after completing the course.

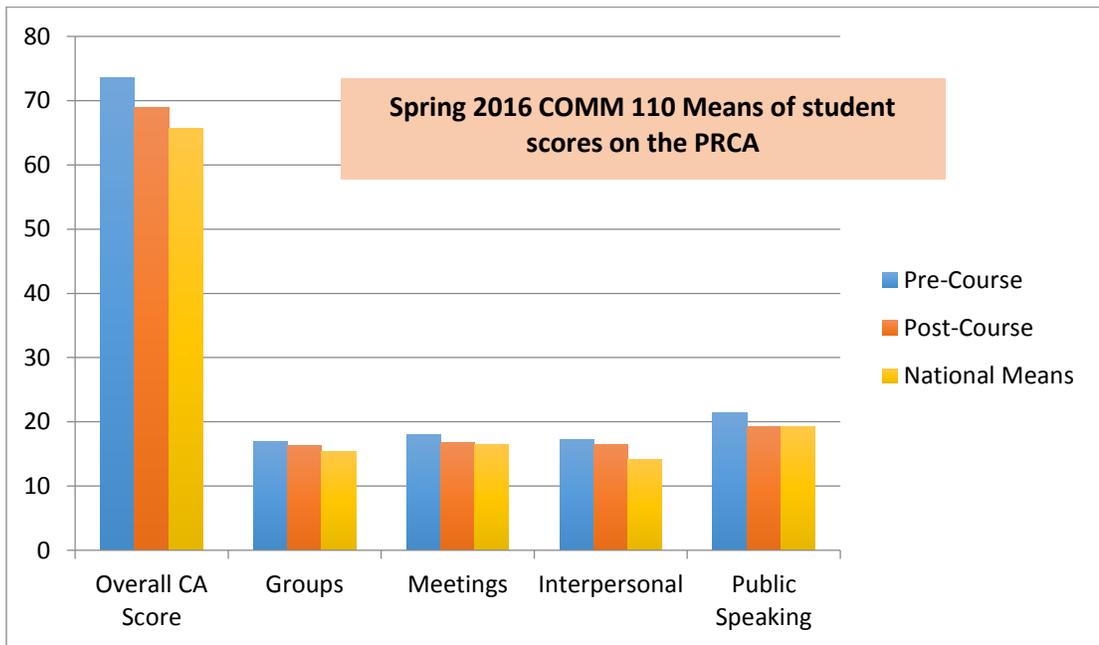
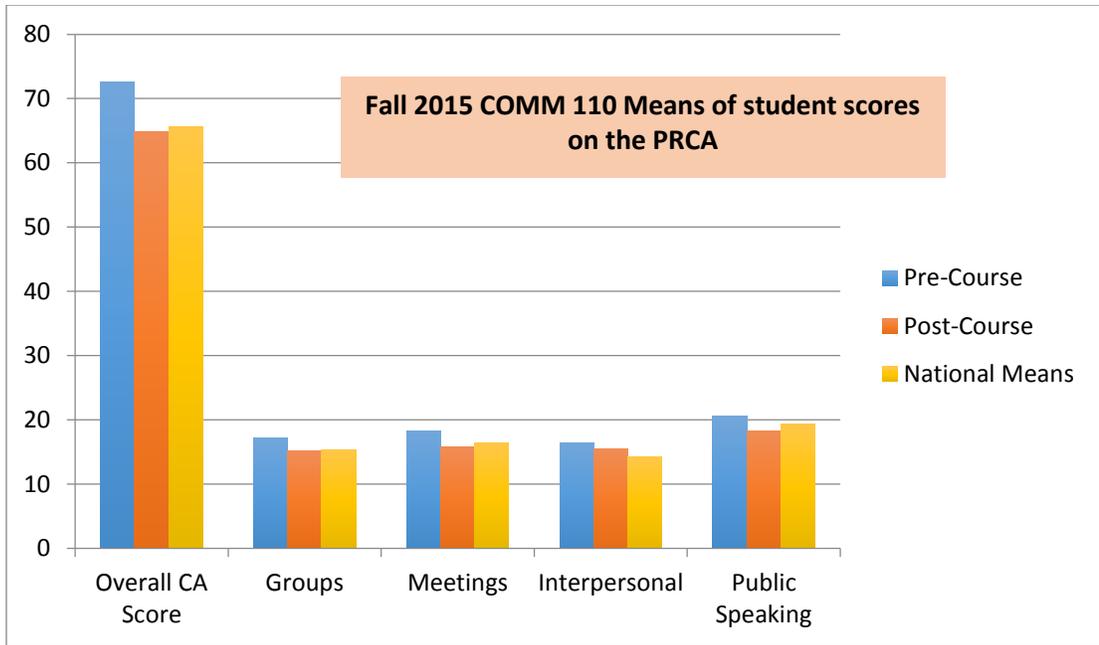
Spring 2016:

In the spring of 2016, 149 students took the pre-test and the mean on the instrument was a 59.12%. At the end of the course, the test was administered again, this time to 166 students. The mean on the post-test was 68.13%. While the increase in scores was more modest than the first semester, it still constitutes a significant increase in student performance and suggests students have a stronger grasp of basic concepts in communication studies after completing the course.

- Personal Report of Communication Apprehension (PRCA): One student outcome of the COMM 110 Essentials of Speaking and Listening course is to equip students with skills to manage communication anxiety. In order to assess progress on this goal, the program administers the Personal Report of Communication Apprehension (PRCA) in a pre- and post-test format in all sections of the course. The PRCA-24 instrument is the most widely used measure of communication apprehension (CA). It consists of 24 scenario items to which students respond on a 5 point Likert scale from Strongly Agree to Strongly Disagree. It is highly reliable and has a very high validity. It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). Overall scores on the PRCA can range from 24 to 120 with an average of 65.5, based on a normed study of 40,000 college students. The higher the score the higher the individual's level of CA. The program first piloted collection of assessment data in the spring of 2013. Preliminary results supported the conclusion that completion of the course reduces communication apprehension in all four of the contextual areas as well as the overall CA score.

This academic year, instructors administered the PRCA in all sections of Comm110 in the fall and spring terms. The means of the overall CA score and sub scores of the respondents both pre- and post-course are presented in the charts below. In fall 2015, 149 students completed the instrument at the beginning of the course and 125 completed it at the end of the course. The lower number is due to general student attrition in the course.

The scores from fall 2015 are represented graphically in the chart below. It illustrates that the overall CA rate and all the sub scores decreased significantly (to at or below the national average with the exception of the interpersonal sub score).



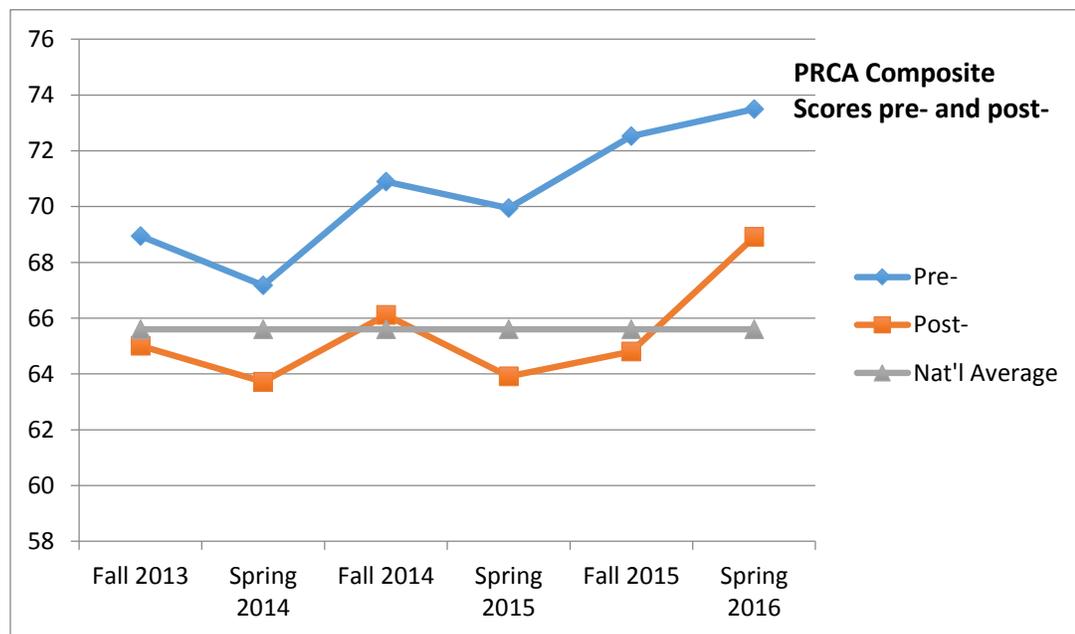
In the spring of 2016, 161 students completed the instrument at the beginning of the course and 152 completed it at the end of the course. The overall CA score decreased by more than four points from the beginning of the semester. While this indicates a marked improvement, the final score is still higher than the national mean. Only one of the end of course subscores (public speaking) fell below the national mean, and then only slightly. That the scores did not fall below the national mean can likely be attributed to significantly higher pretest scores.

The reduction of the public speaking sub score in both the fall and spring terms was just over two points, suggesting that the course empowers students with techniques for coping with their apprehension and channeling it in a positive way.

Data from all the semesters since the inception of this assessment suggest that completion of the course consistently lowers Communication Apprehension scores by approximately four points. This is reflected in the table and chart below.

Term	Pre-course Score	Post-course Score	Difference
Fall 2013	68.94	65.01	-3.93
Spring 2014	67.18	63.72	-3.46
Fall 2014	70.89	66.11	-4.78
Spring 2015	69.95	63.91	-6.04
Fall 2015	72.52	64.80	-7.72
Spring 2016	73.49	68.91	-4.58

*National Average on the PRCA is 65.6



This chart shows that post-test scores failed to drop below the national average in only two semesters (fall 2014 and spring 2016) in recent years.

2015-16 Service Efforts of the Program

1. *Broadcasting Sporting Events:* Under the guidance of Dr. Jos Ullian, students from SMSU Media and the Comm162: Communication Activities: Broadcasting and Digital Media classes recorded 31 sporting events (football, women's basketball, and men's basketball). The games were recorded for analysis by Mustang Athletics and streamed over the SMSU

website. Students were also responsible for running the video scoreboard and the instant replay system for the games. Students worked on productions of the following games:

Football	
9/12/2015	Bemidji State
9/26/2015	MSU Moorhead
10/17/2015	Sioux Falls
10/31/2015	MN State
11/14/2015	Winona State
Women's Basketball	
11/13/2015	Missouri Western State
11/14/2015	Fort Hays State
11/19/2015	Nebraska-Kearney
2/11/2015	University of Mary
12/12/2015	Minot State
12/18/2015	Culver-Stockton
12/19/2015	Sioux Falls
1/8/2016	Upper Iowa
1/9/2016	Winona State
1/22/2016	MN State
1/23/2016	Concordia-St. Paul
2/5/2016	Bemidji State
2/6/2016	MN Crookston
2/12/2016	Augustana
2/13/2016	Wayne State
Men's Basketball	
11/19/2015	Northern State
12/11/2015	University of Mary
12/12/2015	Minot State
12/19/2015	Sioux Falls
1/8/2016	Upper Iowa
1/9/2016	Winona State
1/22/2016	MN State
1/23/2016	Concordia St. Paul
2/5/2016	Bemidji State
2/6/2016	MN Crookston
2/12/2016	Augustana
2/13/2016	Wayne State

2. *SMSU Media homecoming parade coverage:* As an annual project, students in SMSU Media and in the Comm162: Communication Activities class broadcast the SMSU Homecoming

parade from location on Main street in downtown Marshall. The parade is broadcast over Studio One, the Marshall Cable access channel and streamed on the SMSU website.

3. *Co-sponsored MAST Storytelling events:* For a complete description, see section one of this report.
4. *Presented at the College Now Workshop:* Assistant Professor Ben Walker, with the assistance of adjunct professor Jen Goblisch, presented at the fourth annual College Now Workshop and Conference at SMSU in August of 2015. The event provided continuing education opportunities for high school teaching assistants who are working with the College Now program.
5. *Hosted high school speech tournaments:* The SMSU forensic team served as the host for three high school speech competitions on campus. These events provide valuable learning opportunities for students on the forensic team and serve as a valuable but also constitute a valuable outreach/recruiting tool for the university. The forensic team hosted or co-hosted the following tournaments this year:
 - Marshall Speech Spectacular: January
 - SMSU High School Speech Invitational: March
 - MN State High School League Section IIIA Tournament: April
6. *48th Annual Commencement coverage and recording:* SMSU Media students working under the direction of Dr. Jos Ullian and Stu Galstad, digitally recorded and broadcast SMSU's 48th annual commencement ceremony.

2016 ANNUAL REPORT: THEATRE PROGRAM

Prepared by Nadine Schmidt, Program Coordinator

1. Collaborative efforts with other programs, departments, campuses, community/professional entities
 - Collaborated with the English Department and the Marshall Festival to host a play reading during the Festival, *Ady* by Rhiana Yazzie, October 23, 2015 – approximately 70 attendees.
 - Collaborations between the Theatre Program and the Office of Diversity and Inclusion, including on the production of *We Are Proud to Present...*, and the monthly AOS Open Mic Night which was hosted in the Black Box.
 - Collaboration related to the University Gala. Professor Lenz served as host and committee member, and a group of 10 students provided entertainment.
 - Undergraduate Research Conference, December 2, 2015 – Stage Makeup I and II students participated, under the guidance of Professor Tabaka.
 - Dinner Theatre, 3 total – ongoing collaboration with the Student Hospitality Opportunities (SHO) student organization. SHO and Theatre also collaborated on a “Make Your Own Pretzel” event for children attending the SMSU weekend performances of *The Near-Sighted Knight and the Far-Sighted Dragon*.
 - Collaboration with other institutions on Transfer Pathways – Professor Lenz served on the statewide work group for Theatre, meeting with colleagues from around the Minnesota State system to develop a plan to help students transition from 2-year institutions to complete degrees at 4-year institutions.
 - Collaboration with McFarland Library – Professor Tabaka and students Kyle Havlicek, Payton Shively, and Morgan Benson participated in presentations for National Library Week and the WWI centennial observation.
 - Collaboration with Pioneer Public Television to host the screening and discussion of the short film *Xenos*, December 1, 2015.
 - Collaboration with Normandale College to develop a 2+2 degree program in Theatre (in progress).
 - Collaboration with Jos Ullian in the development of a multi-disciplinary minor in Narrative Filmmaking (in progress).
 - Kennedy Center American College Theatre Festival (KCACTF), Region 5, regional festival in January 2016 and other activities throughout the year – SMSU served as Associate Host for the Festival for the second year in a row, providing and coordinating workshop volunteers throughout the week. In addition, Professor Tabaka is the past Regional Chair for Design, Technology and Management (DTM), and a member of the Regional Advisory Board and the Regional Selection Team. Professor Schmidt is a member of the Festival Management Team as Coordinator of the Faculty Acting Showcase, and is also an Irene Ryan Acting Scholarship Audition preliminary round respondent and production respondent. Professor Lenz also volunteered as the Guthrie Theatre study tour facilitator. This item also applies under item 6, Service.
 - Collaboration related to the Annual Fine Arts Celebration.
 - Collaboration related to the Facilities Master Plan meetings with the LHRB consulting firm.

- Collaboration with Admissions throughout the year – meetings with Admissions staff to update them on Theatre information they can use for recruiting, meetings with prospective students, participation in Mustang Days, Registration Days, etc.
 - Collaboration with Residence Life regarding the Fine Arts Living/Learning Community.
 - Throughout the year, faculty collaborate with a number of people and programs across campus through committee work (Tabaka – Faculty Improvement Grant, Physical Plant, Space; Schmidt – Committee for Institutional Assessment), and by providing technical support for Music and other performance events in the FA Theatre and Black Box.
2. Notable accomplishments by adjunct faculty members that should be in the report – NA
 3. Notable accomplishments by students to be highlighted.
 - Emilie Baartman was invited to represent SMSU at the Minnesota Undergraduate Scholars 3rd Annual Poster Presentation event in St. Paul.
 - Theatre majors Turi Jystad and Kyle Havlicek graduated with honors.
 - Five students and their partners competed in the KCACTF Irene Ryan Acting Scholarship Audition: Emilie Baartman and Kyle Havlicek, both partnered by Kevin Huizenga; Payton Shively and partner Joel Gay; Jacob Fager and partner Turi Jystad; Seth Lewis and partner Cole Scheller.
 - Students who participated in the Undergraduate Research Conference received certificates.
 - Selected alumni news: Jayme McGhan’s play *In the Soundless Awe* had its Off-Broadway premiere in November. Ryan Robert Nelson appeared in the title role in Brave New Workshop’s *The Trump Who Stole Christmas*, as well as in several regional and national commercials. Nelson and Nissa Nordland both appeared in BNW’s *The Working Dead*. Nordland appeared in several other professional productions and the short film *Maren and the Machine*, and had two playscripts selected for festivals. Phillip Uttech graduated with an MFA in Lighting Design from Western Illinois University. Rien Schlecht designed a tie that *The Tonight Show*’s Questlove wore on the air for the April 12 show. Colin Wasmund appeared in several professional productions in Chicago. Leazah Behrens and Anna Eben work for Old Log Theatre. Marcie Anderson Berg directed professionally for several Twin Cities area theatres.
 4. Curriculum work (and how it relates to the upcoming HLC accreditation AND/OR in what way is it guided by previous assessment)
 - The Theatre Program revised several course titles, numbers, and descriptions to make course content and sequences clearer for students. We also corrected some errors of missing pre-requisites in course descriptions, and also worked with Rolly Muller and Marcy Olson to correct some errors that had occurred in the online catalog listings.
 - We revised our major and minor requirements to incorporate the new Sound Design course and to give students some choice in selecting design courses to fulfill major requirements.
 - Professor Lenz taught the new Sound Design course for the first time.
 - Professor Schmidt offered a new LEP 400 course and a new Special Topics course.
 5. Assessment

- a. Progress of Program Assessment Plan development – The Theatre Program has developed goals and outcomes, a course map, and an assessment plan. The plan continues to evolve, as we learn what does and does not work and what is and isn't possible to accomplish within a given year, and has yet to be fully implemented.
- b. Summaries of assessments from this past year (Please be as complete as you can. Feel free to include charts, tables, or graphs as you feel is appropriate.) – Our assessment results are still largely anecdotal/subjective/qualitative, and one of the areas we are working on improving in our assessment plan is the ability to quantify our data and make it more objective, which is difficult to do given the small numbers of students we usually have. We do feel strongly that we need to add an annual review for each major and minor, similar to what the Art Program does, to help us gather and compute data, and will work on implementing that practice in the coming year.

Since productions constitute an important co-curricular aspect of our program, we continue to conduct a production “post-mortem” for each mainstage and Drama Club production. The Tuesday after each performance closed faculty, students, and anyone else involved in the productions met to discuss what worked well and what should be approached differently in the future in the areas of pre-production, rehearsals, and performances/strikes. We will be analyzing this year's collected feedback to institute new practices for next year.

- c. How do the results of these assessments relate to your program goals? Though our assessment results are still largely anecdotal and qualitative, we are using them to improve our curriculum as discussed in item 4 above. These improvements are related to all goals, and will assist students in achieving the student learning goals related to performance/production skills, and collaborative teamwork skills.
- d. Further comments – Going through the Transfer Pathways process and working on the 2+2 arrangement with Normandale has provided us with additional opportunities to reflect upon our program.

We continue to appreciate the time set aside on Professional Development and Assessment Days, so that we can focus on assessment.

6. Service provided by the program to the students, university, or community (performance at University Gala; school matinees; filming for area events; etc.)

In addition to the items included in the PDRs of individual faculty members, the Theatre Program and Drama Club also provided the following services:

- Performance at University Gala, September 25, 2015, 10 Theatre/Drama Club students performed (majors, minors, non-majors).
- Two school matinees of *The Crucible* seen by 426 area high school students.
- 10 touring performances and 2 at SMSU of *The Near-Sighted Knight and the Far-Sighted Dragon* for 20 area schools and 10 homeschool groups, seen by 2,085 students.
- Workshops with Guest Artist Kevin Crowley on Improv and Acting for the Camera, attended by 17 participants.
- Assistance to Maureen Sander Staudt's class, involving an eyewitness reliability activity.

- Hosting of auditions on May 4 and assistance provided regarding casting, costuming, and production, to filmmakers Kathy Swanson and Vince O'Connell who are shooting a feature film in SW MN this summer.
 - Loan/rental program throughout the year for costumes, set pieces, props – Professors Tabaka and Lenz coordinated; Used by: Lake Benton Opera House, Marshall Area Stage Company, Marshall Senior High School, Pipestone Community Theatre, Lamberton High School, Minneota High School.
7. List all activities of the program for the year including the following information:
- a. Name of event/activity
 - b. Date, Location, and any Specialized Audience (if appropriate)
 - c. All classes and student organizations involved
 - d. Types of participants (majors, minors, non-majors, community members)

The Crucible

October 10, 15-18, 2015, Fine Arts Theatre – 7 performances, 1,105 attendees, including 348 SMSU students who saw the show for free, and 426 area high school students (remainder made up of community members).

KCACTF Production Response on October 16 and Post-Mortem on October 20; dinner theatre October 10

Involved two Intro to Theatre classes

Participants included majors, minors, non-majors, faculty, staff, and community members

We Are Proud to Present...

November 16-18, 20-22, 2015, Black Box – 339 attendees including 277 SMSU students who saw the show for free (remainder made up of community members)

KCACTF Production Response on November 20 and Post-Mortem on November 24

Involved two Intro to the Theatre classes and the Office of Diversity & Inclusion

Participants included majors, minors, non-majors, faculty, and staff

Marshall Festival play reading, *Ady* by Rhiana Yazzie

October 23, 2015, Black Box – approximately 70 attendees (students, faculty, staff, community, Festival registrants)

Involved Marshall Festival, English Department, Drama Club

Participants included majors and faculty

Mad Mic Open Mic Nights (hosted)

November 5 and December 4, 2015; February 4, 2016, Black Box

Involved Drama Club and Access, Opportunity, Success (AOS)

Participants included majors, minors, non-majors, faculty, and staff

Screening and discussion of the regional Emmy winning short film *Xenos* (hosted)

December 1, 2015, Black Box

Involved Pioneer Public TV

Participants included majors, minors, faculty, and staff

35th Annual Holiday Bacchanal

December 10, 2015, Fine Arts Theatre lobby – approximately 30 attendees from all across campus

Involved Drama Club

Participants included majors, minors, non-majors, faculty, and staff

Kennedy Center American College Theatre Festival (KCACTF) Region 5

January 17 – 23, 2016 (with preparation throughout Fall semester), Bloomington/Burnsville, MN, – 19 students (one of the largest groups ever), 8 faculty, staff, and administrators

Involved Theatre, Drama Club, and the Office of Diversity & Inclusion

Participants included majors, minors, non-majors, faculty, staff, and administrators

James and the Giant Peach costumes were invited to participate in the Costume Parade (seen by approximately 1,000 people). *James* and *We Are Proud...* both won Certificates of Merit for Ensemble Performance, and *Spamalot* won for Community Outreach.

We Are Proud to Present... as invited KCACTF Festival production

January 20-21, 2016, Normandale College – 6 performances attended by approximately 300 Festival registrants (students, faculty, staff, administrators)

First SMSU production in 40 years to be invited to perform at the KCACTF Region 5 Festival.

The Near-Sighted Knight and the Far-Sighted Dragon: February 20-28, 2016, Fine Arts Theatre – 4 public performances on campus (558 attendees including 173 SMSU students who saw the show for free, remainder community members), 12 performances for area elementary schools (2,085 attendees).

Also SHO Make Your Own Pretzel before the February 21 and 27 shows; Post Mortem on March 1

Involved two Intro to Theatre classes

Participants included majors, minors, non-majors, faculty, and staff

The New York Experience theatre study trip

March 6-11, 2016. 17 students. 2 chaperones.

Involved New York Experience class

Participants included majors, minors, non-majors, faculty, and community members (Marshall High School students)

Guest Artist Workshops with Kevin Crowley

March 19-20, 2016, Black Box – 17 participants

Participants included majors, minors, non-majors, faculty, staff, alumnus, and community members (Ridgewater faculty and students, and Marshall High student)

The Tempest

April 7-9 and 15-17, 2016, Fine Arts Theatre – 6 performances, ## attendees, including ## SMSU students who saw the show for free, remainder community members

KCACTF Response on April 9 and Post-Mortem on April 19; dinner theatre on April 9

Involved two Intro to Theatre classes and Stage Lighting I and II classes

Participants included majors, minors, non-majors, faculty, staff, and alumni.

Fashion Runway

April 11, 2016, Fine Arts Theatre lobby – 10 participants

Participants included majors, minors, non-majors, faculty, and community members

Directing Scenes Showcase

May 1, 2016, Black Box – approximately 25 attendees

Involved Directing I and II classes

Participants included majors, minors, non-majors, and faculty

Theatre Banquet

May 2, 2016, Marshall Golf Club – 35 in attendance at the banquet

Involved Drama Club

Participants included majors, minors, non-majors, faculty, emeritus faculty, staff, community members, and alumni.

Drama Club events:

Take 2 Improv shows

Shows for Gold Rush Days (August 23, dance party afterwards), Homecoming (September 11), Halloween (October 31, dance party afterwards), April Fool's Day (April 1), Black Box – approximately 160 attendees

Participants included majors, minors, and non-majors

Oleanna

September 17-20, 2015, Black Box – 4 performances, approximately 50 attendees

Participants included majors, minors, and non-majors

Homecoming Parade participation

September 26, 2015, downtown Marshall – approximately 10 participants

Participants included majors, minors, and non-majors

Provided makeup for Zombie Run

October 24, 2015

Participants included majors, minors, and non-majors

Christmas Caroling

December 12, 2015, area nursing homes – approximately 7 participants

Participants included majors, minors, and non-majors

Provided actors for an eyewitness reliability activity for one of Maureen Sander-Staudt's classes, spring 2016

Playwriting Festival

April 22, 2016, Black Box – approximately 15 participants

Participants included majors, minors, non-majors, and alumnus

The Weir

April 28-May 2, 2016, Black Box – 4 performances, approximately 80 attendees

Participants included majors, minors, non-majors, alumnus, and community member (Marshall High)

Drama Club Picnic

April 30, 2016, Liberty Park – approximately 6 participants (chilly day!)

Participants included majors, minors, and non-majors

2016 ANNUAL REPORT: ART PROGRAM

Prepared by Pat Brace, Art Program Coordinator

1: 2015-16 Collaborations:

Many programs across the SMSU campus benefit from the efforts of the Art Program. And, the Art Program benefits from the efforts of many other programs with whom we work cooperatively.

a. The Art Program works with the Marketing Department and the Professional Writing Program on the administration of the Advertising Design Communications minor. This degree benefits students in each of these three areas as well as the entire SMSU campus.

b. The SMSU Art Program offers a BS in Art Education and through this program works with the Education Department to make certain that all Minnesota Board of Teaching requirements are met by the curriculum.

c. *Foundation of Art and Design 2D, Foundation of Art and Design 3D* and *Introduction to Visual Arts* are designed to benefit non-art majors and majors alike. Students from across campus, taking these courses for LEP credit, learn creative problem solving skills that may be applied to many different disciplines.

d. Individual Art faculty are involved in projects that ensure quality for many programs on campus. For example this year Dr. Brace served on a committee that put together the new rubric for judging the oral and poster presentations at the *SMSU Undergraduate Research Conference (URC)*. The URC is a one-day conference held on the SMSU campus that showcases SMSU student research projects. Students from many different disciplines participate in the conference each year. She worked with an interdisciplinary group to norm the evaluation form and then used them for the first time to judge the presentations.

e. Writing students regularly benefit from Art Program shows in the Whipple and Student Center Galleries through assignments inspired by viewings of the artwork in these exhibition spaces.

f. Many Graphic Design students work directly for SMAC on various marketing and graphics related projects. Experience in these organizations has enhanced the educational experience of all participating students.

g. The Graphic Design program offers a course that is required by other majors on campus. *Concepts of Graphic Design* teaches the Professional Writing majors creative problem solving skills needed in that profession. It also helps to give them an appreciation for the graphic arts that they will deal with professionally. The Speech Communication program requires this class for its Public Relations majors to give these students experience communicating with a visual rather than verbal language.

h. Through the College Now Program, formerly known as the Challenge Program, the SMSU Art Program offers college level courses to area high school students. These course offerings are taught by high school classroom teachers who are overseen by SMSU Art Program adjunct faculty who make periodic visits to the schools. Art 320 *Drawing*, ART 321 *Painting*, ART 100 *Intro to Visual Arts* and ART 102 *Foundations of Art 2D* have all been offered as College Now Courses. Over the past five years we have maintained an average enrollment of 40+ high school students per year in this program.

2: 2015-16 Accomplishments by Faculty:

Program activities:

Self-Study: The Art Program's biggest task this year was the completion of the Five Year Self-Study process which we began last spring. The work was divided up between the three full time faculty, Dr. Brace and professors Dorlac and Hale, with input from adjuncts John Sterner on Art Education, Don Sherman on College Now and Pat Hand on the 3-D area. The completed report was sent to our outside reviewer, Andrew Nordin, who then visited campus in April to examine our facilities and meet with the faculty, students and administrators.

Art Program Fall Welcome Picnic: the first annual, held at Independence Park the first weekend of fall semester. Organized by barbeque chef Professor Hale with set up help from Dr. Brace and lawn games by Professor Dorlac. 10-12 students in attendance.

Professor Hale took Graphic Design Club students to the Cities and visited the Walker Art Center, Minneapolis Institute of Art, and then, by popular demand, did some "logo research" at the Mall of America

Individual Faculty Accomplishments

Dr. Patricia L. Brace

- became Chair of the Department of Fine Arts and Communication; coordinated schedule of events for SMSU Fine Arts Celebration
- served as Parliamentarian for SmSUFA Faculty Assemblies
- served on Women's Studies Committee, judged *Telling Women's Stories* writing contest
- chaired Cowan Award Committee

Presentations:

2015 "Fan Culture and TWD," Presentations for SMSU New Works Forum *Walking Dead U*, SMSU & Marshall/Lyon Co. Public Library

2016 New Works Forum Presentation: *J.J. Abrams and Philosophy*

Creative Work:

2016 "Inspirations" show of jewelry designs for the SMSU Fine Arts Celebration

Alma Hale

- served on SMSU Curriculum Committee
- served on the William Whipple Scholarship Committee

- served on the MAFAC Board of Directors, and chaired the Exhibition Committee on that board
- joined online photography forums, including *jpegmag.com*, *flickr.com*, and *viewbug.com*.
- designed poster for the 2016 Art Faculty Show, new logo for the Marshall-Lyon County Library
- entered pastels in the *Horizontal Grandeur* juried exhibition
- solo show of figure drawings at MAFAC
- coordinated art residency of visiting photographer, Jonno Rattman, in conjunction with his show in the Whipple Gallery

Bob Dorlac

- served on a Southwest Minnesota Arts Council panel
- gave a presentation for the Minnesota State Arts Board on applying for individual arts grants
- participated in the following exhibitions at the Groveland Gallery, Minneapolis, MN: "Groveland Gallery Summer 2015 Plein Air Event and Exhibition: Paperwork: Dorlac, Hofman, Ueland and Welo"

3: 2015-16 Accomplishments by Art Students:

Graphic Design Art/Honors major Rita Fonder won the Whipple scholarship.

Sophomore Review: Fall: 4 students; Spring: 16 students

Junior Review: Fall: 3; Spring: 4

Graduation exhibition: Fall: 5; Spring: 4

Art Program Alumni Clayton Huebert and Dah Wahl had solo shows of their sculptures and Suzannah Gau of her Printmaking at the MAFAC Gallery in downtown Marshall.

4: 2015-16 Curriculum Work/Changes:

FY 2016 brought several changes to the Art program curriculum. This was driven by our program Self-Study process as well as the need to consolidate our course offerings due to the reduction in full time faculty within the Program. We do not have a full time 3-D person and only have 10 credits of adjunct to cover 24 credits of work. The stacking of 100 and 300 level studio courses and reducing the number of LEP choice ART 100, 102 and 103 sections offered per year is necessary in order for all of our majors to have the upper division courses they need to graduate.

a) Course # & title changes:

- Changed name of Graduation exhibitions: Add the words "Senior Review" to the title of the capstone ART 460 Graduation Exhibition and ART 461 Graphic Design Graduation Project; added an oral presentation/critique requirement for Senior Review.
- Change two AH courses 300 level to help majors with MNSCU requirement for 300 level courses: Change the course number of ART 255 American Art History to Art 355; Women in Art

b) Delete 2nd AH required course and add Figure drawing requirement

c) Had one Art History course added to the new Honors Core Curriculum as a choice for students.

d) Changed rotation/frequency of course offerings to reflect reduction in staffing.

e) Revised the paperwork necessary for students and job sites for the Graphic Design Internship (ART 499) course

5: Assessment Report:

a) *College Now Required Assessment:* Worked with College Now adjunct coordinator Don Sherman to gather the materials (syllabi, course assignments etc.) for this process.

b) Fall 2015: Worked with Campus Assessment coordinator Teresa Henning to develop an Art Major Senior Exit survey instrument, used for the first time this year after the Senior reviews. When we get another year's worth of data we can begin to use it as a tool to shape our program offerings.

c) Spring 2016: Worked with Nadine Schmidt and her committee to revise the Art Program Student Learning Outcomes and the Alignment Matrix forms for the Common Core all Art majors take, as well as the Studio and Graphic Design Emphasis Area.

Annual Report 2015-2016

Department of Mathematics and Computer Science

October 11, 2016

Description of the Department

The Mathematics Program offers a Bachelor of Arts in Mathematics, a Bachelor of Science in Mathematics Education, a Bachelor of Science in Applied Computational Mathematics, and a minor in Mathematics. The mathematics major is designed to meet the needs of those who desire a career in business, industry, or government service. The mathematics education degree provides the necessary mathematics preparation for teaching in grades 5 through 12. An elementary teaching program specializing in mathematics is also available. Additional professional education requirements provided by the Education Department are necessary for teacher certification. The new Applied Computational Mathematics major is designed for those considering a career in Engineering or the Sciences. All three majors provide an excellent mathematics background for postgraduate education.

The Computer Science Program offers a Bachelor of Science degree and a minor in Computer Science. The major is designed to meet two goals: first, to prepare the student to enter the job market upon graduation, and secondly to provide a solid background in computer science for those who wish to pursue an advanced degree.

Mathematics Program Mission Statement

Provide high quality programs at the undergraduate level and to provide graduate courses as needed by organizations in the region. Meet the needs of students for careers in business, industry, and government, as well as to prepare students for graduate study.

Goals for the Mathematics Majors

Students will understand the structure of mathematical systems, the relationship of mathematics to other disciplines, and the use of mathematics to solve problems.

Valued Student Outcomes for Mathematics Majors

Students graduating with a major in Mathematics or Mathematics Education should:
Demonstrate an understanding of the structure of a mathematical system and be able to build logical arguments based on the assumptions inherent in the system.

1. Be able to translate real world problems into a mathematical model, analyze the model, and interpret the results using appropriate mathematical methods.
2. Be able to use appropriate technology to solve mathematics problems and interpret the results.
3. Be able to express mathematical ideas orally and in writing.

Computer Science Program Mission Statement

In accord with the mission of Southwest Statue University and the mission of the Department of Mathematics and Computer Science it is the mission of the Computer Science program to offer courses and programs to individuals and organizations within our service region. These courses and programs will develop the computer science content knowledge, skills and attitudes that will best prepare participants for future endeavors.

Computer Science Program Outcome Goals

Towards achieving its stated mission, the program sets forth the following goals.

1. Students will demonstrate knowledge and understanding of the essential core content of the discipline of Computer Science and the ability to use that knowledge in the creation of solutions to practical problems.
2. Students will demonstrate the ability to apply content-knowledge in the specification, analysis, design, implementation and testing of a software solution.
3. Students will demonstrate the ability to effectively communicate Computer Science concepts both orally and in writing.
4. Students will exhibit the ability to work effectively with others as leaders or members of a project team.
5. Students will exhibit the ability to learn and apply new technologies as they are developed.
6. Students will demonstrate an acceptance of the ethical standards promulgated by various professional computer societies.

Faculty:

Bhattacharyya, Tumpa
Huang, Mu-wan
Kaiser, Daniel – Chair
Man, Shushuang
Morland, Heather
Mortezapour, Kourosch
Shahin, Sami
John Ward
Wijesiri, Undupitiya

Retired Faculty serving as Mentors in the College Now Program:

Jones, Kathryn
Skar, Sherwin
Sustacek, Myron
Van Wie, Joe

Other Adjunct Faculty serving as Mentors in the College Now Program:

Margaret Kaiser-Woodward
Gordon Woodward

Staff:

Administrative Assistant (shared with the Science Department):
Monica Miller (Began November, 2010)

All non-adjunct, faculty members are full time and the administrative assistant is 92% time.

Budget:

The majority of our expenses were for student payroll. Also listed are maintenance of copier and printer, copying, mailing, phone, office furniture, office and academic software, and supplies and material. A portion of the CS expenditures went for annual hardware and software maintenance agreements.

Some money was allocated for student travel for the ACM International Programming Contest, the Nebraska Conference of Undergraduate Women in Mathematics (NCUWM), and for the Senior Banquet.

Here is a summary of the main expenditures for both Mathematics and Computer Science.

- Copier lease and copies \$ 1074.32
- Office supplies & misc \$ 1320.11

- Office Furniture \$ 561.51
- Student Payroll \$ 5663.25
- Banquet (Luncheon) \$ 180.00
- Contest / Conference travel \$ 931.51
- Major Field Tests \$ 225.00

Hardware and Software Maintenance Contracts (We have asked that this be moved to Tech Services)

- Oracle \$ 1406.75

Current Year Activities

College Now Teachers' Conference

SMSU initiated the university-wide College Now conference in 2012. The fourth meeting was held in August of 2014. A workshop on MAPLE software was followed by a discussion of the HLC requirement that College Now teachers need a Masters and 18 credits of content knowledge.

Math Lab Activities

Students can get help on assignments and course materials in the Math Lab, located in the Academic Commons. The Academic Commons is open on Monday through Thursday from 9am to 9pm and on Friday from 3pm to 5pm. Math tutors are normally available beginning at 3pm. The department provided funds for hiring some student helpers. Visit <http://www.smsu.edu/CampusLife/AcademicCommons/Index.cfm> for more information on the Math Lab activities.

Math Lab 2015-2016 Statistics

For the 2015-2016 school year the amount of available help was reduced due the lack of a coordinator whose primary focus was the functioning of the Math Lab. We are experiencing an even greater reduction this year.

For the 2015-2016 school year we used six tutors including the Coordinator, and were available about 35 hours per week in the fall and 30 hours per week in the spring. We carried around 38 payroll hours per week in the fall, and 46 per week in the spring. (Actual payroll load was actually less than that, since I worked a few hours beyond my 10-hour allocation.)

College Algebra accounted for the largest percentage of the visits – about 33% each semester. Much of the traffic was driven by industrious repeat visitors.

	Fall 2015	Spring 2016	Fall 2014	Spring 2015	Fall 2013	Spring 2014
Visits	606	688	1101	1018	1051	703
Average daily visits	7.8	9.4	14	13	13.6	9.5
Max weekly visits	68	64	98	131	117	86
Min weekly visits	18	28	45	25	29	29

Note: Min and max counts ignore opening, final, and short weeks, at least for this year.

Course	Fall 15		Spring 16		Fall 14		Spring 15	
	Visits	% of total						
60	46	8%	137	20%	109	10%	51	5%
101	4	1%	14	2%	12	1%	92	9%
110	202	33%	227	33%	379	35%	423	42%
115	62	10%	82	12%	213	20%	150	15%
125			28	4%			48	5%
129	88	14%	27	4%	16	2%	53	5%
135	0	0%			26	2%		
Total	402	66%	515	75%	755	70%	817	81%

Course	Fall 15		Spring 16		Fall 14		Spring 15	
	Visits	% of total	Visits	% of total	Visits	% of total	Visits	% of total
150	47	8%	18	3%	94	9%	31	3%
151	17	3%	3	0%	13	1%	23	2%
200	83	14%	12	2%	73	7%	10	1%
201	1	0%	0	0%	4	0%	0	0%
252			12	2%			22	2%
Other	24	4%	38	6%	18	2%	26	3%
Total	172	29%	83	0.13	202	19%	112	0.11

Course	Fall 15		Spring 16		Fall 14		Spring 15	
	Visits	% of total	Visits	% of total	Visits	% of total	Visits	% of total
300							6	1%
310	5	1%						
315								
320			35	5%			21	2%
325	14	2%			67	6%		
345			4	1%				
350	2	0%			33	3%		
360	2	0%			13	1%		
C328								
394							2	0%
430							43	4%
440	16	3%						
441								
450			14	2%	12	1%		
460			39	6%				
480	0	0%			2	0%	7	1%
486							2	0%
Total	39	6%	92	14%	127	11%	81	8%

ACM Programming Contest 2015

In November, two teams of students competed in the ACM International Programming Contest. The teams, together with coach Dan Kaiser, traveled to the regional site at the University of Nebraska – Lincoln. The region consists of Kansas, Nebraska, Iowa, North Dakota, South Dakota, Minnesota, Wisconsin and 2 Canadian Provinces.

At the contest, teams of three students have five hours to solve 9 problems and implement their solution with a computer program. The team implementing the most solutions is the winner. In case of a tie, the total time taken to complete the solutions determines the winner.

MSTP (Math and Science Teacher Partnership) Workshops

The MSTP is a grant awarded by the Minnesota Department of Education (MDE) that provides state funding for the purpose of developing a statewide Teacher Center for the improvement of mathematics and science instruction and learning. The grant has had very powerful & positive impacts on teachers in southwest & west central Minnesota over the past 6 years. Under the MSPT, Sami Shahin designed and led four workshops training K-6 regional teachers.

Scholarships

The Department of Mathematics and Computer Science continues to award a number of scholarships for students majoring in mathematics or computer science.

Van Wie Scholarship

Joseph Van Wie, an emeritus professor of mathematics at SMSU, has donated funds to the Foundation to for a scholarship which was awarded for the first time this year. Two scholarships of \$500 are given annually to majors in Mathematics Education.

Ann C. Peters Scholarship

Scholarships of \$500 to \$800 are given each year to majors in Mathematics Education.

Abacus Scholarship

This scholarship is supported by an endowment supported by donations from faculty in the Mathematics and Computer Science Department. It is awarded to students majoring in Mathematics, Mathematics Education, or Computer Science.

Schwan's Scholarship

This scholarship for Computer Science was not funded this year.

Summer School

MATH 110 College Algebra, MATH 115 Finite Mathematics, and MATH 200 Introduction to Statistics were offered as online courses as were MATH 510 Advanced Number Theory and MATH 580 Advanced Probability and Statistics.

Scholarly Activity and University Service

Sami Shahin chaired the Academic Technology Committee as well as serving on numerous other committees.

Heather Moreland served on the Physical Plant committee.

Wije Wijesiri participated in following committees: Graduate Council, Graduate Curriculum, Physical Plant, and on February 5, 2015, participated in an Open Textbook Initiative training workshop organized by MNSCU.

Mu-Wan Huang attended the AMS-MAA Joint Meeting, January, 2016.

Dan Kaiser chaired the Curriculum Committee and served on the Strategic Planning Committee, and the SmSUFA Executive Committee.

College Now program

In 2015 – 2016 the department worked with approximately 85 schools. The enrollment was about 3300 students, generating approximately 13,000 credits (~ 430 FYE). Faculty members serve as mentors for the high school teachers, visiting the schools and overseeing the assessment. In addition to full time faculty members, several faculty members recently retired from SMSU also serve as Mentors on an adjunct basis. As always, several new schools were added this year.

Faculty mentors

Huang, Mu-wan
Kaiser, Daniel
Man, Shushuang
Mortezapour, Kourosch (COMP courses)
Shahin, Sami
Wijesiri, Undupitiya

Retired faculty serving as faculty mentors

Jones, Kathryn
Skar, Sherwin
Sustacek, Myron
Van Wie, Joe

Infrastructure and Technology

SMSU continues to benefit from the MNSCU license with Maple and Mathematica. The SMSU share for the licensing fee is being covered by the Student Technology Fee Committee.

Assessment

A part of each program's assessment plan is to administer the Major Field Tests in Mathematics and Computer Science. The test is given to the Mathematics majors enrolled in MATH 480 each fall and to the Computer Science Majors enrolled in COMP 493 each spring. Because of the low numbers of seniors in the programs, we need to combine the scores from the previous year with those of the current year before generating statistics.

The Mathematics program has been looking at the high DFW rates in MATH 110 College Algebra. In order to promote a higher successful completion rate, starting in Spring of 2017, students must have a current ACT score of 22 or higher, score 60 or greater on the MnSCU College Algebra Readiness Accuplacer exam, or successfully complete a remedial Mathematics course such as MATH 060, before enrolling in MATH 110. During spring of 2016, 143 students enrolled in MATH 110. Only 48 (34%) finished the course with a grade of 'C' or higher. However, only 51 (36%) had the required ACT score or had completed MATH 060 with a 'C' or higher. Of these 51, 20 (39%) completed MATH 110 with a grade of 'C' or higher.

In analyzing the MATH 110 data from last spring, we noticed an interesting statistic. Of the 25 students in MATH 110 who were taking it their first semester at SMSU, 16 (64%) completed it with a grade of 'C' or better. We have requested the data from the three previous semesters to determine if this is a trend or just an anomaly.

2015-2016 Report for the Department of Philosophy, World Languages, and Humanities and Honors Program

Dr. Brett Gaul, Chair

Department Mission

The Department of Philosophy, World Languages, and Humanities provides the core of liberal education at Southwest Minnesota State University. The focus of our programs is promoting growth in the areas of critical thinking, global competencies, moral reasoning, interdisciplinary, and multi-lingual communication. Our programs emphasize integrative learning that educates the whole student, preparing graduates to flourish in a complex world.

Vision Statement

The Department of Philosophy, World Languages, and Humanities at Southwest Minnesota State University will be recognized for teaching and modeling integrative learning, interdisciplinary, and collegiality.

Section I: Description of the Department

The Department of Philosophy, World Languages, and Humanities consists of programs in Philosophy, Spanish, and Humanities. The department offers a major and minor in Philosophy, a minor in Spanish (this minor was reinstated in 2015), a minor in Religious Studies, and a Pre-Law minor. At the beginning of the 2014-2015 academic year Spanish began a two-year association with the Social Science Department for the 2014-2015 and 2015-2016 academic years. (For more on the Spanish Program, please see the Social Science Department's Annual Report.) Although the Spanish Program's association with the Social Science Department will end at the end of the 2015-2016 academic year, the program will be coming back to a new department. Due to reorganization, beginning in the 2016-2017 academic year the Department of Philosophy, World Languages, and Humanities will be joining the English Department to form the Department of English, Philosophy, Spanish, and Humanities.

Philosophy

The mission of the SMSU philosophy program is to promote the intellectual virtues that are at the core of liberal education. Chief among these is the notion that respect for oneself and others entails an honest and rigorous examination of core beliefs. The program focuses on the development of critical thinking skills, the capacity for moral reasoning, and an appreciation of the breadth and importance of the history of philosophical inquiry. Collectively, these outcomes prepare all students to pursue an examined life.

We offer both a major and a minor in Philosophy, along with an interdisciplinary minor in Pre-Law. Currently, Philosophy has eleven (11) different courses accepted in eight (8) areas of the Minnesota Transfer Curriculum in SMSU's Liberal Education Program. Additionally, a variety of philosophy courses are either required or fulfill electives in a number of majors across the university. For example, Justice Administration majors are required to take either PHIL 103: Ethics or PHIL 303: Ethical Issues in

Professional Life. Finance majors may also take PHIL 105: Ethical Issues in Business as an elective that counts towards the major.

Philosophy Courses in the Liberal Education Program

Minnesota Transfer Curriculum Goal	Course
1: Communication (sophomore-level or above level writing)	PHIL 303: Ethical Issues in Professional Life
2: Critical Thinking	PHIL 101: Critical Thinking
4: Mathematical/Logical Reasoning	PHIL 110: Introduction to Logic
4: Mathematical/Logical Reasoning	PHIL 340: Logic
6: The Humanities and the Fine Arts	PHIL 100: Introduction to Philosophy
6: The Humanities and the Fine Arts	PHIL 101: Critical Thinking
6: The Humanities and the Fine Arts	PHIL 230: Philosophy of Religion
7: Human Diversity	PHIL 310: The Philosophy of Sex and Gender
8: Global Perspective	PHIL 240: Philosophy East and West
9: Ethical and Civic Responsibility	PHIL 103: Ethics
9: Ethical and Civic Responsibility	PHIL 105: Ethical Issues in Business
9: Ethical and Civic Responsibility	PHIL 107: Environmental Ethics
10: People and the Environment	PHIL 107: Environmental Ethics

Philosophy Faculty

In 2015-2016 the philosophy faculty consisted of Dr. Stewart Day (tenured Associate Professor of Philosophy), Dr. Brett Gaul (tenured Associate Professor of Philosophy), Dr. Steve Kramer (tenured Associate Professor of Philosophy), and Dr. Maureen Sander-Staudt (probationary Assistant Professor of Philosophy). Ms. Lori Witthaus continued to assist the program as an adjunct by offering online courses such as PHIL 101: Critical Thinking, PHIL 110: Introduction to Logic, and PHIL 240: East and West.

Dr. Steve Kramer retired in May 2016 after sixteen (16) years of service (including a one-year phase retirement stage). Dr. Kramer taught no courses in fall 2015 and four (4) courses online in spring 2016. The department thanks Dr. Kramer for his years of service to the department and the Honors Program.

Data on Philosophy Majors and Minors

After reaching a high of twenty-two (22) enrolled majors in fall 2011, the Philosophy Program currently has nine (9). There are currently five (5) enrolled minors. In the past six years the program has averaged seventeen (17) enrolled majors and nearly four (4) enrolled minors. In short, while the number of enrolled majors is down a bit, the number of enrolled minors is holding steady.

Enrolled Majors in Philosophy

	2010	2011	2012	2013	2014	2015
Fall	18	22	17	12	16	9
Spring	19	22	16	13	15	9

Enrolled Minors in Philosophy

	2010	2011	2012	2013	2014	2015
Fall	4	5	3	4	4	5
Spring	2	4	2	6	4	4

Philosophy Enrollments

Enrollments in lower-level Philosophy courses continue to remain strong, representing the high quality of the faculty, the complementarity of their specialties, and the breadth of the program. In fact, in 2015-2016 all sixteen (16) sections of lower-division offerings (including our summer courses) averaged nearly twenty-four (24) students. Only two (2) of our sixteen (16) lower-level courses had enrollments under 21. Five (5) of our sixteen (16) courses were completely full, and another five (5) were not full but had at least twenty-five (25) students in them.

The strongest upper-level Philosophy course continues to be PHIL 303: Ethical Issues in Professional Life. Both spring 2016 sections of PHIL 303 were full. The other upper-level course offerings for the year were PHIL 330: History of Philosophy: Social and Political Philosophy, PHIL 340: Logic, and PHIL 432: History of Philosophy: Metaphysics and Epistemology. PHIL 330 is an option for students in the Honors Program, and PHIL 340 is in the LEP. In all, these three (3) upper-level course offerings averaged about seven (7) students. While Philosophy program faculty would like to see higher enrollment figures, there is no doubt the decline in on-campus enrollment is having an adverse effect on our enrollment figures. Because philosophy is not usually taught in high schools, very few of our majors and minors begin their SMSU educations knowing they want to major or minor in philosophy. Thus, the pool of potential majors and minors is mostly limited to the students who choose to attend SMSU. As the latter number declines, so does the former. Nevertheless, program faculty are doing what they can to increase the number of majors and minors, thus increasing enrollment figures in our upper-level offerings. For example, posters advertising the major saying "Thinking About a Major? Major in Thinking!" were put up around campus. Program faculty also identified students with an aptitude for philosophy who were in their classes, and then those students were contacted by the department chair and provided with information about the major and minor.

Recent Philosophy Enrollment Data

Term	Course	Enrollment
Summer 2016	PHIL 101: Critical Thinking (online)	26/30
Summer 2016	PHIL 103: Ethics (online)	11/30
Spring 2016	PHIL 100: Introduction to Philosophy	29/30
Spring 2016	PHIL 101 01: Critical Thinking (online)	30/30
Spring 2016	PHIL 101 02: Critical Thinking (online)	30/30
Spring 2016	PHIL 103 01: Ethics	30/30
Spring 2016	PHIL 103 02: Ethics	30/30
Spring 2016	PHIL 201: Aesthetics	21/30
Spring 2016	PHIL 230: Philosophy of Religion	30/30
Spring 2016	PHIL 303: Ethical Issues in Professional Life (online)	25/25
Spring 2016	PHIL 303: Ethical Issues in Professional Life (online)	25/25
Spring 2016	PHIL 432: History of Philosophy: Metaphysics and Epistemology	4/30
Fall 2015	PHIL 100: Introduction to Philosophy	30/30
Fall 2015	PHIL 101 01: Critical Thinking	25/30
Fall 2015	PHIL 101 02: Critical Thinking (online)	28/30
Fall 2015	PHIL 103 01: Ethics	27/30
Fall 2015	PHIL 103 02: Ethics	19/30
Fall 2015	PHIL 105: Ethical Issues in Business	21/30
Fall 2015	PHIL 107: Environmental Ethics	25/30
Fall 2015	PHIL 331: History of Philosophy: Social and Political Philosophy	7/30
Fall 2015	PHIL 340: Logic	9/30
Summer 2015	PHIL 101: Critical Thinking (online)	20/35
Summer 2015	PHIL 103: Ethics (online)	27/35
Spring 2015	PHIL 100: Introduction to Philosophy	27/30
Spring 2015	PHIL 101 01: Critical Thinking	30/30
Spring 2015	PHIL 101 02: Critical Thinking	28/30
Spring 2015	PHIL 103 01: Ethics	28/30
Spring 2015	PHIL 103 02: Ethics	28/30
Spring 2015	PHIL 107: Environmental Ethics	30/30
Spring 2015	PHIL 110: Introduction to Logic	16/30
Spring 2015	PHIL 303: Ethical Issues in Professional Life	30/30
Fall 2014	PHIL 100: Introduction to Philosophy	26/40
Fall 2014	PHIL 101 01: Critical Thinking	30/30
Fall 2014	PHIL 101 02: Critical Thinking	30/30
Fall 2014	PHIL 103 01: Ethics	30/30
Fall 2014	PHIL 103 02: Ethics	30/30
Fall 2014	PHIL 105: Ethical Issues in Business	29/30
Fall 2014	PHIL 240: Philosophy East and West (online)	18/30
Fall 2014	PHIL 303: Ethical Issues in Professional Life (online)	30/30
Fall 2014	PHIL 330: History of Philosophy: Ethics	13/30

World Languages

The World Language program seeks to develop proficiency in listening, speaking, reading and writing a second language, and to introduce students to the literature and civilization of other cultures. In the past, the department has offered a major in Spanish, minors in Spanish and French, and minors in German and Classics, which included Latin. Unfortunately, the program's course offerings have been severely reduced lately due to low enrollment, staffing shortfalls, and the closing of the Spanish and French minors in February 2014. However, I am happy to report that the Spanish minor was reinstated in May 2015.

As mentioned earlier, at the beginning of the 2014-2015 academic year Spanish began a two-year association with the Social Science Department for the 2014-2015 and 2015-2016 academic years. (For more on the Spanish Program, please see the Social Science Department's Annual Report.) Although the French minor was closed in February 2014 and the French Program itself was discontinued in August 2014, we continued to offer some lower-level French courses in 2014-2015. Given the program's discontinuance and the retirement of Ms. Diane Leslie at the end of 2014-2015, no French courses will be offered in the immediate future.

Although no French courses were taught on campus in 2015-2016, the department hopes to work with other faculty members and the administration to bring back French language instruction (or add a different language). SMSU's Mission Statement declares, "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." It is difficult to see how SMSU can live up to this mission with only one World Language—Spanish—being taught.

Because French enrollment numbers had been declining since the implementation of the new Liberal Education Program in Fall 2010 and severely declined after the French minor was closed in February 2014, if French is to be brought back, the best bet for bringing it back may be to hire someone who can teach Spanish and French or French and Humanities. That person could then slowly offer a French language sequence if demand warrants it.

Humanities

The Humanities Program offers interdisciplinary and multicultural courses focused on the study of the human condition through literature, philosophy and the fine arts. Humanities courses are designed to integrate these core Liberal Arts disciplines and reveal to students the attitudes and contributions of various periods to our common cultural heritage. Currently, Humanities has six (6) different courses accepted in three (3) areas of the Minnesota Transfer Curriculum in SMSU's Liberal Education Program.

Humanities Courses in the Liberal Education Program

Minnesota Transfer Curriculum Goal	Course
6: The Humanities and the Fine Arts	HUMT 201: Origins of Western Civilization
6: The Humanities and the Fine Arts	HUMT 202: European Middle Ages & Renaissance
6: The Humanities and the Fine Arts	HUMT 203: Modern Western Civilization
6: The Humanities and the Fine Arts	HUMT 211: The Ancient World
6: The Humanities and the Fine Arts	HUMT 212: The Modern World
7: Human Diversity	HUMT 230: World Religions
8: Global Perspective	HUMT 211: The Ancient World
8: Global Perspective	HUMT 212: The Modern World
8: Global Perspective	HUMT 230: World Religions

Religious Studies Minor

While no major or minor in Humanities is offered, the program implemented a Religious Studies minor in fall 2014.

Religious Studies Minor Requirements

- I. Required Courses: (6 Credits)
HUMT 230: World Religions (3)
HUMT 301: Archetypes, Symbols, and the Sacred (3)
 - II. Choose one course from the following: (3 Credits)
PHIL 230: Philosophy of Religion (3)
PHIL 240: Philosophy East and West (3)
 - III. Choose two courses from the following: (6 Credits)
HUMT 351: Origins of Islamic Civilization (3)
HUMT 320: The Christian Heritage (3)
HUMT 330: Buddhism (3)
INDS 310: Indigenous Spirituality and World View (3)
 - IV. Choose one course from the following: (3 Credits)
HUMT 201: Origins of Western Civilization (3)
HUMT 202: European Middle Ages & Renaissance (3)
LIT 310: Greek Myth & Literature (3)
PHIL 330: History of Philosophy: Ethics (3)
OR Choose any course not already taken under Sections II and III. (3 Credits)
- Total Credits for Religious Studies Minor: **18 Credits**

Four new Humanities courses were created as part of this minor:

- HUMT 230: World Religions

- HUMT 301: Archetypes, Symbols, and the Sacred
- HUMT 320: The Christian Heritage
- HUMT 330: Buddhism

Student response to this new minor has been positive—especially the course HUMT 230: World Religions. This course was offered at SMSU for the first time in spring 2014; enrollment in the class was 29/30. It was offered again the next semester, fall 2014, and filled to capacity (30/30). The course was offered for a third time in fall 2015, and it was once again enrolled to capacity. Given the strong enrollment numbers for this class, the department is considering offering it every semester.

HUMT 301: Archetypes, Symbols, and the Sacred and HUMT 330: Buddhism were both offered for the first time in spring 2015. Dr. Michael Hofstetter (tenured Professor of History) taught HUMT 301 on campus; enrollment in the class was 10/30. Ms. Lori Witthaus (adjunct instructor) taught HUMT 330 online; enrollment was 13/30. This year Dr. Hofstetter offered HUMT 320: The Christian Heritage for the first time; enrollment was 11/30. While these enrollment numbers are not as strong as those generated by the World Religions class, we were satisfied with them given that it was the first time each course had been offered and none of the three 300-level HUMT courses are in the LEP. As we continue to build and advertise the Religious Studies minor, we anticipate higher enrollments in these classes in the future.

Another indicator of strong student demand for this new minor is the number of students that have already declared a Religious Studies minor. In its first year of existence, four students declared the minor, one of whom already graduated in May 2015. We are pleased with these numbers and hope to continue this solid start to create a flourishing area of study within the Humanities Program.

Enrolled Minors in Religious Studies

	2014	2015
Fall		3
Spring		4

Recent Humanities Enrollment Data

Term	Course	Enrollment
Spring 2016	HUMT 202: European Middle Ages & Renaissance (online)	30/30
Spring 2016	HUMT 320: The Christian Heritage (first time offered)	11/30
Fall 2015	HUMT 201: Origins of Western Civilization	19/30
Fall 2015	HUMT 211: The Ancient World (online)	27/30
Fall 2015	HUMT 230: World Religions	30/30
Spring 2015	HUMT 203: Modern Western Civilization (online)	29/30
Spring 2015	HUMT 211: The Ancient World (online)	30/30
Spring 2015	HUMT 212: The Modern World	21/30
Spring 2015	HUM 301: Introduction to Religious Studies (first time offered)	10/30
Spring 2015	HUM 330: Buddhism (online) (first time offered)	13/30
Fall 2014	HUMT 201: Origins of Western Civilization	18/30
Fall 2014	HUMT 230: World Religions	30/30
Spring 2014	HUMT 202: European Middle Ages & Renaissance	26/30
Spring 2014	HUMT 203: Modern Western Civilization	25/30
Spring 2014	HUMT 211: The Ancient World (online)	29/30
Spring 2014	HUMT 212: The Modern World (online)	24/30
Spring 2014	HUMT 230: World Religions (first time offered)	29/30
Fall 2013	HUMT 202: European Middle Ages & Renaissance	14/30
Fall 2013	HUMT 211: The Ancient World (online)	30/30
Fall 2013	HUMT 212: The Modern World (online)	26/30

Since the retirement of Dr. Connie Evans at the end of fall 2008, we no longer have any faculty with the majority of his or her appointment in Humanities. This is despite the fact that Humanities courses continue to see strong enrollments. As evidenced above, online Humanities course offerings see particularly strong student enrollment numbers. A brief survey of enrollment figures for online Humanities courses for the past three academic years (2013-14, 2014-15, and 2015-2016) reveals that these courses are full or nearly full every time they are offered.

Over the past three years the eight (8) online sections of Humanities courses in the Liberal Education Program averaged nearly twenty-eight (28) students a course. Overall, the twenty (20) Humanities courses offered in the past three years (both online and on campus, lower-level and upper-level) averaged nearly twenty-two (22) students a course.

Currently our two adjunct faculty members, Ms. Lori Witthaus and Dr. Anita Gaul, are the only two faculty members who offer online Humanities courses. Ms. Witthaus also offers online Philosophy courses. These two adjunct faculty members are valuable and necessary members of our department, and their course offerings generate significant student enrollments.

Given that Humanities courses represent one of the few examples in SMSU's curriculum of the kind of interdisciplinary learning that much of the literature of liberal education is calling for, the staffing situation in the Humanities may need to be reviewed again in the future. When Professor French retired

at the end of 2013-2014, the department not only lost a French professor but an occasional Humanities professor as well. With Ms. Diane Leslie's retirement at the end of 2014-2015, the department lost yet another occasional Humanities instructor. If SMSU is going to deliver the kind of quality that we have been discussing in the Liberal Education Program, it is paramount to have professors in place who are dedicated to this endeavor.

In 2015-2016 faculty members teaching Humanities courses included Dr. Stewart Day (tenured Associate Professor of Philosophy), Dr. Michael Hofstetter (Professor of History), Dr. Anita Gaul (adjunct instructor), and Ms. Lori Witthaus (adjunct instructor).

Additional Programs—Honors

Although the Honors Program is not assigned to the department, it should be noted that during the 2015-2016 academic year Dr. Brett Gaul, Associate Professor of Philosophy, served as interim director of the Honors Program, which offers an alternative to the Liberal Education Program. As of June 2016, there are thirteen (13) students in the Honors Program. The Honors Program allows motivated students to take charge of their education by designing their own program of Liberal Studies. Gaul worked with the Honors Task Force to strengthen and improve the Honors Program. In February 2016 Gaul was appointed to a three-year term as Honors Program Director to begin in August 2016. For complete details of the work of the Honors Task Force, see the document titled “Final Report of the Honors Program Review Task Force.”

Overall, the group accomplished the following:

1. Performed a broad review of the program
2. Reviewed current Honors Program student survey data
3. Drafted a Mission Statement
4. Revised the “Duties of the Director” Document
5. Revised admittance criteria—streamlined the application form and dropped the number of essays from two to one
6. Revised the Honors Program curriculum

Two of the biggest changes to the program were the drafting of a mission statement and the passing of new curriculum, including an option for transfer students. Both changes are included below.

Honors Program Mission Statement

The Honors Program at Southwest Minnesota State University offers qualified students from all disciplines enhanced opportunities to develop leadership skills, engaged critical thinking, and global consciousness. The Honors Program supports an undergraduate education through a rigorous and challenging curriculum with a focus on the individual student’s potential talents, interests, and abilities. Honors Program students are encouraged to design an academic plan that creates innovative experiences, exploration of diversity, interdisciplinary connections, and contributions to the community.

Previous Honors Curriculum

Recommended Class

HONR 140: Introduction to Honors (3 credits)

Required Class (3 credits)

HONR 487: Honors Seminar: (3 credits)

Honors Core: Choose three Honors Core courses (9 credits)

LIT 310: Greek Myth and Literature (3 credits)

MATH 320: Foundations of Mathematics (3 credits)

PHIL 330: History of Philosophy: Ethics (3 credits)

PHIL 331: History of Philosophy: Social & Political Philosophy (3 credits)

Not official curriculum, but still counted as Core offerings:

HIST 301: Historiography (3 credits)

HIST 351: Origins of Islamic Civilization (3 credits)

Self-Designed Liberal Education Program (at least 29 credits)

ANY 1XX Individual's Approved Honors Program

Graduation Requirement (3 credits)

LEP 400: Contemporary Issues Seminar (3 credits)

Total Honors Program Plan: at least 44 credits

New Honors Curriculum Effective for 2016-2017 and beyond

Honors Program: Traditional Pathway

The Traditional Pathway is a substitute for the Minnesota Transfer Curriculum. The student, in consultation with the Honors Director and the Honors Review Board, designs his/her own Liberal Education Program. Students are also required to take Introduction to Honors, Honors Seminar, and core courses from three of the four categories. Core courses chosen must be from more than one discipline. To graduate from the program, an overall cumulative grade point average of 3.3 is required.

Required Classes (6 credits)

HONR 140: Introduction to Honors (3 credits)

HONR 487: Honors Seminar (3 credits)

Honors Core (9 credits)

Take one course from three of the four categories. Courses chosen must be from more than one discipline. (9 credits)

Category	Courses in Category
Ethics	PHIL 303: Ethical Issues in Professional Life PHIL 330: History of Philosophy: Ethics PHIL 331: History of Philosophy: Social and Political Philosophy
Gender and Identity	ART 352: Women in Art HIST 360: American Women’s History LIT 340: Sexuality and Gender in Literature LIT 375: Women’s Literature PHIL 310: The Philosophy of Sex and Gender SOC 324: Sociology of Sexualities
Global Consciousness	HIST 311 World in War & Crisis: 1910-1945 HIST 312 World in War & Crisis: 1945-Today HIST 314: Modern Latin America HIST 351: Origins of Islamic Civilization HIST 326: Native Americans, Africans, and Europeans LIT 370: Contemporary World Literature POL 355: World Political Geography SPAN 3XX or above
Human Diversity	HIST 359: African American History LIT 335: African American Literature LIT 355: Native American Literature PSYC 360: Cross Cultural Psychology SOC 331: Racial and Ethnic Relations in America

Self-Designed Liberal Education Program (at least 26 credits)

ANY 1XX Individual’s Approved Honors Program

Graduation Requirement (3 credits)

LEP 400: Contemporary Issues Seminar (3 credits)

Traditional Pathway total credits: at least 44**Honors Program: Transfer Pathway**

The Transfer Pathway is an option for transfer students. (Talk to the Honors Program Director to determine which pathway is most appropriate for your situation.) Students are required to complete the Minnesota Transfer Curriculum, Honors Seminar, and core courses from three of the four categories. Core courses chosen must be from more than one discipline. Students who choose this pathway may not double-count core courses for the Minnesota Transfer Curriculum. To graduate from the program, an overall cumulative grade point average of 3.3 is required.

Required Class: (3 credits)

HONR 487: Honors Seminar (3 credits)

Honors Core (9 credits)

Take one course from three of the four categories. Courses chosen must be from more than one discipline. (9 credits)

Category	Courses in Category
Ethics	PHIL 303: Ethical Issues in Professional Life PHIL 330: History of Philosophy: Ethics PHIL 331: History of Philosophy: Social and Political Philosophy
Gender and Identity	ART 352: Women in Art HIST 360: American Women's History LIT 340: Sexuality and Gender in Literature LIT 375: Women's Literature PHIL 310: The Philosophy of Sex and Gender SOVI 324: Sociology of Sexualities
Global Consciousness	HIST 311 World in War & Crisis: 1910-1945 HIST 312 World in War & Crisis: 1945-Today HIST 314: Modern Latin America HIST 351: Origins of Islamic Civilization HIST 326: Native Americans, Africans, and Europeans LIT 370: Contemporary World Literature POL 355: World Political Geography SPAN 3XX or above
Human Diversity	HIST 359: African American History LIT 335: African American Literature LIT 355: Native American Literature PSYC 360: Cross Cultural Psychology SOVI 331: Racial and Ethnic Relations in America

Complete the Minnesota Transfer Curriculum (at least 42 credits)

Graduation Requirement (3 credits)

LEP 400: Contemporary Issues Seminar (3 credits)

Total credits: at least 57

Departmental and Honors Program Support

In 2015-2016 Ms. Dawn Bahn was the Administrative Assistant for the department (and the Social Sciences Department). Ms. Bahn provided invaluable support for students and departmental faculty.

In 2015-2016 the Honors Program began receiving temporary administrative support from Ms. LeeAnn Teig. Ms. Teig provided invaluable support for Honors Program students, the Honors Club, and Director Gaul. Ms. Teig also provided administrative support for the English Department and, as of May 2015, the Nursing Program.

Starting in 2016-2017 Ms. Tieg, not Ms. Bahn, will provide administrative support for the newly formed Department of English, Philosophy, Spanish, and Humanities. Ms. Teig will continue to assist the Honors Program to provide administrative support for the Nursing Program.

Budget by Program (2015-2016 FY Allocation)

Philosophy:	\$1,033.20
Humanities:	\$757.80
Honors Program:	\$4,589.00

Section II: Current Year's Activities

A) Teaching and Learning

Fall 2015 Department Faculty and Department Course Offerings

Course Number	Course Title	LEP Course	Instructor
HUMT 201	Origins of Western Civilization	Yes	Day, Stewart
HUMT 211	The Ancient World (online)	Yes	Witthaus, Lori
HUMT 230	World Religions	Yes	Gaul, Anita
LEP 100 03	First Year Seminar	Yes	Sander-Staudt, Maureen
LEP 100 07	First Year Seminar	Yes	Sander-Staudt, Maureen
PHIL 100	Introduction to Philosophy	Yes	Gaul, Brett
PHIL 101 01	Critical Thinking	Yes	Sander-Staudt
PHIL 102 02	Critical Thinking (online)	Yes	Witthaus, Lori
PHIL 103 01	Ethics	Yes	Day, Stewart
PHIL 103 02	Ethics	Yes	Day, Stewart

PHIL 105	Ethical Issues in Business	Yes	Gaul, Brett
PHIL 107	Environmental Ethics	Yes	Day, Stewart
PHIL 331	History of Philosophy: Social and Political Philosophy	No	Gaul, Brett
PHIL 340	Logic	Yes	Sander-Staudt, Maureen

Spring 2015 Department Faculty and Department Course Offerings

Course Number	Course Title	LEP Course	Instructor
HONR 487	Honors Seminar II	No	Gaul, Brett
HUMT 202	European Middle Ages & Renaissance (online)	Yes	Witthaus, Lori
HUMT 320 01	The Christian Heritage	No	Hofstetter, Michael
LEP 400 08	Contemporary Issues Seminar	Yes	Sander-Staudt, Maureen
LEP 400 09	Contemporary Issues Seminar (online)	Yes	Sander-Staudt, Maureen
PHIL 100	Introduction to Philosophy	Yes	Sander-Staudt, Maureen
PHIL 101 01	Critical Thinking (online)	Yes	Kramer, Steve
PHIL 101 02	Critical Thinking (online)	Yes	Kramer, Steve
PHIL 103 01	Ethics	Yes	Day, Stewart
PHIL 103 02	Ethics	Yes	Day, Stewart
PHIL 201	Aesthetics	Yes	Day, Stewart
PHIL 230	Philosophy of Religion	Yes	Sander-Staudt, Maureen
PHIL 303 01	Ethical Issues in Professional Life (online)	Yes	Kramer, Steve
PHIL 303 02	Ethical Issues in Professional Life (online)	Yes	Kramer, Steve
PHIL 432	History of Philosophy: Metaphysics and Epistemology	No	Day, Stewart

In spring 2016 one new course was offered for the first time: HUMT 320: The Christian Heritage, taught by Dr. Michael Hofstetter. This is a new course created specifically for the Religious Studies minor.

B) Scholarly/Creative Activity (items in B-F are submitted individually by faculty members)

- **Dr. Anita Gaul** was awarded a “The Women of Southwest Minnesota and the Great War— Writing Phase II” Minnesota Historical and Cultural Heritage Grant from the Minnesota Historical Society, through the Society for the Study of Local and Regional History (February 2016, \$3850). Gaul also gave a number of presentations during the year, including: “Pioneer Women of Southwest Minnesota, 1880-1915,” given at the Tracy (MN) Public Library as part of the Plum Creek Library System Speaker Series, July 16, 2015; “Women and the Great War,” given at Slayton, MN, as part of the Dinehart Lunchbox Lecture Series, March 3, 2016; and “Women and the Great War,” given at SMSU as part of the New Work Faculty Forum, April 12, 2016.
- **Dr. Brett Gaul’s** paper “Developing Hands-On Learning Activities for Philosophy Courses” was published in *The Journal of the American Association of Philosophy Teachers* in fall 2015. In November 2015 he also gave a presentation to SMSU titled “Will MOOCs Make SMSU Obsolete?” In April 2016 he gave a presentation to the Upper Midwest Honors Conference titled “MOOCs: Past, Present, and Future.” His entries on the fallacies Affirming the Consequent and Denying the Antecedent will be published in *Just the Fallacies* in 2017.
- **Dr. Maureen Sander-Staudt** continued to revise and update “The Comparative Moral Status of Unborn Humans” and completed a book review for *Hypatia*. She also accepted an invitation to write a chapter which would apply the Ethics of Care to communication ethics and accepted an invitation to deliver a keynote lecture at the Annual Conference of the European Association of Centres of Medical Ethics, to be delivered on Sept. 8, 2016, at the University of Leuven, Belgium.

C) Professional Development

- **Dr. Anita Gaul** was employed as seasonal Murray County Museum Curator, April 2015-present. In July 2015 she also attended an Oral History Workshop in Slayton, MN, which was sponsored by the Murray County Historical Society. The workshop was directed by Barbara W. Sommer, founder of the Oral History Association of Minnesota and author of *The Oral History Manual* (Walnut Creek, CA: Left Coast Press, Inc., 2009). Additionally, In November 2015 Gaul attended a session on Technology Accessibility in Instruction, conducted by Dan Baun, Chief Information Officer, and the SMSUFA Academic Technology Committee.
- **Dr. Brett Gaul** attended the National Collegiate Honors Council’s “Beginning in Honors” program at the NCHC’s national conference in Chicago, IL, in November 2015. In May 2016 he also successfully completed the Quality Matters Applying the QM Rubric (APP) online workshop.

D) Service to Students

- **Dr. Brett Gaul** advised the Honors Club. In April 2016 he traveled with Honors Program students Faith Depuydt, Sarah Keppler, and Christopher Ross to Eastern Iowa for the Upper Midwest Honors Conference. Depuydt and Keppler gave a presentation titled “Access to Education: ESL Programs.” Ross presented his paper “Shakespeare: Political Philosopher?”
- **Dr. Maureen Sander-Staudt** advised the Philosophy Club and the Feminist Club. She also served as the advisor to the LGTAQ club while their former advisor was on sabbatical. These clubs helped to sponsor the speaker Dr. Jyl Josephson, who came to us from Rutgers to discuss the future of the family after the passing of marriage equality laws in the U.S. Additionally, she

helped to organize fundraisers and other activities for these clubs, as well as assisting the GBTLAQ in obtaining an adequate meeting space in the Women's Center.

E) Service to the University

- **Dr. Stewart Day** served as Chair of the Academic Affairs Committee and attended weekly meetings of the Executive Committee and monthly meetings of Meet and Confer. In addition, he served on the Strategic Planning Committee convened by Provost Watson and Stacy Frost and the Strategic Planning subcommittee on Diversity convened by Jefferson Lee. In addition, Day served on the Honors Task Force, the American Indian Studies/Dakota Studies (AISDS) Committee, and a Spanish search.
- **Dr. Brett Gaul** served on the Liberal Education Committee's subcommittee charged with assessing Liberal Education Program Learning Outcome #6: Analyze Moral Judgments and Engage in Moral Discourse. He also served as co-chair of the Honors Task Force and as a member of the Spanish Work Group.
- **Dr. Maureen Sander-Staudt** served on a great number of committees this year. As chair of the Women's Studies Committee she helped to organize the "Women's Tea," the "Women's Poetry Event," and the "Telling Women's Stories" contest. As a member of the Whipple Scholarship committee she helped to select the new winner, Rita Fonder, and to plan her award ceremony. Additionally, she helped to organize faculty six New Works talks, and served on the Feminist Issues Committees. She also regularly attended meetings for the Curriculum Committee, the Committee for Institutional Assessment, and the AHA team for moral reasoning.

F) Services to the Community at Large

- **Dr. Anita Gaul** co-coordinated a Religion Symposium in November 2015 titled "The Challenge of Being a _____ (Muslim) (Christian) (Jew)" with Access Opportunity Success Director Michele Knife Sterner and the Office of Diversity & Inclusion. In May 2016 she also spoke at the Memorial Day Service in Chandler, MN.
- **Dr. Stewart Day** served on the Friends of Camden State Park to help with park projects and public events.
- **Dr. Maureen Sander-Staudt** continued to serve as Secretary and Board Member for the Women's Rural Advocacy Program. In this capacity she was a co-presenter with Amy Carter from Children's Inn in Sioux Falls, in an on campus talk on domestic violence. She was also one of a team of SMSUFA representatives this fall from SMSU who took part in a state-wide anti-bullying conference in Roseville, MN, and helped to bring this information back to the campus on the spring Professional Development Day.

G) Student Accomplishments

- **Alison Bakken**, a philosophy major, was accepted into law school at the University of South Dakota.
- **Rita Fonder**, an Honors Program student, was awarded the William Whipple Scholarship for outstanding achievement in the Humanities and Fine Arts. She was accepted into the MBA program at SMSU.
- **Erik Khzmalyan**, a student in Dr. Brett Gaul's Fall PHIL 331: History of Philosophy: Social and Political Philosophy class, had a paper he wrote for that class titled "Hobbes's Leviathan: A Critique of the Omnipotent Sovereign" published by the ERA Institute (<http://www.erainstitute.org/hobbess-leviathan-a-critique-of-the-omnipotent-sovereign/>).

- **Rebecca Sommer**, an Honors Program student, was named Outstanding Senior at Commencement. She was accepted into medical school at the University of South Dakota.

SCIENCE DEPARTMENT ANNUAL REPORT

2015-2016

Prepared by Dr. Tony J. Greenfield, Chairperson,
with contributions from the Science Department faculty

Section I: Description of Department

The Science Department is comprised of the Biology, Chemistry, Environmental Science, Exercise Science, and Physics programs. The department offers the following baccalaureate degrees; B.A. Biology, B.S. Life Science Education, B.S. Medical Laboratory Science, B.A. chemistry, B.S. Chemistry Education, B.S. Environmental Science (Natural Sciences and Humanities option), and B.S. Exercise Science (Allied Health option; Coaching and Human Performance option, and Corporate Wellness option).. The department offers minors in Biology, Environmental science, Exercise science, Nutrition, and Physics. The B.S. chemistry degree and geology minor were discontinued the previous year. The Science department is staffed by 15 full-time faculty. A list of science faculty and their assigned discipline can be found later in this document. Science courses, including laboratory courses, are taught predominantly by doctorate-degreed science faculty. The Science Department is served by one administrative assistant, Monica Miller, who also has assigned responsibilities for the Math/Computer Science Department and its full-time and part-time faculty.

The Science Department provides a high-quality education for all science major and non-major students. The Department is known for its rigorous courses, commitment to student success, and high-quality educational experiences both in and out of the classroom setting. Teaching strengths include the use of various active learning strategies, peer-learning, group-learning, and inquiry-based techniques. Students also receive excellent training in information literacy and communication skills. Critical thinking skills are developed over the course of the students' educational experience.

The Science Department mission, goals, and student learning outcomes were updated in 2012 and are presented below. Updated Department goals and student learning outcomes were scrutinized to ensure that they were articulated in a manner that allowed for the development of a meaningful and manageable assessment measure for each. Assessment of student learning outcomes continues to be a major topic of discussion in the department. A more detailed discussion of assessment activity is presented later in this document.

Department Mission, Goals, Student Learning Outcomes

Science Department Mission Statement:

- SMSU's Science Department works collaboratively to provide both majors and non-majors with a foundation in science appropriate to their goals and with knowledge and skills that will allow them to function as responsible global citizens.

Science Department Goals:

- ❖ To foster innovative teaching
- ❖ To promote critical thinking and logical problem-solving
- ❖ To encourage regional collaboration between the department and K-12 schools, government agencies, and industry
- ❖ To share our enthusiasm for science with students and the general public
- ❖ To provide opportunities for students to develop skills necessary to be lifelong learners in, and contributors to, our specific disciplines

Science Department Student Learning Outcomes:

Students who complete a science major at SMSU will be able to:

- describe and apply current scientific explanations of the natural world.
- generate, evaluate, and communicate scientific evidence.
- demonstrate proficiency with a variety of scientific techniques.

**in addition to the goals and outcome above, each program within the science department has their own goals and student learning outcomes that are more specific to those programs while maintaining the broader goals of the entire department.*

Science faculty value personal and professional integrity, hold high academic standards for students as well as one another, and share responsibility for a number of departmental activities. Furthermore, Science faculty share and contribute to shaping a clear vision of the Department's academic character and reputation which is characterized by putting students' academic interests first and valuing and making available research experiences for students through in-class research, capstone, or independent study projects.

Science Department faculty attend weekly department meetings during the academic year. The purpose of the weekly meetings is to convey information (e.g., from All-Chairs and ALS Chairs meetings, individual program activities, and university committees on which science faculty serve), and discuss curricular matters including assessment activities and individual faculty member's Professional Development Plan (PDP) and Professional Development Report (PDR). These weekly department meetings are generally viewed by faculty as an optimal and productive use of time.

Major Activities for FY16

Undoubtedly the most significant accomplishments of the Science Department are the ***Undergraduate Research Conference (URC) in fall and Celebrate Science Week*** during spring. Although all SMSU students may present their scholarly work or research during the URC, the event is heavily populated by science students. Furthermore, the Science Department faculty play a primary role in planning and coordinating the logistics of the conference. The 10th URC was held on Dec. 2, 2015, with 293 students presenting 152 posters and 38 orals. 18 different programs participated with 32 different faculty advisors. *Celebrate Science Week* is a smaller event specifically for science students presenting research during spring semester. This event featured 27 poster presentations as well as 8 oral presentations.

Science Bits, the newsletter from the Science Department, released a new publication in the fall and spring semester. The newsletter includes information specifically related to science, for example, summer research opportunities for students, science-related events and activities, and faculty and student accomplishments. These latest issues of Science Bits are available to view on the Science webpage at

http://www.smsu.edu/resources/webspaces/academics/departments/science/Newsletter/Science_Bits_Fall_2015_FINAL.pdf and

http://www.smsu.edu/resources/webspaces/academics/departments/science/Newsletter/Science_Bits_Spring_2016.pdf

Brent Jeffers led the University's initiative to expand a twin cities presence and contribute to the System's **Metro Baccalaureate Delivery** with a successful start-up of a B.S. Degree in Exercise Science at Normandale Community College and the additional agreements to partner with Anoka-Ramsey and North Hennepin Community Colleges (see section E below).

The **Wellness and Human Performance Center and the Exercise Science Fitness Center** provides a dedicated space to offer Fitness Assessment and Exercise programming for our community clients, and also another space for classroom and hands-on instruction. This year we were able to purchase an additional Functional trainer for resistance training, and will be purchasing a treadmill and an elliptical to replace current equipment that is no longer functioning. We also purchased additional resistance bands, BOSU balance balls, kettle bells to be able to accommodate the increased number of clients seen. Fall 2015 provided services for 43 Schwan's employees, 6 faculty and staff of SMSU, 3 community members and 3 low-income community clients. Spring 2016 provided services for 41 Schwan's employees, 5 SMSU students, 2 which were inclusive fitness training (clients with disabilities), 2 faculty and staff of SMSU, 2 community participants, and 3 low income community members. Users in the Exercise Science Fitness Center was 1000 in fall of 2015 (up from 828 fall of 2014), and 852 in spring of 2016 (up from 845 in spring 2015) for a total of 1852 users for the academic year. This programming provided a valuable service learning component to the curriculum for many classes, as well as approximately \$16,500 in additional revenue for fall 2015, and \$16,000 in additional revenue for spring 2016 to be used to improve equipment for the Exercise Science program. This also assisted efforts to obtain and receive a leveraged equipment grant from the State of Minnesota through SMSU of \$25,000.

The **SMSU Soil Testing and Characterization Laboratory** is known for its diverse analytical capabilities and continues to provide services to individuals and organizations in southwest Minnesota and nationwide. The Soil Testing Laboratory was developed and is overseen by chemistry professor, Dr. Frank Schindler. The lab provides a valuable service-learning educational opportunity for students majoring in Agronomy, Chemistry, Biology, and Environmental Science. Through a donation from ADM, Ralco, and the state leveraged equipment program, the Soil testing lab added ion chromatography to its capabilities.

The MnSCU Undergraduate Research Conference, *Minnesota Undergraduate Scholars Conference*, was held in April 2016, in Winona. Dr. Emily Deaver, Environmental Science, serves as the SMSU campus coordinator, and took six SMSU students to the conference. In addition, Dr. Deaver took four SMSU students to present at the **Posters at the Rotunda** event in March 2016.

Science faculty devoted significant personal, programmatic, and departmental time in discussion of **assessment of program and department student learning outcomes** which is further discussed in Section II part G. These discussions are evidence of the Science Department's commitment to creating learning-centered environments that offer rich and varied educational opportunities for our students. Although sometimes viewed as onerous and excessively time-consuming, the results of this endeavor have already strengthened science curricula and contribute to providing students with appropriately rigorous and high-quality programs of study that are valued by professional schools and potential employers.

Dr. Sandy Craner (Biology) organized and conducted the 12th Annual **Health Careers Day** on March 23, 2016. Professionals from 12 different health-care fields discussed their professions with 50 SMSU college students and 70 high school students from 11 different school districts in the region.

High school students and their teachers who participate in SMSU's Science Department concurrent enrollment program, College Now (CN), were invited to attend the 2015 SMSU URC. The Science Department considers the URC a potentially powerful recruiting tool, both in terms of recruitment of students to science and to SMSU for their undergraduate degree.

The Science Department participated in **Admitted Student Day** on February 12, 2016. Each science program had developed an interactive activity for visiting students. Science faculty consider this event a potentially powerful recruiting tool, both in terms of recruitment of students to science and to SMSU for their undergraduate degree.

The Exercise Science Program began **Delivery of our Exercise Science Degree in Corporate Wellness and Exercise Leadership in the metro area.** The first course offerings began on the Normandale campus this fall. In addition, Articulation Agreements for Anoka-Ramsey Community College and North Hennepin Community College are near completion and on-site delivery is scheduled for both these campuses in the fall, 2016. The principle intent of the Metro delivery is to increase campus enrollment and position SMSU presence in the System Office's Baccalaureate Degree Offerings in the greater Twin Cities Metropolitan Area. The SMSU

Exercise Science Model has established a respected prototype by faculty, campus administrators, and the System Office.

Science Department Full-Time Faculty by Program

Biology Program: Drs. Sandy Craner, Betsy Desy, Vaughn Gehle, Tony Greenfield (Science Department Chair), and Pam Sanders

Chemistry Program: Drs. Noelle Beyer, Jay Brown, John Hansen, and Frank Schindler

Environmental Science Program: Drs. Emily Deaver, Thomas Dilley,

Exercise Science Program: Drs. Jeff Bell and Kris Cleveland, Professor Brent Jeffers

Physics: Dr. Ken Murphy

Adjunct:

The science department rarely uses adjuncts except when someone is on sabbatical or serving needs elsewhere on campus. Our lab assistant **Jim Carver** has graciously stepped in as adjunct in both the introductory biology and chemistry labs when needed.

Science Department Support Staff

James Carver, *Laboratory Assistant*. The laboratory assistant is responsible for the weekly set-up and take-down of biology labs, which serve approximately 280 students/semester, environmental science labs (serving approximately 70 students/semester), chemistry labs (serving approximately 250 students/semester), and agronomy labs (serving approximately 24 students/semester). In addition, the laboratory assistant maintains and manages the biology and chemistry stockrooms, which includes several hundred chemicals, and supervises biology and chemistry program student workers.

Robert Carter, *Greenhouse Manager*. Robert was hired in August 2014 to replace Dorinda Speh. Robert is critical in maintaining and updating the greenhouse collection. He is particularly critical during the summer months when science faculty are not under contract. The greenhouse manager also assists in coordinating student research projects that require greenhouse space during the academic year for Botany, Agronomy, and Environmental Science. Bob also has primary responsibility for maintaining the greenhouse collection which includes watering, fertilizing, and associated maintenance of plants during the summer. Bob has greatly increased our use of biological control of insects and reduced our use of other insecticides

Monica Miller, *Science Department AND Math/Computer Science Department Administrative Assistant*. Monica provides management, clerical, and technical services for ALL science programs (15 full-time faculty, any adjuncts, one lab assistant, and greenhouse manager), the greenhouse, Museum of Natural History, Planetarium AND the Math/Computer Science Department (10 full-time faculty and four College-Now affiliated faculty). Thus, Monica provides services for **numerous faculty/staff on a 0.92 FTE work assignment**. To ease

Monica’s workload, a student worker provided much needed clerical assistance and enable her to do her assigned duties under less demanding conditions.

Charles Kost, GIS Center Director. Charlie teaches an introductory GIS course that is a required course for Environmental Science (ENVS) majors, and assists Biology and ENVS students with data analysis and mapping in support of their research projects. Charlie is also an integral part of the *Undergraduate Research Conference* in that he reviews and prints hundreds of posters for the conference each year as well as serves as the Poster Session chair. During spring semester, Charlie assists with the printing of approximately 50 posters for *Celebrate Science Week*, as well as the Departments of Education and Accounting presentations. Charlie also brings in money through GIS work done for regional government agencies. He also hires several students each year to work in the GIS Center where they gain valuable applied working experience.

Science Program Budgets

Operating budgets for Science Department programs and facilities for FY 13 through FY16 are given in the table below. All programs continue to see a reduction in budgets each year.

Program	FY13 Budget	FY14 Budget	FY15 Budget	FY16 Budget
Biology	\$9640.00	\$8725.80	\$7808.00	\$7808.00
Chemistry	\$8105.00	\$7343.80	\$6565.00	\$6565.00
Environmental Science	\$5087.00	\$5087.00	\$4120.00	\$4120.00
Exercise Science	\$8200.00	\$6462.00	\$6715.00	\$6715.00
Physics	\$3277.00	\$2949.30	\$2683.00	\$2683.00
Chemistry cryogenics for NMR	\$11050.00	\$11,050.00	\$11,050.00	\$11,050.00
Greenhouse	\$2300.00	\$2070.00	\$1788.00	\$1788.00
Planetarium	\$5000.00	\$ 4550.00	\$4094.00	\$4094.00

The Science programs use their allocated funds judiciously. However, these continually shrinking budgets make it difficult to maintain and repair science laboratory equipment. More importantly, these budgets make it nearly impossible to upgrade lab equipment in order to remain competitive with other science programs and adequately prepare our students for careers in science. In past years, programs deliberately set aside a percentage of their allocated funds for carryover to the next academic year in order to save enough money over a period of two to three years to purchase and repair more high-cost items, but with the recent Administrative directive we can no longer carry over M&E funds from one academic year to the next. Chemistry and Exercise Science programs were fortunate to receive funds through the state’s matching funds (leveraged equipment) program to acquire some new equipment this year. The Wellness and Human performance center generated approximately \$16, 500 in additional revenue for fall

2015, and \$16,000 in additional revenue for spring 2016 to be used to improve equipment for the Exercise Science program. This money assisted efforts to obtain and receive a leveraged equipment grant from the State of Minnesota through SMSU of \$25,000. The Soil Testing and Characterization Laboratory housed in the chemistry program received a used Ion Chromatograph from ADM along with a matching cash donation from Ralco/Agnation which was used as matching funds to receive money from the leveraged equipment program to purchase/replace equipment in chemistry.

The greatest concern is how limited resources may impact program growth. This most certainly true for the rapidly growing Exercise science program. The most prolific program growth for the Exercise Science program and the university may be in distance learning opportunities, however, to expand into off-campus offerings, the most important resource is additional staffing, both faculty and support staff. The growth potential is enormous and could possibly increase the number of declared majors by 75-100%. Of course, it is our obligation as a program and a discipline to ensure the academic integrity, rigor, and have quality control in all aspects of the program. Since much of the faculty resources needed to expand into distance learning could be resolved via interactive television (ITV) or with adjuncts that would be determined by enrollment growth, therefore, the instructional requirements can be cost efficient. However, a director position that would be responsible for collaboration, recruitment, and logistics of the distance learning program would be essential to the success and growth. Assuming no changes in resources within the Exercise Science program, we believe our declared majors will level off over the next few years. Of the 40-70 additional majors from our current 2013 level, it is difficult to assume how many are students that would have not decided on SMSU if it weren't for the Exercise Science program. We know a significant number of our majors migrate to the exercise science degree after they are already enrolled and as our field continues to gain in popularity, we can expect existing students to continue to matriculate to our major. A well thought out and adequately staffed distance learning program in exercise science could possibly grow the overall campus enrollment by 50 to 100 new students within a 4-5 year period of time.

Science Department Facilities

Planetarium

The SMSU Planetarium serves as a vital educational resource for university students, staff, and regional residents. Planetarium programs cover all grade levels and audience types from pre-school to college level, including family programs. This year Dr. Murphy produced and presented a Christmas show for the planetarium, *Mystery of the Christmas Star* along with a look at two missions (New Horizons (NASA) and Rosetta/Philae (ESA)). He also put two new planetarium programs together called *Back To The Moon For Good*. Dr. Murphy, gives numerous public shows and telescope-observing sessions highlighting seasonal objects and events. Approximately 4300 K-12 students, teachers, and supporting staff visited the planetarium with most groups originating from a 75-mile radius of SMSU. Additionally, Ken did numerous public shows (15) and telescope observing sessions (8) highlighting seasonal objects and events in the night sky at Camden Park

Greenhouse/Museum of Natural History

Changes and updates are continuing in both facilities. Each year numerous K-8 students and teachers as well as various service organizations enjoy a guided tour of the Museum and Greenhouse; often coupled with a trip to the planetarium

Wildlife Area

The Wildlife Area continues to be extensively used by Science faculty teaching field-oriented courses such as Botany, Ecology, and several Environmental Science courses. In addition, the Wildlife Area is used for instruction by faculty in other Departments/Programs including English, Art, and Education.

The **Wellness and Human Performance Center and the Exercise Science Fitness Center** provides a dedicated space to offer Fitness Assessment and Exercise programming for our community clients, and also another space for classroom and hands-on instruction.

The **SMSU Soil Testing and Characterization Laboratory** is known for its diverse analytical capabilities and continues to provide services to individuals and organizations in southwest Minnesota and nationwide. The Soil Testing Laboratory was developed and is overseen by chemistry professor, Dr. Frank Schindler. The lab provides a valuable service-learning educational opportunity for students majoring in Agronomy, Chemistry, Biology, and Environmental Science.

Section II – Current Year’s Activities

This section is not intended to be an all-inclusive list of the Department’s many and varied activities, but rather a selection of ‘highlights’ from the department and its constituent programs. The headings below are per the five criteria established in the IFO/MnSCU Agreement.

II. A. Teaching and Learning

All Science faculty taught full loads and often overloads to accommodate the needs of growing programs, to assist with teaching LEP100 and LEP400, and cover core courses while other faculty are on sabbatical. This year, the science department generated over 9000 student credit hours. This number does not include college now, independent study, directed study, practicum, or internship credits.

Student Credit hours generated by Science department			
	Fall	Spring	Total
Biol	1648	1495	3143
Chem	1078	842	1920
ENVS	675	543	1218
EXSC	1023	1049	2072
Phys	505	150	655
total	4929	4079	9008
*does not include college now, independent study, directed study, or internship credits			

Science faculty are constantly updating, developing materials, and assessing their courses in a continued effort to support student learning and to provide a high quality and rigorous education. The following are just some of the many examples occurring in science. More details on assessment are discussed in Section G.

In Exercise Science, the programming run through the Wellness and Human Performance Center and the Exercise Science Fitness Center provides a valuable service learning component to the curriculum for many exercise science classes. They were able to take what they learned in the classroom and apply it in a variety of ways, from providing fitness assessment and exercise prescription for the Schwan's employees, SMSU faculty and staff, students with disabilities, and knowledge in assisting with Physical Therapy services. All of this, provided on campus and under the supervision of their professors, allowed the students to develop the confidence they need to succeed on their internships and post-graduation at their first job.

From the Human Performance side, service learning and integration of research for students was provided in the form of Functional Movement Systems (FMS) screens for the golf, dance and Marshall High school golf teams. Kris Cleveland was also able to provide professional practicum for eight students in the Physical Therapy clinic. Over the course of the academic year, students observing/shadowing Physical Therapy totaled more than fourteen. This was, and will continue to be a great addition for our students working on application for a variety of Rehabilitation graduate programs.

The 2015-2016 academic year saw the opening of the SMSU Exercise Science computer lab. The lab was designed to have 8 collaborative workstations. The computers were loaded with specialty software including statistical software (SPSS) and movement analysis software (Dartfish). The lab was opened in the spring 2016 semester and was used for EXSC 475 Capstone Research as well as student group projects in EXSC 300 Biomechanics and EXSC 400 Motor Learning and Development.

In Chemistry, Jay Brown developed materials necessary to expand an existing laboratory course (CHEM 366: Physical Chemistry; 1 credit) into a new course (CHEM 353: Organic Spectroscopic Analysis; 2 credits) from June-August 2014. The newly expanded laboratory is required in the updated B.A. Chemistry curriculum. The purpose of this new laboratory is to give students additional experience with spectroscopic methods of analysis (IR, NMR, UV/Vis, and GC/MS).

In Biology, Pam Sanders conducted a flipped classroom in Biol100 as way to get students more engaged in the science content and hopefully improve student learning in the class. She wrote Directed Reading Guides for all assigned chapters in the textbook, revised and reduced the lecture component, created or revised in-class activities for groups. Attendance and overall course grades were higher due to points for in-class work, but exam scores were similar to scores in recent non-flipped course.

Tony Greenfield developed a new lab for microbiology class centered on using quantitative real-time PCR to detect and quantify contamination of food products.

Vaughn Gehle and Tony Greenfield revised the early lab sequence in Introduction to cellular biology to increase student time on microscopy after noticing students continually struggling with those skills.

II. B. Scholarly/Creative Activity

Emily Deaver wrote an LCCMR (Legislative-Citizen Commission on Minnesota Resources) grant proposal to modify and enhance the Redwood River Mentoring and Monitoring project (\$39,000) in May 2015. Her project was selected for further review so she made a presentation to the Legislative-Citizen Commission in St. Paul in October of 2015 and then submitted a detailed work plan for the project in December 2015. The project was selected by the Legislative-Citizen Commission for funding and was recently approved. This project will begin July 2016.

Dr. Jay Brown published three years of electrochemistry research in two peer-reviewed publications: 1) Development and Use of a Cyclic Voltammetry Simulator, *J. Chem. Educ.*, July, **2015**, DOI: 10.1021/acs.jchemed.5b00225. 2) Analysis of Two Redox Couples in a Series, *J. Chem. Educ.*, April, **2016**, DOI: 10.1021/acs.jchemed.6b00052. The first article describes a cyclic voltammetry simulator written in Microsoft Excel and the second paper outlines the use of the simulator to analyze benzophenone – an additive used in the plastics industry.

The Exercise Science program was able to implement a Wellness and Human Performance Center Advisory Council in January of 2015, with 16 members on this council. The members include health care and fitness/wellness professionals from the region. The council met again in October of 2015, and March of 2016. The council continues to give valuable insight and suggestions to improve students' professionalism and preparation for their observation and professional practicum experiences. We also started a "student success story" presentation at these meetings, where we have a student highlight a key experience at SMSU. This was very well received by the council members, and added a personal connection as well.

Betsy Desy was invited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) Accreditation Director in January 2016 to participate in a national webinar on the role of the faculty mentor in dual enrollment programs.

Betsy Desy co-authored a paper entitled, '*crossing the threshold: Bringing biological variation to the foreground*'. Submitted to CBE: Life Science Education, 2016, in review.

Betsy Desy gave a presentation entitled, '*Fostering Student Self-Regulated Learning*', to faculty and students at Augustana University, Sioux Falls, SD in May 2016.

Tony Greenfield continues to work with Ralco Nutrition on various microbiology related projects. This has been a very beneficial collaboration which provided money for instrumentation and started a summer research program involving students. This summer (2016) will be the third summer for the research program.

Many of the science faculty assist with the scholarly activities of our students. Below is just a glimpse of the work done this past year by our students and faculty mentors.

Science students Rebecca Sommer and Tiffany Gehl were winners of the 2015 Undergraduate Research Conference Research Awards! Rebecca's Biology Senior Seminar project was titled "Small Interfering RNA as the Silver Bullet for Cancer," and describes a viable gene therapy alternative to existing cancer treatments. Her faculty advisors for this study were Dr. Vaughn Gehle and Dr. Pam Sanders. Tiffany's Exercise Science project titled "Diet and Body Composition of SMSU Women's Basketball Team," examined the nutritional intake of members of the basketball team and compares her findings with Recommended Dietary Allowances. Tiffany's faculty advisor was Dr. Jeffrey Bell.

Exercise Science students were very active in undergraduate research during the 2015-2016 academic year. In the fall, 18 students completed 12 research projects. In the spring, 24 students completed 11 research projects. This led to the presentation of 23 unique posters by 34 different students. Students presented 12 posters at the SMSU Undergraduate Research Conference, 11 at SMSU Celebrate Science Week, 1 at Minnesota Research at the Rotunda, and 1 at the MnSCU Undergraduate Research Conference events. Tiffany Gehl presented her poster *Dietary Intakes of SMSU Women's Basketball* at the Minnesota Research at the Rotunda. Ms. Gehl also won the SMSU Undergraduate Research Conference Poster Presentation Award in December 2015. Zach Hyatt presented his group's poster *Effects of Training to Improve Posture and Balance in Corporate Adults* at the spring 2016 MnSCU Undergraduate Research Conference. An exciting note regarding our student research is that some of this undergraduate research led to the development and testing of a prototype wheelchair fitness training unit; the development of this wheelchair roller was designed in collaboration with Action Manufacturing of Marshall, MN, SMSU Wheelchair Basketball, and SMSU Exercise Science. The prototype was funded by an SMSU Foundation Special Grant (\$3000) from the spring 2015 semester.

In Botany, 31 students completed 9 research projects leading to 4 poster presentations at the Undergraduate Research conference and 5 poster presentations at Celebrate Science week.

Ecology had 27 students completing 8 research projects, each resulting in oral presentations at the Undergraduate Research Conference.

Biology students Melissa Bartz and Elizabeth Senkyr conducted independent research projects with Pam Sanders. Melissa's plant project titled "The Effect of High Temperature on Ferulic Acid Inhibition of Bean Germination and Growth" was presented during Celebrate Science Week in April. Elizabeth's literature review project titled "Anthocyanins in Berries and Effect on Malignant Tumor Development" was presented at the URC.

Last summer and fall, Drs. Deaver and Dilley co-supervised 5 undergraduate research projects that were presented at the annual Undergraduate Research Conference in December as PowerPoint oral presentations. Topics ranged from frog surveys, habitat preferences by white tail and mule deer, plant growth under different types of artificial lighting, and insect pollination of various wildflowers in the SMSU Prairie. A list of the specific project titles is provided below.

Environmental Science students conducting research and presenting at the 10th Undergraduate Research Conference Dec. 2, 2015

Student	Type Presentation	Title
Devin Ryan	Oral PowerPoint	Seasonal survey of frog and toad species and abundance at multiple sites near Lake Sarah, Southwest Minnesota
Caci Lingen	Oral PowerPoint	Survey of Pollinators in the ADM-SMSU Wildlife Area Marshall MN Summer 2015
Travis Radke	Oral PowerPoint	Summer Roadside Use by White-Tailed Deer near Currie, Minnesota
Terence Maier	Oral PowerPoint	Habitat Preferences for Mule and White-Tailed Deer in South Central South Dakota
Krishna Ghimire	Oral PowerPoint	Effects of LED Light vs Fluorescent Light on the Growth of Radish Plants (<i>Raphanus sativus</i>)

Currently, ENVS faculty are supervising two research projects which include field work and sampling this summer. One involves the characterization soil bacterial populations from restored grasslands of different ages. The other involves looking at the distribution of various lichen types on granitic rocks in the Minnesota River Valley that have slight variations in their geochemistry.

II. C. Professional Development

Dr. Jay Brown gave an oral presentation at the 2016 Spring National Meeting of the American Chemical Society (ACS) in San Diego outlining three years of electrochemistry research that was recently published in two peer-reviewed articles (see DOI: 10.1021/acs.jchemed.5b00225 and DOI: 10.1021/acs.jchemed.6b00052). The presentation number and title was ANYL 258: Development and use of a cyclic voltammetry simulator to introduce undergraduate students to electrochemical simulations.

Emily Deaver continued as an **Associate Editor** of the journal *Bulletin of Environmental Contamination and Toxicology (BECT)* for another year and reviewed numerous articles for publication.

Emily Deaver took 4 students to the **Posters in St. Paul** for a MnSCU poster session for legislators, and took 6 students to the **MN Undergraduate Scholars Conference** hosted by Winona State University in April 12-13, 2016 where she also moderated a session.

Kris Cleveland earned the gold standard NSCA Certified Strength and Conditioning Specialist (CSCS) exam. She also attended the Central Minnesota Training conference with five Exercise Science students in Alexandria, MN as well as the NSCA Minnesota State Clinic with two students. The CSCS certification will allow Dr. Cleveland to even better prepare students for sitting for this prestigious certification.

Jeff Bell co-led with Betsy Desy, Biology, a faculty learning community that studied self-regulated learning. In addition, as a planning committee member he continued to play a role with the planning and implementation of the Midwest Great Plains Partnership for Undergraduate Life Sciences Summer Meeting where he helped develop a new peer-reviewed poster session for this summer workshop. Furthermore, Dr. Bell attended the Conference on Higher Education Pedagogy at Virginia Tech in February where he studied the most recent evidenced-based higher education practices and in particular attended a training on designing a flipped-classroom.

Tony Greenfield attended the North Central regional ASM meeting and the American Society for Microbiology conference for undergraduate educators (ASMCUE) in Austin, TX. ASMCUE is an interactive 4 day conference where educators from across the nation learn and share information on microbiology and introductory biology education research.

Vaughn Gehle will be attending the Allied Genetics Conference this July.

II. D. Service to Students

Student Successes:

Many hours are spent assisting students with advising, resumes, and preparing for graduate school applications, internships and job applications. Below is just a partial list of student successes this year and doesn't include the many students still in the application process.

Rebecca Sommer—accepted to University of South Dakota School of Medicine and several others

Meghan Johnson—accepted to Northwestern Health Sciences University

Rebecca Koepp—Accepted to Physical Therapy program at Saint Ambrose University

Zach Hyatt—accepted to Chiropractic program at Northwestern Health Science University

Kristy Leopold—accepted into accelerated nursing program

Tiffany Gehl—accepted to UW-Lacrosse Doctor of Physical Therapy

Alex Oliver—accepted to Ole Miss- M.S. in Biomechanics

Chantel Paul—Accepted to Franklin College Masters in Athletic Training

Naomi Peterson—Accepted to Barry University M.S. in Biomechanics

Demi Rorvick—Accepted to University of Northern Colorado M.S. in Exercise Physiology

Terrance Maier--South Dakota State University starting working on a MS degree in Animal Science

Caci Lingen--accepted a job with the MN Conservation Corps

Devin Ryan--accepted a job with the Board of Water and Soil Resources (BWSR) in Marshall

Elizabeth Senkyr—Accepted to Northwestern Health Sciences University

Ellen Johnson—High School Biology Teacher Milaca, MN

Emily Deaver and Tom Dilley administered the *Randall J. and Jean S. Replinger Award for Excellence in Environmental Science*, which was first awarded in spring 2008 and is given annually to an ENVS senior who has completed and presented a project at the URC, has an outstanding academic record, and who has presented his/her research project at an additional venue to non-scientists. The award comes with a \$500 cash prize and has provided additional incentive for our students to do well. This year's recipient was Devin Ryan. The ENVS program also administers The *Arthur J. and Elaine I. Kronke Scholarship*, a scholarship for an ENVS major of either junior or senior standing. Drs. Dilley and Deaver spent time reviewing applications and determining the award winners for next year. The new *Dr. Roger Reede Scholarship* were awarded for the first time spring 2016.

Deaver also supervised students doing internships:

ENVS student Internships (2015-2016)		
Fall 2015	Katlyn Sandbulte	Camden state Park Intern, Marshall, MN
Spring 2016	Devin Ryan	NRCS Earth Team Volunteer, Marshall, MN

Emily Deaver supported student activities by serving as Faculty **Club Advisor for the Environmental Awareness Club**. The club was very active this year (see club report at the end of this document). She also worked Casino Night and wrote numerous recommendation letters.

The Environmental Awareness Club (EAC) and Biology Club (BIO) met and did most activities jointly this year since so many students belong to both clubs. They did the following activities this year:

Fall 2015 Activities

1. Club Activities Fair (Sept. 2, 2015)- 11:00 am-1:00 pm- had a table set up with tri-fold board; had 12 people sign up
2. New club logo designed by Rita Fonder, used for signs and t-shirts



3. Potluck and Bocce Ball with Science faculty (Sept. 14, 2015 (5-7 pm) in grassy area outside SM building; about 24 people attended (12 students and 6 faculty and families
4. Homecoming Float in parade (October 2015) - "We are Mustangs"; 15 on float or walking near it.
5. Highway Clean up (Adopt-A-Highway) done Sunday Sept. 20, 2015- Pizza Ranch afterwards; about 15 people cleaned up; 12 bags of trash; Went to Pizza Ranch afterwards.
6. Career Expo (Sept. 29, 2015) - several club members helped Dr. Deaver at the Environmental Science Careers table.
7. "Colorful Chemistry" Activity Day at YMCA with Chem club (Oct. 17, 2015) from 8 am -3 pm; 6 people helped.
8. Club Dinner at Hitching Post (Oct. 30, 2016)
9. Club students helped take down posters and poster boards from the URC (Dec. 2, 2015).
10. Got ornaments from the Tree of Hope and bought gifts.
11. End of year Christmas party (Dec. 8, 2016)- decorated cookies, played Jeopardy

Spring 2016 Activities

1. Jan 20, 2016- Spring Club and Organization Activities Fair (11-1), set up table
2. Guest speaker at club meeting (Jan 19, 2016) KaylaUPhus from Career Services came and talked about the Minnesota Job Fair.
3. Ordered Earth Day T-shirts
4. Club members worked for Admissions (March 17, 2016 at 7 pm) - calling prospective students.
5. Relay for Life (March 25, 2016)- Club serve as "Logistics Team" for the entire event helping to organize campsites; Set up a campsite with activities and Raised about \$60

6. Matt Kubly guest speaker at club meeting to talk about internship opportunities with the Ft. Worth Zoo doing iguana conservation work.
7. EAC Adopt a Highway cleanup (April 3, 2016; 6 people, 8 bags of garbage); April 10th did Bio portion
8. Dickie's Barbeque- Student & Faculty dinner and 'games' (April 13, 2016). Approximately 20 students and 12 faculty and staff attended.
9. Club Trip to MSP- rock climbing (Vertical Endeavors) and Science Museum (April 16, 2016) - 25 people went.
10. Earth Day Recycling Activities (April 22, 2016): Set up a table in the student center (110:00 am-1:00 pm). For every 3 plastic bottles or aluminum cans brought in you got to put your name into the box for a drawing to win a \$200 TV. Collected several thousand cans and bottles.
11. End of year party April 28, 2016.

The Chemistry Club continued to be very active this year. We were excited to have achieved an "Outstanding" rank for the second year in a row, placing us in the top 10% of ACS student chapters in the nation. This is a great achievement, and the club works hard to accomplish it. The list of award-winning chapters is published in the ACS undergraduate magazine "inChemistry," which gives the club national recognition. A few of the activities from the 2015-16 academic year are highlighted below.

- Two free and open to the public "Magic" Shows were presented on campus. The highest attendance was at our Family Day show on September 12, where we had an audience of about 200. We also did a winter/spring show on March 3, which had a smaller attendance of about 50 but was still well-received. Both shows involved presenting chemical demonstrations and preparing liquid nitrogen ice cream after the shows. In addition, we did numerous other shows and hands-on activities with area schools.
- A new outreach activity this year was "Colorful Chemistry Day" at the YMCA on October 17. This event centered on the ACS National Chemistry Week theme of "Chemistry Colors our World" and was designed to get participants involved in the activities as opposed to being observers. The event was quite successful with about 150 participants working their way through nine stations of different activities over a 2½ hour period. The club worked hard to make this new event a success and were happy with the results.
- Another new outreach event was hands-on activities with a large group of 4th graders from Canby, Ivanhoe, Minneota, RCW, & YME. The club coordinated with the Admissions Office to plan this activity, which involved working with three groups of about 60 schoolchildren in two lab rooms over a three hour period of time. We did

“Circular Chromatography” with the students and performed a couple of demonstrations for each group. The 4th graders seemed to have a great time and were very enthusiastic, so although it was challenging to find enough club members and faculty to assist, the end result made it worthwhile.

II. E-F. Service to the University and Community

Science Faculty serve on many of the committees vital to the University. Kris Cleveland serves on the Physical Plant committee, the Intercollegiate Athletic Advisory Committee, the Faculty Advisory Committee for Civic Engagement, and newly formed Access Association, where she serves as Faculty Advisor. She also serves as supervisor for the VISTA volunteer on campus. In 2015-2016, Brent Jeffers served on the University-wide Strategic Planning Committee and also served as a co-lead of the sub-group for Teaching and Learning in which the first “Master Academic Plan” in SMSU’s history was developed and submitted to the administration in April, 2016. In addition, Brent Jeffers also serves on the SMSU Curriculum Committee, the SmSUFA Executive Committee, and he serves as the Chair of the IFO Negotiating Team. Jeff Bell served as the Science Department representative for the Institutional Review Board. He also served as a committee member for the Advisory Committee for Indigenous Nations and Dakota Studies. Emily Deaver served on the Commencement Committee, the Intercollegiate Athletic Advisory Committee and the Civic Engagement Office Advisory Board. Tony Greenfield Co-Chairs the Liberal Education committee, Betsy Desy serves on the SMSU HLC Assessment Academy Committee. Vaughn Gehle serves on the Academic Affairs committee. Sandy Craner serves on the Physical Plant committee, Academic Technology users committee, Space committee, and Campus master plan-facilities committee. Jay Brown Serves on Committee for Institutional Assessment (CIA).

Emily Deaver coordinated the ***Redwood River Mentoring and Monitoring Project***. In the fall the Redwood River class was cancelled due to low enrollment so there were no SMSU students involved, although Deaver still worked with the High School and Middle school teachers and provided the equipment for the project. In spring 2016 she taught a new LEP 100-04 Redwood River Monitoring class (24 students enrolled). This project received the “President’s Community Partner Award” from Campus Compact. This is the 12th year of the project and we have mentored a total of 3058 students.

Deaver set up a table at the Career Expo (Sept. 2015); and coordinated the ***Redwood River Cleanup Adopt-a-River project with ADM***. We had 57 SMSU volunteers, 36 ADM volunteers and picked up 880 pounds of garbage (April 20, 2016).

Pam Sanders, Emily Deaver, Betsy Desy, and Tony Greenfield aided residence life students in an Earth Day project that involved moving prairie plants from the demo plot near the social science building out into the wildlife area.

<http://www.smsu.edu/academics/departments/science/?id=8666>

Several Faculty participate in the SW/WC cooperative Annual Science and Nature Conference. Charlie Kost and Emily Deaver did workshops on mineral identification and geocaching. Jay Brown provided three “Kitchen Chemistry” workshops testing chemical properties of common household products.

Deaver helped with materials for an event for the Ag Bowl Scholarship Invitational (FFA competition) held on **Feb. 20, 2016**).

In collaboration with the YMCA, the Exercise science program is continuing to work with a VISTA volunteer to develop systems and programs for healthy initiatives to underserved and low-income people in the region. This position is granted through the Americorps program, and will be a great collaboration between SMSU, the YMCA and Healthy 56258. In collaboration with the VISTA, Dr. Cleveland continued her participation in the Marshall Healthy 56258 initiative. There is opportunity for our students to provide service learning in a Public Health setting with this program as it grows. This is a daunting task for all persons involved, but one the members are truly passionate about. SMSU continues to partner with community members, community businesses, and members of the Marshall government on this important initiative.

Twin Cities Presence and Exercise Science Metro Delivery

During this past academic year, the Exercise Science Program offered its first courses in a Bachelor’s of Science Degree on the Normandale Community College (NCC) campus that initiated a collaborative effort to expand the Baccalaureate opportunities for Minnesota students residing the Minneapolis/St. Paul Metropolitan area (Metro Delivery). This initiative is intended to serve the University by increasing SMSU’s recognition and establishing a presence in the System’s Metro Baccalaureate Planning and eventual implementation. As the University and the “Minnesota State” System Office seek to improve and expand the educational opportunities, SMSU’s Exercise Science Program now offers one possible solution to the changing demographics of the state and the evolving nature of higher education.

After finalizing the logistics and signing a partnership with Normandale CC on April 24, 2015, the subsequent fall semester (2015), thirteen bachelor degree seeking students enrolled in EXSC 100, Anatomical Kinesiology. During the Spring Semester, 2016, fifteen students enrolled in EXSC 300, Biomechanics of Human Motion, and fourteen students enrolled in EXSC 400, Motor Learning and Development. During the Spring Semester, a 14th student joined the cohort seeking a bachelor’s degree in Exercise Science and the 15th student in Biomechanics was a non-traditional student with a B.S, degree in Physical Education attending SMSU to obtain Minnesota Board of Teaching licensure. The circumstances of these SMSU students on our Normandale site are compelling as they tend to be place-bound, financially disadvantaged, or otherwise prohibited from perusing a college degree; if SMSU’s Exercise Science Degree was not available at this time and at that location, a bachelor’s degree would not be possible. We should take great pride in our ability to impact the lives of the students we serve and diversifying our mode of delivery will further enhance our service to the University, the System, and the great public good.

In addition, during this academic year, diligent collaboration was made with Anoka-Ramsey (ARCC) and North Hennepin Community Colleges (NHCC) facilitating the April, 2016 partnership agreement with these two campuses for our Metro Delivery. These additional sites complete an education triangle of the entire west Metro region; Normandale CC in the Southwest metro, North Hennepin CC in the Northwest metro, and Anoka-Ramsey CC in the North-Central metro. Although once again, the finalization of these partnerships are late in the academic year and consequently the recruiting cycle, SMSU will begin offering classes on both NHCC and ARCC during the fall semester, 2016. The reception, support, and commitment from each of our 2-year partners has been resolute and refreshing.

Also related to the EXSC Metro Delivery, in January, 2016, a meeting was actuated with the Exercise Science Faculty and the Administration of Inver Hills Community College. The purpose of this meeting was to explore the feasibility of a possible fourth site. Even though this location has strategic significance for SMSU to capture the potential Exercise Science students on the Eastern side of the twin cities, presently the evidence seems to indicate the University lacks the sufficient resources and internal structure to sustain additional partnerships.

Two essential components for a successful Metro Delivery are in place; 1) Exercise Science is the right major for the twin cities region as no other MnSCU institutions are offering a Bachelor's degree in this popular discipline and that region is the largest population density in the state, and; 2) our partnering community colleges have committed and are invested in shared success. However, in order to achieve substantial success for the Metro Delivery going forward, is the challenge related to raising awareness of the baccalaureate degrees being offered on the 2-year campuses. In concert with the System's Charting the Future Initiative, increasing the Metro Baccalaureate Degrees will require mass awareness with high school teachers, counselors, students & their families and furthermore, the public in general. SMSU and the System Office cannot realistically expect prospective students to find degree completion programs on their own. Students and their families should be directed to explore the local community college when considering cost-effective, return on investment baccalaureate degrees; these increased opportunities support the mission of SMSU and they support the mission of MnSCU.

II. G. Assessment

All programs in science completed the alignment matrix aligning program student learning outcomes with the SMSU Liberal Education Program student learning outcomes. The example matrix below is from the biology program.

Alignment of program courses and student learning outcomes with the SMSU liberal education program

LEP SLO'S	PROG RAM SLO'S	PROGRAM COURSES									CAPST ONE
		Bio 200	Bio 287	Bio 301	Bio 302	Bio 303	Bio 305	Bio 306	Bio 311	Bio 321	
Communicate Effectively	1.1, 2.1, 4.1	I, 1.1 & 2.1	I, 2.1 & 4.1	R, 1.1; I, 2.1; I/R 4.1	R, 1.1; R/A 2.1; R 4.1	I/R 1.1; R 2.1	A, 1.1	A, 1.1; I/R 4.1	A, 1.1, 2.1 & 4.1	R, 1.1; R/A, 2.1	A, 1.1, 2.1 & 4.1
Creative Thinking	2.1, 3.1	I, 2.1 & 3.1	I, 2.1 & 3.1	I, 2.1 & 3.1	R/A 2.1; R 3.1	R 2.1 & 3.1			A, 2.1 & 3.1	R/A, 2.1; R 3.1	A, 2.1 & 3.1
Critical Thinking	2.1, 4.1	I, 2.1	I, 2.1 & 4.1	I, 2.1; I/R 4.1	R/A 2.1; R 4.1	R 2.1		I/R 4.1	A, 2.1 & 4.1	R/A, 2.1	A, 2.1 & 4.1
Physical & Social World	All	I, 1.1, 2.1 & 3.1	I, 2.1, 3.1, 4.1 & 4.2	I, 2.1 & 3.1; R, 1.1 & 4.2; I/R 4.1, 5.1, & 6.1	R, 1.1, 3.1, 4.1 & 4.2; R/A 2.1	I/R 1.1; R, 2.1 & 3.1	A, 1.1	I/R, 4.1 & 4.2; A, 1.1	R, 5.1; A, 1.1, 2.1, 3.1, 4.1, 4.2, 6.1	R, 1.1, 3.1; R/A, 2.1, 4.2; A, 5.1 & 6.1	A, 1.1, 2.1, 3.1, 4.1, 4.2, 5.1
Diversity	5.1			I/R					R	A	A
Moral Reasoning	2.1, 5.1	I, 2.1	I, 2.1	I, 2.1; I/R 5.1		R, 2.1			R, 5.1; A 2.1	R/A 2.1; A, 5.1	A, 2.1 & 5.1
Civic Engagement	5.1			I/R					R	A	A

BIOL

The biology program continues assessment in all of its core classes with high priority in capstone course, Bio487. Last year, the biology program linked the assessment in this course to the SMSU LEP outcomes; specifically the core skills: communicate effectively, information literacy, critical and creative thinking, that are central to this course. The various categories within the biology grading rubrics used in Biol487 were mapped to the corresponding categories within the SMSU writing rubric, SMSU oral communication rubric, SMSU information literacy rubric, and the SMSU critical thinking rubric and the mapped rubrics were used to assess the senior projects from the past semesters. The results shown in the tables below indicate that this year is like the previous years in that the majority of Biol487 students are within the top achievement level for each category on the rubrics.

Biol487 data mapped to SMSU Writing Rubric

Rubric*	Achievement Levels				
	< 75%	75%-89%	90% and above		
	1st-Year Outcome: Beginning Competencies	2nd-Year Outcome: Developing Competencies	3rd-Year Outcome: Practicing Competencies	4th-Year Outcome: Accomplished Competencies	
Purpose and Audience (Total paper score)	0	0	5	2	Spring 2016
	0	1	4	4	Fall 2015
	0	0	2	4	Spring 2015
	0	0	3	8	Fall 2014
	1	0	1	2	spring 2014
	0	2	2	1	Fall 2013
	1 (2%)	3 (7%)	17 (40%)	21 (50%)	3 year total
Main Idea (All scores from paper rubric minus lit cited section scores)	0	1	4	2	Spring 2016
	0	2	3	4	Fall 2015
	0	0	2	4	Spring 2015
	0	0	3	8	Fall 2014
	1	0	1	2	Spring 2014

	0	2	2	1	Fall 2013
	1 (2%)	5 (12%)	15 (36%)	21 (50%)	3 year total
Development and Support (All scores from paper rubric minus lit cited section scores)	0	1	4	2	Spring 2016
	0	2	3	4	Fall 2015
	0	0	2	4	Spring 2015
	0	0	3	8	Fall 2014
	1	0	1	2	Spring 2014
	0	2	2	1	Fall 2013
	1 (2%)	5 (12%)	15 (36%)	21 (50%)	3 year total
Organization (Paper rubric organization score)	0	0	2	5	Spring 2016
	0	0	2	7	Fall 2015
	0	0	1	5	Spring 2015
	0	0	2	9	Fall 2014
	0	0	0	4	spring 2014
	0	0	2	3	Fall 2013
	0	0	9 (21%)	33 (79%)	2 year total
Style (Paper rubric clarity/style score)	0	1	3	3	Spring 2016
	0	0	4	5	Fall 2015
	0	0	2	4	Spring 2015
	0	0	2	9	Fall 2014

	1	1	0	2	Spring 2014
	0	1	1	3	Fall 2013
	1 (2%)	3 (7%)	12 (29%)	26 (62%)	3 year total
Conventions (Paper rubric mechanics score)	0	2	3	2	Spring 2016
	0	0	1	8	Fall 2015
	0	0	1	5	Spring 2015
	0	0	4	7	Fall 2014
	1	0	2	1	Spring 2014
	0	1	2	2	Fall 2013
	1 (2%)	3 (7%)	13 (31%)	25 (60%)	3 year total
Citing Sources (Paper rubric Lit cited section: Format and text citations)	0	0	2	5	Spring 2016
	0	1	2	6	Fall 2015
	0	0	2	4	Spring 2015
	0	0	2	9	Fall 2014
	0	0	1	3	spring 2014
	0	0	1	4	Fall 2013
	0	1 (2%)	10 (24%)	31 (74%)	3 year total

Biol487 data mapped to SMSU oral communication rubric

Speaking Competencies	Not Present	Emerging	Developing	Advanced	
					< 75%
I. <u>Invention</u> : Effective selection, restriction, research and focus of topic appropriate to audience and purpose.					
A. Determine the purpose of oral discourse. (not applicable)					
B. Choose a topic and restrict it according to the purpose and the audience. (Scores on research logs)	0	0	2	5	Spring 2016
	0	2	1	6	Fall 2015
	0	0	1	5	Spring 2015
	0	2	1	9	Fall 2014
	0	1	0	3	Spring 2014
	0	1	1	3	Fall 2014
	0	1	1	3	Fall 2013
	0	6 (14%)	6 (14%)	31 (72%)	3 year total
C. Locate and evaluate information resources effectively. (Scores on annotated bibliography)	0	2	2	3	Spring 2016
	0	0	4	5	Fall 2015
	0	0	2	4	Spring 2015
	0	1	2	9	Fall 2014
	0	0	2	2	Spring 2014
	0	0	2	2	Fall 2014
	0	0	2	3	Fall 2013
	0	3 (8%)	14 (36%)	22 (56%)	3 year total
	0	2	2	3	Spring 2016

D. Utilize appropriate and adequate supporting material. (Total score on poster)	0	0	4	5	Fall 2015
	0	0	3	3	Spring 2015
	0	0	3	8	Fall 2014
	0	1	2	1	Spring 2014
	0	0	3	2	Fall 2013
	0	3 (8%)	14 (36%)	22 (56%)	3 year total
E. Utilize effective audience analysis in preparation.(Total score on poster)	0	2	1	4	Spring 2016
	0	2	4	3	Fall 2015
	0	0	3	3	Spring 2015
	0	0	3	8	Fall 2014
	0	1	2	1	Spring 2014
	0	0	3	2	Fall 2013
0	5 (12%)	16 (37%)	21 (49%)	3 year total	
F. Work effectively in a group context to complete the invention process. (Not applicable)					
II. Organization: Demonstration of the necessity of sound structural elements in effective discourse.					
A. Utilize suitable and effective organizational strategies. (Poster rubric scores A, B, and N)	0	1	2	4	Spring 2016
	0	1	3	5	Fall 2015
	0	0	1	5	Spring 2015
	0	0	5	6	Fall 2014

	0	1	2	1	Spring 2014
	0	0	2	3	Fall 2013
	0	3 (7%)	15 (36%)	24 (57%)	3 year total
B. Provide effective transitions. (not applicable)					
C. Work effectively in a group to organize a presentation. (not applicable)					
III. Delivery: Transmit the message by using delivery skills suitable to the topic, purpose, and audience.					
A. Demonstrates vocal variety and appropriate diction. (not applicable)					
B. Demonstrate nonverbal behavior that supports the verbal message. (not applicable)					
	0	2	1	4	Spring 2016
	0	2	4	3	Fall 2015
	0	0	3	3	Spring 2015
	0	0	2	9	Fall 2014
	0	1	3	0	Spring 2014
	0	2	2	1	Fall 2013
C. Manage communication anxiety effectively. (Poster rubric scores R & M)	0	7 (17%)	15 (36%)	20 (48%)	3 year total
	0	1	3	3	Spring 2016
D. Utilize presentation aids effectively. (Poster rubric scores E, G, H, I, and P)	0	3	3	3	Fall 2015

	0	0	3	3	Spring 2015
	0	0	6	5	Fall 2014
	0	1	2	1	Spring 2014
	0	1	2	2	Fall 2013
	0	6 (14%)	19 (45%)	17 (40%)	3 year total
E. Work effectively in a group to deliver a presentation. (not applicable)					
IV. Style/Language Use: Employ language appropriate to the designated audience and purpose. (overall poster grade)	0	2	1	4	Spring 2016
	0	2	4	3	Fall 2015
	0	0	3	3	Spring 2015
	0	0	3	8	Fall 2014
	0	1	2	1	Spring 2014
	0	0	3	2	Fall 2013
	0	5 (12%)	16 (38%)	21 (50%)	3 year total
I. Listen for literal comprehension (Active Listening) (not applicable)					
II. Listen for critical comprehension (Critical Listening).(not applicable)					
III. Manage barriers to effective listening.(not applicable)					

Biol487 data mapped to SMSU information literacy rubric

	< 75%	75%-89%	90% and above	
ACRL Standard	Beginning Indicators	Proficient Indicators	Advanced Indicators	
1. Determine and articulate extent of information needed (Scores on research logs)	0	2	5	Spring 2016
	2	1	6	Fall 2015
	0	1	5	Spring 2015
	2	1	9	Fall 2014
	1	0	3	Spring 2014
	1	1	3	Fall 2013
	6 (14%)	6 (14%)	31 (72%)	3 year total
2. Access the needed information effectively and efficiently (Scores on research logs)	0	2	5	Spring 2016
	2	1	6	Fall 2015
	0	1	5	Spring 2015
	2	1	9	Fall 2014
	1	0	3	Spring 2014
	1	1	3	Fall 2013
	6 (14%)	6 (14%)	31 (72%)	3 year total
3. Evaluate information and its sources critically and incorporate into knowledge base and value system (Scores on annotated bibliography)	2	2	3	Spring 2016
	0	4	5	Fall 2015
	0	2	4	spring 2015
	1	2	9	Fall 2014
	0	2	2	Spring 2014
	0	2	3	Fall 2013
	3 (7%)	14 (33%)	26 (60%)	3 year total

4. Use information effectively to accomplish a specific purpose (total score on paper and poster)	0	3	4	Spring 2016
	2	3	4	Fall 2015
	0	2	4	Spring 2015
	0	4	7	Fall 2014
	1	2	1	Spring 2014
	0	3	2	Fall 2013
	3 (7%)	17 (40%)	23 (53%)	3 year total

5. Understand economic, legal, and social issues surrounding use of information; access and use information ethically and legally (not part of sr seminar)	[REDACTED]			
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Bio487 data mapped to SMSU critical thinking rubric

	< 75%	75%-89%	90% and above	
	Emerging	Developing	Advanced	
1. Interpret Problems, Questions, Issues or Arguments (average of paper and poster scores)	0	3	4	Spring 2016
	2	3	4	Fall 2015
	0	2	4	Spring 2015
	0	4	7	Fall 2014
	1	2	1	Spring 2014
	0	3	2	Fall 2013
	3 (7%)	17 (40%)	22 (52%)	3 year total
2. Evaluate Reasons and Evidence (Paper rubric scores for critique and conclusion and data use + Poster rubric scores for J, K, L)	2	3	2	Spring 2016
	4	2	3	Fall 2015
	0	2	4	Spring 2015
	2	2	7	Fall 2014
	1	3	0	Spring 2014
	1	3	1	Fall 2013
	10 (24%)	15 (36%)	17 (40%)	3 year total
3. Construct Arguments/Formulate Hypotheses (Paper rubric scores for critique, conclusion, and data use + Poster rubric scores for B, J, K, L, M)	2	3	2	Spring 2016
	4	2	3	Fall 2015
	0	2	4	Spring 2015
	2	2	7	Fall 2014
	1	3	0	Spring 2014
	1	3	1	Fall 2013
	10 (24%)	15 (36%)	17 (40%)	3 year total

4. Reasoned Approach to Using Information (Paper rubric scores for critique and conclusion and quality of sources)	1	2	4	Spring 2016
	3	3	3	Fall 2015
	0	0	6	Spring 2015
	2	1	8	Fall 2014
	1	3	0	Spring 2014
	2	2	1	Fall 2013
	9 (21%)	11 (2%)	22	3 year total
5. Dispositions Towards Critical Thinking (Not applicable)				

ENVS

The major assessment effort this year was to compile and write the ENVS Five Year Program Review. This was a large time commitment which took precedence over other activities. Assessment is a major part of our program now and examples have been presented throughout the program review document. For example, as a result of this review we realize the need to create an Annual Program Calendar that prompts us when to administer various assessment tools and make it a part of the routine of teaching our courses. This would also allow us to keep on track with other ENVS activities, such the annual river cleanup, scholarship deadlines, conference presentations, working with students in the field and club activities, and would streamline our compilation of information for our Annual Report.

Future assessment of the ENVS research component will include continued internal evaluation of our student projects. In addition, we plan to participate in a national research survey. The SURE Survey (The Survey of Undergraduate Research Experiences) is a survey for undergraduates in the STEM fields and was created by David Lopatto at Grinnell College. This free survey is open for participation by any college or university and provides a summary assessment and evaluation of learning gains in 21 topic areas. In addition, a ranking is provided in comparison to all other participants. This will allow us to compare our internal evaluation to national rankings and identify strengths and weaknesses in the SMSU ENVS research experience.

The reviewer visited March 15-16, 2016. We expect a final report by the end of May. Based on this 5-year review of the ENVS program, we are a strong program and doing well. Specific strengths include a serious commitment to the assessment process, an emphasis on undergraduate research and presentations, and teaching our courses well. We keep in close contact with our graduates and find that they are doing well, have jobs in their field and feel they benefited from the ENVS program at SMSU.

This review has also made clear that while we are very productive, we are working at a maximum effort. We need to guard against taking on too much in the future. Any major future commitments would require a modification to our current work load or would become unsustainable. We don't want to lose the close connection to our students and the personal satisfaction and joy that we feel towards our jobs. We especially value our close working relationship within the ENVS program and the Science Department as a whole. We feel we are an important part of the SMSU community and plan to continue that role in the future.

Future activities that we will continue to pursue include:

- helping students find more internships, with increased tracking of the number and type of internships students are completing, as well as any jobs that result from those internship contacts;
- promoting awareness and participation in REUs and application to graduate school;
- supporting the SMSU Liberal Education Program by teaching LEP 100 courses and participating in the continued refinement of the First Year Seminar course;
- working more closely with the growing Agriculture programs. For example, the ENRFT grant proposal that we hope will be funded fall 2016 includes working with Ag Education majors and Future Farmers of America students at Marshall High School;
- continuing to develop articulation agreements and 2 plus 2 agreements with community colleges;
- working closely with K-12 educators and students (i.e. River Monitoring and educational workshops).

EXSC

This year completed only the 6th year since Exercise Science was established as a stand-alone major and the University began recognizing the discipline as an autonomous academic program. Informal feedback and anecdotal evidence collected over the past 2 decades indicated Exercise Science students have diverse interests and career aspirations in the field of Exercise and Wellness. Therefore, two additional emphasis of study were warranted, 1) Corporate Wellness and Exercise Leadership (initial date of implementation, fall, 2014) and, 2) Coaching and Human Performance (initial date of implementation, this year, fall, 2015). These two emphasis compliment the original PE- Exercise Science Concentration (and existing Allied Health Emphasis) which was developed and serve students well as an allied health and graduate/professional school curriculum. However, programmatic assessment supported the need to augment our B.S. Degree with additional concentrations so that we now have a more comprehensive major reflected in our curricula. Student learning will certainly be more career specific at the upper division and thus, motivation and focus will inevitably be improved. As professors, the task in all of our courses becomes compulsory to deduce content relevance to a diversity of practical applications and real-life experiences. In conclusion, the overall impact on both teaching and learning will unavoidably be positive.

Section III – Five -Year Plan

The Science Department's five-year plan for 2010-2015 is given below. Science programs continue to devote time and effort to developing program assessment plans that complement and support the Department's five-year plan.

- ❖ Develop, expand, and promote science outreach to the southwest Minnesota community and K-12 students and their teachers.
- ❖ Continue the Redwood River Monitoring Program with Marshall public schools.
- ❖ Explore ways to emphasize, incorporate, and assess undergraduate research in the science curriculum.
- ❖ Explore potential Community College and professional/graduate school affiliations.
- ❖ Continue working with local, state, and Federal governmental agencies to provide internships, grant, and research opportunities.
- ❖ Continue to provide rich, engaging, and evolving curriculum and pedagogy to meet the needs of all science students, including the Science LEP contributions, interdisciplinary teaching/projects, and professional development opportunities.

The Department of Social Science

2015-2016 Annual Report

Submitted by Jeff Kolnick, Chair

Departmental Mission:

The mission of the Department of Social Sciences is to educate students at the undergraduate level in the programs of Anthropology, History, Native American Studies, Justice Administration, Psychology, Social Work, Sociology, Geography, and Spanish. Being a diverse group of disciplines, we believe that it is important to promote both theoretical and practical knowledge in our various fields. Our common focus is the study of people in terms of their individual lives, their history and culture, and the social structures in which they live. We believe that critical thinking and a high regard for evidence are essential for achieving progress in our fields. We also believe that all of our disciplines are grounded in the liberal arts, and that the core skills of reading, thinking, speaking, and writing are the best way of developing knowledgeable and enlightened citizens for our future. All programs offering majors in our department have kept pace with the program review process.

The Social Science Department at SMSU is composed of eighteen full-time members in seven disciplines, plus one administrative assistant. One faculty member was on sabbatical leave in the 2014-2015 academic year and another began a phased retirement. The History Center, the Museum of Indigenous Americans, and numerous student clubs and organizations are also housed under the umbrella of our department.

The Department holds bi-weekly meetings and continues to make considerable progress in advancing program and departmental goals, solidifying assessment plans, improving/revising courses and curriculum and improving the general student-learning environment. In terms of credit generation and students graduated, the Department of Social Sciences is at the center of what makes SMSU a successful institution of higher learning. In 2016, the Department of Social Sciences graduated some 69 students with majors, by my reckoning, a little more than 11% of the school's total.

Program Accomplishments:

History

- The History program offers a major and a minor. The program was designed to provide students with a broad foundation in history, and with a special emphasis on writing and critical thinking skills. The faculty members in the history program have specialization in United States, European, Islamic, and Latin American history, as well as the history of the Civil Rights Movement and the Women's Movement. Many education students specialize in history under the social science licensure. The history program requires all graduating seniors to participate in the undergraduate research conference.

Indigenous Nations and Dakota Studies

- Indigenous Nations and Dakota Studies (INDS) promotes awareness of native cultures and peoples in the U.S. through an examination of the ways in which traditional native cultures have persisted and adapted over time and how these cultures are expressed in present-day life and affairs. Due to budget constraints, the full time position was cut several years ago. Course offerings are limited, but efforts continue to revitalize this program. Recently, after much discussion and general disappointment at the unwillingness of the administration to provide permanent staff support, the INDS Program decided to revitalize the minor without any new staffing. There was considerable revision of the curriculum. In 2015, the SMSU Anthropology Museum was transformed into the Museum of Indigenous Peoples. Mike Hofstetter led this development and supervised three undergraduates in internships to complete this project. The collection of William Hezlip was generously donated and serves as the core of the museum exhibit. In 2016, the INDS Program will graduate its first student with a minor in many years. Don Robertson has served as adjunct instructors for this program. In 2016, the INDS program had its first graduate since the minor was reinstated.

Justice Administration

- The Justice Administration program was created in response to the growing demands of providing academic training for students preparing for careers in criminal justice. This academic program includes a major in Justice Administration, a minor in Criminal Justice and a BAS in Law Enforcement. The Justice Administration program covers the criminal justice system at all levels, and provides students with the opportunity and assistance to acquire knowledge of the roles of policing, courts, laws, and corrections.

Psychology

- The Psychology program was designed to offer students an understanding of the major approaches, theories, and methods of psychological science and to prepare students for either

graduate school or a career in the mental health professions. The Psychology program offers a major and a minor. The faculty are broadly trained in the areas of personality, counseling, cognitive psychology, social psychology, neuroscience, and industrial/organizational psychology. The coursework emphasizes both the theoretical and experimental aspects of the field, as well as the practical and applied aspects. Distinctive classes in the major include a Freshman Seminar in Psychology and a Junior Internship experience.

Social Work

- The Bachelor of Science in Social Work is accredited by the Council of Social Work Education. Students must apply for acceptance into the major and are trained for a career in generalist social work practice. The program provides students with the knowledge, skills, and values necessary to practice on an entry-level with individuals, families, groups, organizations, and communities in a variety of practice settings. The specialty areas of the faculty include poverty, hunger, diversity issues, and addiction. Students who major in Social Work are required to participate in an intensive Field Practicum internship experience. The program also provides a Social Welfare minor for students interested in the area but not majoring in Social Work. The program is extremely active in service learning for our region.

Sociology

- The Sociology program provides students with a broad base of theoretical perspectives and methodological techniques, as well as a broad content base with sociological applications. The program encourages a commitment to socio-cultural and international awareness, societal diversity, social justice, and an awareness of social inequality. The specialty areas of faculty in the program include inequality, gender issues, social movements, consumption, aging, the family and family violence. Graduates with Sociology majors are encouraged to enter a variety of careers, including social service, business, labor, government, criminal justice, and some elect to pursue graduate studies. In addition, students may complete the Sociology minor. Cindy Aamlid was on sabbatical.

Spanish

- The Spanish Program joined the Department of Social Sciences in Fall 2014. During the 2015-2016 academic year, work was done to revive the Spanish Minor, Jose Losada Montero was hired in a probationary position, and several schools were added to our College Now Spanish program. Significantly, the Spanish Workgroup did critical work to solidify the presence of the Spanish Program on campus. Among the accomplishments was the reinstatement of the Spanish Minor, a dramatically revised curriculum that makes it possible for students to compete the minor with the limited staffing available, a revived Club Latino and Spanish Club, the establishment of an SmSUFA Advisory Committee on World Languages, continuous outreach to the Latino and

immigrant community such as adult ESL classes using SMSU students and support for soccer leagues, in the area of College Now, there is movement to create a Spanish 101 and 102 option and a standard set of outcomes and assessment in the College Now Spanish program.

Full time or fixed term Faculty (2015-2016)

Cindy Aamlid, Associate Professor of Sociology

Benjamin Anderson, Assistant Professor of Psychology

Vicky Brockman, Professor of Sociology (on leave spring semester)

Corey Butler, Professor of Psychology

William DuBois, Associate Professor of Justice Administration (on sick leave spring)

BC Franson, Associate Professor of Justice Administration

Joan Gittens, Professor of History

Michael Hofstetter, Professor of History

Jeffrey Kolnick, Professor of History

Jose Losada Montero, Assistant Professor of Spanish

Kerry Livingston, Associate Professor of Sociology

Donna Nieckula, Associate Professor of Social Work

Christine Olson, Professor of Psychology

William Pavot, Professor of Psychology

Scott Peterson, Professor of Psychology

Rick Robinson, Associate Professor of Social Work

Mary Thron, Assistant Professor of Spanish

Thomas Williford, Associate Professor of History

Social Science Faculty Research, Publications and Service 2014-2015:

(This information is self-reported and is incomplete. For complete detailed information of faculty achievements, publications and service please refer to PDRs.)

Dr. Joan Gittens, gave two presentations in addition to planning the panel for Women's History Month.

"A Call for Peace: The Women's International Peace Conference at the Hague" Nov. 19, 2015--part of the World War I series

"Eleanor Roosevelt and Civil Rights" Women's History Month, 2016

Scott Peterson:

In his role as advisor of the Psi Chi club, I helped the Psi Chi students to coordinate a Psychology Career Day event during spring semester. We invited area professionals to come and give presentations on a variety of psychology-related careers. The event was well-received by both students and the presenters. We have plans to make this an annual event.

Corey Butler:

Butler, J. C. (2015). Happiness as a function of personality traits and social networks. Poster presented at the Annual Convention of the Association for Psychological Science, New York, NY.

Christine Olson:

Peterson, S., Olson, C., & Wagner, T. (2015). Overview of integrated civic engagement programming and assessment efforts at rural-based regional university. Presentation at 2015 ADP/TDC/NASPA Civic Learning and Democratic Engagement Meeting, American Association of State Colleges and Universities, New Orleans, LA.

Olson, C. & Peterson, S. (2015). Fostering students' sense of themselves as engaged global citizens. Presentation at the 2015 Upper Midwest Civic Engagement Summit: The Global is Local: Civic Engagement Across Cultures, Communities, and Nations, Gustavus Adolphus, St. Peter, MN.

Kerry Livingston:

- Continues collecting veterans' narratives for a study on the effects of disabilities associated with Agent Orange exposure on Vietnam veterans' sense of self and exploring how veterans' lives have changed since learning that their illness/disability has been linked to the dioxin they were exposed to while serving in Vietnam.
- Livingston also spearheaded the highly successful undergraduate research project on the immigrant community in Marshall and the surrounding communities. This was a highlight exhibit at the URC and has travelled to other parts of the community. It is a model of undergraduate research and the ways we can help SMSU reach out to the community and service region.

Tom Williford:

- Williford served on the IFO Executive Committee and chaired the Spanish Work Group, and the Spanish Search Committee. He helped coordinate efforts that led to the reinstatement of the Spanish minor at SMSU. He has participated in a panel discussion in Bogota, Colombia, on twentieth-century Colombian Conservative Party leader Laureano Gomez on the occasion of the fiftieth anniversary of his passing. Williford published a book on Gomez in 2005.

Jeff Kolnick:

- Helped secure film maker Luis Argeta to comment on his film Abrazos. This was a highly successful program attended by many, including a busload of people from Worthington who were featured in the film.

- Jeff Kolnick completed work on a compilation of documents from Freedom Summer in Mississippi with the Bedford series in History and Culture.
- He published an “expert” entry in the Minnopedia on Latinos in Minnesota. <http://www.mnopedia.org/minnesotanos-latino-journeys-minnesota>

Bill DuBois:

- Continues to work on popular sociology book: *Getting the World You Want: Sociology for the General Public* to educate the public about crime, social problems, prevention and creating the good society.

Student Academic Presentations:

SMSU Campus Presentations: 10th Annual Undergraduate Research Conference at SMSU.

- Over 45 posters of students from the Social Science Department were presented at the SMSU Undergraduate Research conference in the fall. Social Science faculty have encouraged student participation in the conference by incorporating poster projects and presentations into their course assignments. An additional 49 posters were presented by students from Kerry Livingston’s Research Methods class for their Migrant Voices research project. The department has played an important role in the success of the Undergraduate Research Conference at SMSU.

Professional Leadership:

Kerry Livingston:

- Kerry Livingston served as Treasurer of Great Plains Sociological Association.

Cindy Aamlid:

- Cindy Aamlid served as secretary of Great Plains Sociological Association.

Teaching and Service:

Social Science Museum:

- The Social Science Museum was transformed into the Museum of Indigenous Americans. We note the enormous work done by Professor Michael Hofstetter in spearheading this project to completion and his ongoing work as the de facto curator of the museum. His careful attention to detail and his sensitive outreach to Dakota Communities is exemplary

History:

- History faculty competed the Civil War Sesquicentennial Commemoration with a Fall event focusing on the aftermath of the war. This is the fifth year of this popular commemorative lecture series. They also sponsored speakers for Black History Month and planned a Women's History Month event.
- History began a new Senior Seminar, reducing the credits from six to three to become more efficient. Tom Williford piloted this course to a successful conclusion with all the enrolled students participating in the URC.

Social Work:

- Social Work continues to develop a Mentor program that is steadily growing.
- Social Work is actively involved with a new program called One to One in partnership with Western Community Action. The program locates people in the community who need assistance and connects them with student volunteers.
- Social Work faculty are developing a special social history that will allow students to create life stories for Heritage residents.

Psychology:

- Professor continues to improve the College Now Program in Psychology. This has involved continuing the process of transferring to new textbook, updating course materials, and making them available to teachers via D2L.

Sociology:

- Sociology like Psychology continues to actively engage in assessing and updating of the College Now program.

Justice Administration:

- Justice Administration Program after successfully completing the process to become a PPOE program made some curricular changes.

College Now Program:

- As noted above, the College Now program continues to undergo significant improvements and revisions. Our department remains an active participant in the process of improving the quality

of instruction, and in reviewing the academic preparation of the high school onsite teacher applicants. We have worked to tighten the oversight of courses taken off campus and to encourage uniformity in syllabi, instructional materials, and assessment instruments.

- This past year, 45 different CN sections were offered (27 General Psychology and 14 Intro to Sociology, 4 Geography). Our Social Science CN faculty held a total load of 26.34 credits. This year, our materials from the College Now office did not include some important data. We are seeking it. I am not certain, but I suspect part of the drastic reduction in load was a result of the recalculation of faculty compensation for College Now designed to mitigate the most recent budget crisis.

Six-Year CN Numbers Comparison

Year	Faculty Load	Students	Credit Hours
2015-2016	26.34	889	2667
2014-2015	22.04	Not given, seeking	Not given, seeking
2013-2014	32.25	720	2157
2012-2013	27	673	2019
2011-2012	21.75	498	1494
2010-2011	18.52	493	1479

Civic Engagement Center:

- Continue to reconstruct the Center for Civic Engagement Website, including: review of websites of model higher education civic engagement centers; development of online forms for enhanced communication about volunteer and service-learning opportunities; development of online database of service sites; update of service-learning handbooks and assessment forms; review of relevant resources related to variety of forms of civic engagement; highlighting civic engagement activities/initiatives of SMSU students, faculty and staff, and regular contact with webmaster and tech support staff.
- Christine Olson, director of Civic Engagement, and Scott Peterson have made plans to rotate out of the role of directors and have proposed ways to maintain staffing in the office. We sincerely hope this work is sported.

History Center:

- The SMSU History Center remains an active and valued part of the Social Science Department. This year, Jan Louwagie continued to demonstrate an impressive record of community and regional service. She has intensified her outreach to regional museums and collections in conjunction with the Minnesota Historical Society. The center continues to benefit from Jan Louwagie's expertise and the excellent work of students and community volunteers.

Assessment Activity:

1. Department members continue to take an active role in facilitating campus wide assessment activity including assessment of the Liberal Education Program. In particularly, the work of Christine Olson, Scott Peterson, Cindy Aamlid, and Kerry Livingston stand out as models of faculty work on assessment.
2. Department members participated in several campus wide assessment workshops tied to HLC visit.
3. Programs have continued to reexamine and to modify their Program mission statements along with desired outcomes. In addition, programs have updated course maps and worked on aligning where our course outcomes meet LEP outcomes.
4. Program Assessment Files have been periodically updated and electronic versions of documentation are being gathered and placed in appropriate locations by Administrative Assistant Dawn Bahn. We anticipate including this data in next year's department report.
5. Programs are continuing to develop and modify 2-5 year assessment plans.
6. Self-study reports have been gathered and filed in Social Science Department electronic filing system.
7. Programs have submitted copies of current versions of syllabi for electronic filing.
8. Programs have submitting copies of assessment tools on an on-going basis to the Administrative Assistant for filing.
9. College Now course instructors continue to develop and modifying routine assessment instruments.
10. Programs are engaging in a discussion of assessment data and have modified and adjusted courses and course content accordingly.
11. Social Science Department continues to respond to updates requested by the Dean and Provost (e.g., request by Committee for Institutional Assessment to submit assessment reports/updates for HLC Assessment t-drive).
12. Social Science programs have utilized assessment data and reporting in course updates and revisions.
13. Social Science Faculty represented on the CIA and the LEP committee where they engage in extensive planning on assessment.

Student Trends:

In the academic year 2015-2016, the Social Science offered a total of 126 courses. Some of these courses were taught by adjunct instructors and a few were taught by faculty on overload, but most were part of the normal teaching load. As of spring 2016 a total of 315 students are listed as majors within the Social Science Department. Our student/faculty ratio, of full-time faculty members to students majoring in the department 20 to 1.

Social Science Department Major/Minor Data		
Degree	Number of Majors	Number of Minors
History	40	5
Justice Administration	54	
Psychology	105	40
Sociology	36	14
Social Work	80	

Social Science Department Course Data			
Number of courses	Fall	Spring	Summer
History	12	9	2
Justice Administration	8	7	
Psychology	20	20	6
Sociology	10	11	3
Social Work	10	7	1
Number Enrolled by semester	Fall	Spring	Summer
History	298	270	25
Justice Administration	206	179	
Psychology	502	509	79
Sociology	294	299	65

The activity of student clubs varies from year to year, though most of the groups listed met regularly in **2015-2016**. Group activities included fund raising, hosting quest speakers, traveling and giving poster presentations at academic conferences.

- The History Club sponsored the Civil War series and as usual participated in planning and support for Black History Month and Women’s History Month. They also had a successful trip to Fagen Fighters WWII Museum where they began, with faculty support, work on developing a regular space for internships.

- Psychology faculty participated with Psychology Program faculty in Annual Graduate Studies Panel (sponsored by Psychology Club)

- Sociology club members attended the annual Great Plains Sociological Meetings and the SOM Annual Meetings. Students presented their posters in the Student Poster Competition at the Great Plains Meetings.

- Social Work Club activities this semester have included:
 - Food drive
 - Highway cleanup
 - Pet Visit activities
 - Relay for Life

Student Scholarships:

The following students were awarded Scholarships for the **2015-2016** academic year:

Student	Scholarship	Major	Award

Jacob Fager	C. McNally Scholarship	History	\$350
Jacob Fager	History Scholarship	History	\$100
Rose Schmit			\$100
Leah Bernard	Robert White Scholarship	Sociology	\$325
Carrie Enga	Joseph Amato, Sr. Scholarship	Social Work	\$375
Rose Schmit	Nick Roberts Memorial Scholarship	History	\$525
Hannah Redmond	Sociology Scholarship	Sociology	\$275
Tehra Christianson			\$275
Brenna Giddings	Psychology Scholarship	Psychology	\$600
Lexie Vande Hoef	Cowan Scholarship	Psychology	\$475
Brenna Giddings	Maynard Brass Scholarship	Psychology	\$150
None awarded	Perryman-Visser Scholarship		\$

Budget:

Budget Info for AY 2015-2016: These ending balances/figures are from the month ending June 30, 2016.

Program	2015-2016 Allocation	2015 Carryover	2015/2016 Total	6/30/16 Ending Balance
Justice Admin	991.80		991.80	41.03
Psychology	1678.50		1678.50	25.31
Social Work	3001.50		3001.50	50.37

Sociology	1579.50		1579.50	37.90
History	1425.60		1425.60	54.70
Anthropology	299.00		299.00	9.00
Indigenous Nations & Dakota Studies	45.00		45.00	5.00
Geography	567.00		567.00	35.35
Spanish	623.70		623.70	43.82

Administrative Staffing:

Social Science Administrative Assistant

Dawn Bahn, *Social Science Department Administrative Assistant*. Dawn provides management, clerical, and technical services for ALL social science programs (18 full-time faculty, and numerous adjunct professors), the Social Work Program (with licensure work), the Social Science Museum, Civic Engagement. Thus, Dawn provides services for well over twenty-five faculty on a 0.95 FTE work assignment. To help with Dawn’s tasks, a student worker provides much needed assistance.

Social Science Department Five-Year Plan:

Restore and revitalize the Indigenous Nations and Dakota Studies program.

Restore the Anthropology minor.

Restore the Spanish major.

Continue to improve web based literacy and usage in the Social Science Department, including D2L and program specific information on the university web page.

Continue to promote community service learning opportunities in coordination with the Office of Civic Engagement.

Continue to strengthen the collection of data and the assessment process in the Social Sciences.

Continue to maintain the Museum of Indigenous Peoples.

Maintain high standards of teaching and scholarship, including high standards in the College Now Program.

Work with the university to upgrade and install new equipment in Social Science classrooms.

Work to save the Social Sciences Building.

Work to maintain the presence of the Southwest Minnesota Regional Research Center with skilled staff support.

