



College of Business, Education, and Professional Studies

Dr. Raphael Onyeaghala, Dean

Annual Report 2015-2016

Department Chairpersons:

Dr. Will Thomas, Chair of Accounting

Dr. Sangnyeol Jung, Interim Chair (2015-16) of Agriculture and Applied Economics

Dr. Joyce Hwang, Chair of Culinology and Hospitality

Dr. Sonya Vierstraete, Chair of Education

Dr. Susan Jones, Chair of Finance

Deb Buerkley, Chair of Management

Dr. Michael Rich, Chair of Marketing

Laurie Johansen, Chair of Nursing

Dr. David Sturrock, Chair of Political Science

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Southwest Minnesota State University
Department of Accounting
Annual Report for the 2015/2016 Academic Year

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

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

The search to fill a 50% Finance/50% Accounting faculty position for the 2015/2016 academic year failed. We received permission to initiate another search starting in the fall rather than the spring; this resulted in hiring Dr. Ben Le for this probationary position. Not filling the position for this year resulted once again in larger-than-desired overloads for Prof. Bayerkohler and Prof. Thomas for the entire academic year. Faculty members in the department include:

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

Prof. Mark Goodenow. Prof. Goodenow has taught a range of Business Law courses at SMSU for 28 years. Business Law is included by every program in the School of Business as a major requirement and with upper-level electives.

Prof. Will Thomas. Prof. Thomas teaches Accounting for Managers, auditing and the Capstone course in addition to accounting principles. He taught Cost Accounting and Accounting Information Systems to cover for the lack of a third faculty member. He also served as department chair in our final year before our planned merge with the Finance Department.

Section II – Current Year's Activities

Teaching and Learning:

Prof. Thomas supervised 21 research projects Accounting students completed in the Capstone course. In each case, the individual or pair explored an unsettled issue in Accounting, then conducted research into the issues and presented an argument to support the group's choice of the best alternative for resolving the issue.

Prof. Bayerkohler continued to teach in the areas of financial reporting, income tax and governmental reporting. Prof. Goodenow continued to teach business law, insurance and related courses.

Because the program operated with only 2 full-time faculty members, both Prof. Bayerkohler and Prof. Thomas took on significant overloads, a situation that complicates their ability to remain current in their fields of teaching expertise. Adding 50% of Dr. Le's teaching load will reduce, but not eliminate, the need for overloads in the Accounting Program.

Prof. Bayerkohler and Prof. Thomas have encouraged students to use the outer office in CH 101 to enhance their learning. Students have made use of the space for routine studying, exam preparation, and for completing in-course simulations. Having students study near our offices allows us to address questions informally outside class before students reach a point of frustration. By paying attention to the questions students have, we are better able to target in-class learning on the elements students find more challenging. We would like to make this space more of an experiential learning lab by adding a computer with a large wall-mounted monitor. This will provide space for collaborative learning on many kinds of projects. Students who do not own computers compatible with QuickBooks, ACL, or other software used in classes will be able to use the lab computer to complete their assignments.

Scholarly and Creative Activity: Students identified and examined a broad range of research topics in the Capstone course. To complete these projects, students employed their skills in Accounting, critical thinking, creative thinking, written communication and information literacy.

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

Service to Students: Dr. Thomas served as advisor to the Accounting Club. During the year, the Club participated in the Club and Activity Fair, and other campus events. Prof. Thomas accompanied a group of students to the Accounting and Auditing Student Conference in September; participants were able to meet and talk with approximately 55 potential employers and improve their interview skills at the same time. The Accounting Club met 8 times and hosted 7 speakers. Jennie-O Turkey Store, Cargill, and Farmers' Union Industries all presented to the Accounting Club for the first time.

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

Service to the University: Members of the department take seriously the faculty's role in overseeing curriculum and in ensuring that all aspects of the University experience are properly managed. Prof. Thomas served on the Curriculum Committee this year.

Services to the Community at Large: Prof. Goodenow continued his service on the board of the Marshall-Lyon County Library. Prof. Bayerkohler continues to serve on the City Council and to volunteer in a variety of roles through his church. Prof. Thomas also serves on the Marshall-Lyon County Library Board. He was elected Treasurer of the Literacy Volunteers of Southwest

Minnesota board; in addition, he is a volunteer tutor for adult learners, particularly in math. Profs. Goodenow and Thomas are both pleased that the Marshall-Lyon County Library successfully completed construction and dedication of its new children’s wing and successfully completed a search for a new Library Director.

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

Student Learning Portfolio: In the Capstone course this spring, students selected the work products to include in their portfolios; revised them and updated as necessary; and submitted the portfolio as part of the course requirements. Program faculty who do not teach the Capstone course will review a random selection of portfolios for satisfaction of Program Goals.

Using the results of the the portfolio review, Program faculty members will be in a strong position to evaluate the areas in which students are achieving the Goals and where they are falling short. With that information, the Program will be able to modify course and program requirements to improve student learning.

Throughout the spring 2016 semester, students in the Capstone course worked with the Critical Thinking rubric adopted by the SMSU faculty for the Liberal Education Program and adopted by the Accounting program. Use of the rubric was emphasized through completion of five case analyses as well as in the design of each group’s research project. Students’ formal research projects are evaluated on the criteria in this rubric separately from grading. Results for the first two years are as follows; the complete rubric is attached:

Criterion/Year	2015	2016
1. Interpret Problems, Questions, Issues or Arguments	7.6	7.4
2. Evaluate Reasons and Evidence	7.4	7.3
3. Construct Arguments/Formulate Hypotheses	7.4	7.2
4. Reasoned Approach to Using Information	7.8	7.7
5. Dispositions Towards Critical Thinking	7.7	7.8
Average total	37.9	37.4
Emerging	1-3	
Developing	4-7	
Advanced	8-10	

Each student in the Capstone course this year submitted a complete learning portfolio to demonstrate his or her mastery of student learning outcomes in the Accounting program. Separately from grading these portfolios for course purposes, each one was re-evaluated against

the LEP Writing Rubric, which we adopted for the Accounting Program. Results for this first year are below:

Criterion	2016
1. Purpose and Audience	8.6
2. Idea development	8.1
3. Organization	8.5
4. Style	8.2
5. Conventions	8.7
6. Citing Sources	9.6

51.8

Emerging	1-3
Developing	4-7
Advanced	8-10

On the whole, data for critical thinking and writing are consistent with the conclusions that students have made acceptable progress on each dimension over the course of their time at SMSU. The program will continue to evaluate this data with a view toward identifying areas for improvement.

Section III – Five Year Plan

The Accounting Program is currently developing a five-year plan as part of our ongoing program review process. This will take account of the program review document received in June 2014 as well as recent trends in enrollment for accounting courses as well as majors. Numbers of students, numbers of sections and numbers of credits generated are lower than just a few years ago, but in proportion to overall on-campus student numbers. Our overall “profitability” figures are still comfortably positive, even though both Prof. Bayerkohler and Prof. Thomas are relatively expensive. We are planning to increase the number of majors we serve, through on-campus efforts as well as strategic 2+2 arrangements.

Assessment Plan for Accounting Program

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

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

Learning Objectives:

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

Goal 2: Communicate effectively.

Learning Objectives:

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

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

Learning Objectives:

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

Goal 4: Exercise ethical judgment and be responsible professionals.

Learning Objectives:

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

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

1 = Introduce or touch on
2 = Reinforce
3 = Significant emphasis

Critical Thinking Rubric

	Emerging	Developing	Advanced
1. Interpret Problems, Questions, Issues or Arguments	Does not distinguish arguments from non-arguments. Does not correctly identify problems, questions, or issues, even in simple contexts. Confuses premises (initial conditions, data, statements of fact, etc.) and conclusions. Takes authoritative statements as fact and/or equates opinions with evidence.	Identifies a range of deductive and inductive arguments in simple contexts. Correctly identifies problems, questions, or issues. Distinguishes between premises (initial conditions, data, statements of fact, etc.) and conclusions, but equates opinions with evidence and fails to recognize hidden assumptions.	Correctly identifies and translates problems, questions, issues, or arguments in complex contexts. Distinguishes between premises (initial conditions, data, statements of fact, etc.) and conclusions. Recognizes and articulates hidden assumptions. Understands the influence of contexts, frames, and world views.
2. Evaluate Reasons and Evidence	Does not correctly judge deductive validity and inductive strength or weakness. Does not correctly identify common fallacies and cannot explain why such reasoning is faulty. OR Makes unwarranted or unsupported claims as to the meaning of data/evidence. Ignores alternative explanations of the data/evidence.	Employs appropriate criteria of relevance, reasonableness, accuracy and sufficiency for evaluating the reasons/evidence provided in a limited range of basic argument types. Correctly identifies a range of common formal and informal fallacies in a variety of formats. OR Draws appropriate conclusions from data/evidence, but uses weak or fallacious reasoning. Recognizes there might be alternative explanations, but superficially evaluates those alternatives.	Employs appropriate criteria for judging inductive strength and deductive validity and soundness in a wide range of arguments presented in a variety of contexts and complexities. OR Draws reasonable, non-fallacious conclusions from the data/evidence. Demonstrates knowledge of alternative explanations of the data/evidence and the ability to analyze/evaluate the strengths of those alternatives.
3. Construct Arguments/Formulate Hypotheses	Has little to no ability to construct arguments. Is not aware of assumptions and contexts when constructing an argument or formulating a hypothesis. Does not consistently relate information to conclusions.	Constructs coherent arguments of a few premises. Identifies and begins to question contexts as well as own and others' assumptions. Connects information presented with conclusions; recognizes opposing viewpoints.	Constructs logically coherent extended arguments. Thoroughly analyzes own and others' assumptions and evaluates relevant contexts. Performs an informed evaluation of evidence and relates it logically to conclusions. Anticipates and responds to objections.

4. Reasoned Approach to Using Information	Takes information from sources without interpretation or evaluation, with the intention of finding right answers to display for credit. Accepts viewpoints of experts as fact, without question. Ignores contradictory perspectives.	Takes information from sources with some interpretation; begins to use texts to acquire a foundation of knowledge and to develop a coherent analysis or synthesis. Subjects viewpoints of experts to a limited amount of questioning.	Interprets and evaluates evidence to develop a comprehensive analysis or synthesis. Evaluates texts for their scholarly significance and relevance. Thoroughly questions the viewpoints of experts. Seeks out sources with differing perspectives.
5. Dispositions Towards Critical Thinking	Does not challenge own point of view or that of others; demonstrates an intellectual laziness—“it’s all just opinion.”	Demonstrates a willingness to work through complexities and frustrations inherent in thinking through different views on important issues.	Demonstrates a preference for reasoned discourse; shows a willingness to challenge ideas even when it is unpopular to do so; exhibits intellectual humility.

Preparation of this rubric drew heavily from an unpublished draft critical thinking rubric prepared by SMSU’s Philosophy faculty and from the following sources:

Association of American Colleges and Universities. (2010) “Critical Thinking VALUE Rubric.” Retrieved from www.aacu.org/value/rubrics. Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Association of American Colleges and Universities. (2010) “Reading VALUE Rubric.” Retrieved from www.aacu.org/value/rubrics. Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Facione, P., Facione, N. (1994) “Holistic Critical Thinking Scoring Rubric.” Retrieved from www.insightassessment.com/pdf_files/rubric.pdf.

Wolcott, S.K. (14 November 2009) “Critical Thinking Rubric.” Presentation document at SMSU.

Writing Rubric for ACCT 445

Rubric*	Beginning Competencies	Developing Competencies	Practicing Competencies	Accomplished Competencies
Purpose and Audience	The writing meets the requirements of the assignment, engages the audience, and demonstrates a basic familiarity with audience and purpose appropriate for professional writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates an average familiarity with audience and purpose appropriate for professional writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates an above average facility with audience and purpose appropriate for professional writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates a proficient facility with audience and purpose appropriate for professional writing.
Idea Development	The writing is clear and focused; reader can easily understand the main idea (e.g., thesis, hypothesis, research question, etc.); supporting details are suitable to audience and purpose; material drawn from external sources is incorporated into the text.	The writing is clear and focused; reader can easily understand the main idea (e.g., thesis, hypothesis, research question, etc.); supporting details are suitable to audience and purpose; material drawn from external sources is incorporated into the text. In addition, the writing exhibits a basic familiarity with the questions, values, and methods used by the particular discipline and/or genre in which the student is writing.	The writing is clear and focused; reader can easily understand the main idea (e.g., thesis, hypothesis, research question, etc.); supporting details are suitable to purpose and audience; material drawn from external sources is synthesized and integrated into the text. In addition, the writing exhibits an above average use of subject matter that provides an adequate demonstration of the student's growing familiarity with the questions, values, and methods used by the particular	The writing is clear and focused; reader can easily understand the main idea (e.g., thesis, hypothesis, research question, etc.); supporting details are suitable to purpose and audience; material drawn from external sources is synthesized and integrated into the text. In addition, the writing exhibits a proficient command of the subject matter that reveals an impressive level of depth in the student's ability to relate disciplinary content to practical examples and applications. The student provides a comprehensive

			discipline and/or genre in which the student is writing.	analysis of details, facts and concepts demonstrating the student's proficiency in his/her field of study.
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Organization	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the student demonstrates a beginning understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which the student is writing.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the student demonstrates an above average understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which he/she is writing.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the student demonstrates a proficient understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which he/she is writing.
Style	The style is appropriate for the rhetorical context and the language choices suit the audience.	The writing is clear and language is appropriate to the rhetorical context and audience but may call attention to itself in minor ways (e.g., the purpose of this paper is...; I feel that...; etc.). The student is beginning to use language in a way that is appropriate for the particular discipline and/or genre in which the student is writing.	The writing is clear and language use is precise. The student makes above average use of language in a way that is appropriate for the particular discipline and/or genre in which the student is writing.	The writing is clear and language use is precise. The student makes proficient use of language in a way that is appropriate for the particular discipline and/or genre in which the student is writing.
Conventions	The writing demonstrates a basic understanding of	The writing demonstrates an average understanding of	The writing demonstrates an above average understanding of	The writing demonstrates proficiency in the use of the

	Standard Written English in a manner that is sensitive to genre and rhetorical situation.	the conventions of Standard Written English in a manner that is sensitive to genre and rhetorical situation.	the conventions of Standard Written English in a manner that is sensitive to genre and rhetorical situation.	conventions of Standard Written English in a manner that is sensitive to genre and rhetorical situation.
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Citing Sources	Any material drawn from a source is properly documented and cited.	Any material drawn from a source is properly documented and cited.	Any material drawn from a source is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing.	All quoted material is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing.
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***Rubrics have been culled from these sources:**

- ✓ America Public University. "Undergraduate Writing Rubric (Lower Level)." *Learning Outcomes Assessment*. <http://www.apus.edu/Learning-Outcomes-Assessment/Initiatives/Rubrics-Program/Rubrics-Lower-level.htm>
- ✓ America Public University. "Undergraduate Writing Rubric (Upper Level)." *Learning Outcomes Assessment*. <http://www.apus.edu/Learning-Outcomes-Assessment/Initiatives/Rubrics-Program/Rubrics-Upper-Level.htm>
- ✓ Illinois State University. *PORTFOLIO GRADING STANDARDS: LANGUAGE AND COMPOSITION (ENGLISH 101)*. <http://www.english.ilstu.edu/writingprogram/Grading.PDF>
- ✓ Mankato State University. *General Education Goals and Competencies for English*. <http://english.mnsu.edu/genedgoals.htm>
- ✓ Oregon Department of Education. *Official Scoring Guide, Writing*. <http://www.ode.state.or.us/teachlearn/testing/scoring/guides/2004-05/writingscoringguide0405.pdf>

School of Education

Education Department
Undergraduate & Graduate Programs
AY2015-2016



Section I. Department Description & Overview

The School of Education plays a vital role at Southwest Minnesota State University and in the region. Being a dynamic school within SMSU, the Education department has experienced changes in the 2015-2016 academic year. The faculty in the Education and Physical Education programs moved forward to enhance growth in our current programs and to develop new programs at both the undergraduate and graduate levels.

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

At the graduate level, the Education Department was pleased to receive approval from the Board of School Administrators (BOSA) to offer the Education Administration licensure for Principal, Superintendent, and Director of Special Education in April of 2014. The first cohort for this program began Fall 2015 with the summer leadership institute in July of 2015. Plans are underway to allow candidates in these new programs to earn an Education Specialist degree, or Ed.S. This will be the first degree offered at SMSU beyond a master's degree, and remains to be moved through the MnSCU and HLC approval systems.

The School of Education hired one new faculty member for AY15-16, Ms. LeAnne Syring, who taught Special Education and Early Childhood Special Education undergraduate courses. Additionally, Ms. Kandy Noles-Stevens joined the faculty as a sabbatical replacement for Dr. Rhonda Bonnstetter; she served as an instructor in technology and middle and secondary methods as well as advisor to students.

The collaboration with the SouthWest/WestCentral Service Cooperative has continued efforts to offer a nonconventional licensure program for Special Education to serve teachers on a variance and paraprofessionals who would like to obtain licensure. Key faculty involved include: Dr. Rhonda Bonnstetter, Ms. LeAnne Syring, Ms. JoAnne Hinckley, Ms. Michelle Beach, and Dr. Sonya Vierstraete. Dr. Bonnstetter graciously assumed the lead of this taskforce while on sabbatical. Rhonda testified at the legislature to help secure funding for the SPED nonconventional.

The *Education Programs* have developed the following mission and vision statements, along with the programs' core values. A committee consisting of Dr. Mary Risacher, Ms. JoAnne Hinckley, and Dr. Sonya Vierstraete convened to review the Conceptual Framework.

Mission: The mission of the Professional Education Program at SMSU is to create communities of practice where each learner is an active participant in the investigation of

learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in education.

Vision: Communities of practice investigating learning and teaching.

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

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

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

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

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

Physical Education Program Goals:

A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (NASPE Standards 3 & 6)
- 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources
- 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (NASPE Standard 2)

- 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.
- 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
- 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

The coaching certificate was made available to students for the first time. The certificate is fewer credits than the minor, and provides MSHSL – Minnesota State High School League certification. SMSU is currently the only higher education institution in partnership with the MSHSL.

Faculty and Staff in the School of Education:

During the 2015-2016 academic year, members of the School of Education included 16 full-time faculty, 9 coaches, and several adjunct faculty.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chair
- Dr. Sharon Kabes, Director of Graduate Education
- Dr. Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Sonya Vierstraete, Interim Director of Assessment & Accreditation

Faculty: The following were members of the faculty of the School of Education in 2015-2016:

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

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

Dr. Rhonda Bonnstetter – on sabbatical during the AY1516.

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

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

Dr. Sharon Kabes – taught in both the on- and off-campus graduate programs, and also acted as Director for the Graduate programs in Education

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

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

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

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

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

Ms. Kandy Noles-Stevens - taught in undergraduate programs with a focus on secondary and K-12 programs as the sabbatical replacement for Dr. Rhonda Bonnstetter

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

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

Dr. Debbie VanOverbeke - taught in the undergraduate ECE & ELED programs as well as on-campus graduate programs

Dr. Sonya Vierstraete - served as Department Chair, and taught in the undergraduate and on-campus graduate programs as well as the interim Director of Assessment & Accreditation.

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

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

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

Brad Bigler - Physical Education & Men's Basketball Coach

Paul Blanchard - Physical Education & Baseball Coach

Terry Culhane - Education, Physical Education, & Volleyball Coach

Jamie Dunn - Education, Physical Education, & Softball Coach

Erin Kasmarik-Mallett - Physical Education & Soccer Coach

Allison Kruger - Physical Education & Women's Basketball Coach (resigned March 2016)

Jesse Nelson - Physical Education & Wrestling Coach

Cory Sauter - Physical Education & Football Coach

Staff: The following were staff members of the School of Education in 2015-2016:

Carol Bossuyt - Office & Administrative Specialist Senior (July - November 2015)

In addition to Carol's position description duties, she also helps with prospective student visits as needed; she met with six students during the 2015-2016AY and supervised one student-worker.

Jennifer Swanson - Office & Administrative Specialist Senior (February - June 2016)

Tobiloba "Tobi" Adegbuyi - Graduate Assistant, supervised by Dr. Sharon Kabes, Director of Graduate Education (Graduated 12.2015)

Upashana Rathod - Graduate Assistant, supervised by Dr. Sharon Kabes, Director of Graduation Education (began in the winter of 2015-2016 under the training of Tobi)

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

Jill Dopp - Customer Service Specialist Intermediate (48%)

Faye Johnson - Field Experience Coordinator

Customer Service Specialist Senior (70%)

Undergraduate Education Programs: The undergraduate education programs offer licensure to Teacher Education Program candidates in three areas. Early Childhood Education (ECE) provides licensure for students ages birth - grade 3. ECE is offered in two formats: on campus and through the 2 + 2 distance learning program via articulation agreements with community/technical colleges in the MnSCU system.

Elementary Education provides licensure for students in grades Kindergarten - grade 6 with optional endorsements in the following areas: Pre-primary Education (adds ages 3-5), Communication Arts (adds grades 5-8), Mathematics (adds grades 5-8), Science (adds grades 5-8), Social Sciences (adds grades 5-8), and K-8 World Languages & Cultures - Spanish (Spanish was suspended during the AY15 and the Spanish minor is being reinstated for AY16).

Secondary/K-12 Education provides licensure for students in nine content areas. They are licensed for varying grade levels as mandated by the Minnesota Board of Teaching. These licensure programs include: Art Education (grades K-12), Biology Education (grades 9-12), Chemistry Education (grades 9-12), Communication Arts Education (grades 5-12) with emphases in either English Literature or Speech, Mathematics Education (grades 5-12), Early Childhood Special Education (grades birth-grade 3) Music with emphases in either Vocal or Instrumental music, Physical Education (grades K-12), Social Sciences (grades 5-12), Special Education (grades K-12), and Teachers of English as a Second Language (TESL, grades K-12). Due to budget constraints, the K-12 Spanish license is discontinued.

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

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

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

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

SMSU was also the recipient of a second grant through MnSCU to offer courses in teaching and pedagogy to train community/vocational college instructors throughout the state. This

program has continued during the past academic year. Dr. Ellen Radel (retired) took on the responsibilities for directing this program this past year and also acted as an instructor for some of its classes. Patricia Linehan assisted in offering these courses along with Cheryl Neudauer.

An ongoing collaboration in the Graduate Education program with Doctoral students from Udonthani Rajabhat University in Thailand. The program is an intensive three-week class. The group visited schools in the area, along with selected businesses and non-profit organizations. The class was taught by Dr. Sharon Kabes in collaboration with Ms. JoAnne Hinckley and Dr. Dennis Lamb. Robert Larsen is also instrumental in this program.

The graduate education programs model the National Board of Professional Teaching Standards and the National Partnership for Excellence and Accountability in Teaching Characteristics of Effective Professional Development.

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

- 10.1 Educators recognize individual differences in their students and adjust their practice accordingly.
- 10.2 Educators have an understanding of how students develop and learn.
- 10.3 Educators treat students equitably.
- 10.4 Educators' mission extends beyond developing the cognitive capacity of students.
- 10.5 Educators affirm the commonalities and differences of students and all humans.

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

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

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

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

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

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

Standard 5. Educators are members of learning communities.

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

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

Section II – Faculty Involvement & Activities Highlights

A. Teaching, Learning, and Additional Assignments Highlights

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

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

Dr. Michelle Beach rewrote several of her online courses to adapt and to add accessibility features to meet the needs of students with disabilities. Dr. Beach attended a Quality Matters presentation and began the process of integrating QM rubric components to her courses in anticipation of future QM evaluation.

Dr. Rhonda Bonnstetter taught for 11 weeks at Worthington High School while on sabbatical as part of a long-term substitute teaching position for a maternity leave. She taught 2 sections of EL/SPED Algebra I and one section of Geometry in a 90-minute block

schedule. She also attended the math department's PLCs and mentored two new math teachers in the department.

Ms. JoAnne Hinckley co-facilitated a three-week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Sharon Kabes & Dr. Dennis Lamb during fall 2014.

Dr. Sharon Kabes launched the first Administrative Licensure program AY215-2016 with a five-day Leadership Academy. Fifteen students joined the Administrative Licensure Learning Community and began their two-year program for licensure as K-12 principals. The program for Superintendents be launched in fall of 2016.

Dr. Dennis Lamb co-facilitated two learning communities:
Park Rapids Learning Community – 17 Students
Brainerd Learning Community – 28 Students

Dr. Mary Risacher served as Director of the 2 + 2 Early Childhood Distance Learning Program for the 2015-2016 academic year. She updated policies and procedures in the Early Childhood Distance (2+2) Handbook. Mary has aligned coursework to EdTPA and assisted with EdTPA for Student Teachers and PSTE Students

Dr. Wendy Schoolmeester implemented the first time *Education Undergraduate Action Research Conference* at the Schwan's Regional Event Center April 8, 2016. This was a change from previous Action Research presentations. Wendy Skyped with well – known Author and Speaker Dave Burgess, author of *Teach like a PIRATE*. She also coordinated and carried out Elementary Clinical in Lynd and Park Side.

Dr. Paulette Stefanick developed ED 447/547 Teaching of Literacy to an online format. She served as the committee chair for graduate level action research projects, and has served as a mentor for the new Education faculty member – LeAnne Syring.

Ms. Kandy Stevens successfully provided instruction and assessment for assigned courses in the Fall (4 sections of ED102, 1 section ED301) and Spring (3 sections of ED102, and ED407/413 which was changed to ED296). Accepted supervision assignment not originally included in my duties and added an Education Internship to my duties. Additionally had 4 edTPA revision candidates for student teachers. Also assisted with graduation portfolio reviews of 6 teacher educator graduating students. Additionally, Created a class blog for ED102 which provided answers to student generated questions.

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

Ms. LeAnne Syring successfully provided instruction in her assigned courses in both on-campus and on-line formats. She also actively connected with her assigned advisees as well as advising prospective students. Inquiries were answered in both the undergrad and graduate special education programs. Ms. Syring was a member of Individualized Interdisciplinary Major Committee for a student who chose Disability Advocacy in New Media as her major. Ms. Syring participated in the first meeting of the Teacher Education Advisory Council.

Dr. Debbie VanOverbeke taught a variety of courses at the UG and Grad levels. Additionally, Debbie served as the Committee Chair for six Graduate Level Action Research Projects that were completing in Spring 2016. She also chairs ten additional projects that will complete in Spring 2017.

Dr. Sonya Vierstraete served as the Chairperson for the School of Education. She teaches and advises She also served as SMSU's Faculty Athletic Representative. She also served on the SmSUFA Executive Committee and Strategic Planning Committee.

Dr. Tanya Yerigan taught the on campus graduate course "ED 624 Action Research Project Design" to 20 online graduate students in addition to her learning community load. As students requested, she developed and is offering a package of graduate courses for summer session 2016. This 10-credit package of courses offered area educators an intensive and meaningful professional development opportunity while also making a contractual lane change. She incorporated a spiral-design curriculum along with detailed syllabi and rubrics. These courses are student-driven/directed while maintaining rigor with relevance. To date, with a dozen teachers taking the courses, this will bring over 120 graduate credits (AE) to the university. Dr. Yerigan is working on a similar fall offering and mentoring another faculty (Dr. Richardson) to do the same.

B. Scholarly and Creative Activity Highlights

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

Dr. Michelle Beach appeared on the inaugural Pioneer Public Television Compass broadcast titled "Teacher Shortage" aired January 31, 2016. She was an invited content book editor for Routledge, Taylor & Francis Group during the 2015-2016 academic year. Dr. Beach was also an editor and peer reviewer for *Journal of Research in Childhood Education*, a quarterly peer-reviewed Journal. Dr. Beach was selected as a member of the Editorial Board for Center of Scholastic Inquiry (CSI).

Dr. Beach, with Angela Bagne of MSCTC, were invited speakers for the Pennsylvania Higher Education Consortium during the virtual conference held February 17-19, 2016. The presentation was titled, "Implementing Effective Methods to Increase Online Accessibility for Students with Disabilities in Higher Education."

Dr. Beach and Angela Bagne won the Outstanding Poster Presentation Award at the Society for Information Technology and Teacher Education International Conference (SITE) held March 21-26, 2016 in Savannah, GA. The title of the poster was "Practical Solutions to Include Students with Disabilities in your Online Courses without Giving up your Weekends."

Dr. Beach also presented in Kona, Hawaii on a variety of topics including:

Beach, M., Stefanick, P. & VanOverbeke, D. **Setting up a University iPad Lab for Preservice Teachers to Develop Technology Skills for the Classroom.** Presented to the World Conference on E-Learning, Kona HI, Oct 19-22, 2015.

Beach, M., Bagne, A., Nei, K., Stefanick, P., VanOverbeke, D. **Integration of Accessibility Features to Increase Access to Online Courses in Higher Education.** Presented to the World Conference on E-Learning, Kona HI, Oct 19-22, 2015.

Dr. Beach also published her works. For example:

Beach, M., Stefanick, P. & VanOverbeke, D. (2015). Setting up a University iPad Lab for Preservice Teachers to Develop Technology Skills for the Classroom. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 267-271). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Dr. Rhonda Bonnstetter -wrote and published a textbook for SMSU's ED 102 Technology: Classroom Applications and Portfolio Development course.

Bonnstetter, R. (2016). *Teaching with technology: A guide for pre-service educators.1st. Ed.* San Diego, CA: Cognella Academic Publishing.

Dr. Dennis Lamb was invited to be the keynote speaker at the Undergraduate Action Research Conference - SMSU

Dr. Sharon Kabes reviewed over 35 textbooks for the Administrative licensure courses and have selected those which she feels will provide the best information and training for the principal candidates.

Dr. Mary Risacher completed her doctoral studies in Curriculum and Instruction through the University of South Dakota in Vermillion, SD; her research topic is Self-Efficacy of Pre-Service Early Childhood Teachers in an Online Environment Versus a Traditional College Setting. She submitted her manuscript for Publication JLOR April 2016

Dr. Wendy Schoolmeester presented the following:

- 2016 - *Oh, The People You'll Meet If Only You'll Tweet*, 60-minute session, National ASCD Conference, Atlanta, GA, April 2 with Dr. Sonya Vierstraete.
- 2016 - *Get a First Down in Branding with Social Media*, MELT Conference, Lac Qu Parle, MN January 18, 2016.
- 2015 - *Get a First Down in Branding with Social Media*, MREA Conference, Brainerd, MN, November 16, 2015.
- 2015 - *Using Bloom's Taxonomy Web 2.0 Tools in the College Classroom*, Presentation for Center for Scholastic Inquiry Research Conference, Charleston, SC. October 28 - 30 with Dr. Sonya Vierstraete.
- 2015 - *Batter Up: Social Media for Principals*, 2-hour session for up-coming principals at SMSU for the Admin program under Sharon Kabes leadership, October 10, 2015.
- 2015 - *7 Practical Tips to NURTURE Teachers to be their Best*, 90-Minute Session, NAESP Annual Conference, Long Beach, CA, June 30. Was supposed to present with Dr. Sonya Vierstraete, however, sadly her nephew passed away and she had to stay back for his 'Celebration of Life.'

Dr. Paulette Stefanick had numerous presentations and publications:

VanOverbeke, D., & Stefanick, P. (2016). Pinterest + Research = Preservice Teachers' Strategic Use of Instructional Strategies. In *Proceedings of Society For Information Technology & Teacher Education International Conference 2016*. Chesapeake,

VA: Association for the Advancement of Computing in Education (AACE).

This paper was presented at the *Society For Information Technology & Teacher Education International Conference (SITE)* in Savannah, Georgia, March 2016. It received high scores from the reviewers and was recommended for submission for publication in an additional AACE journal.

VanOverbeke, D., Stefanick, P., Beach, M., & Christensen, A. (2015). Preservice Teachers + Pinterest = Engaging Content Development. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 158-161). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). This paper/poster presentation was presented at the *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* conference in Kona, Hawaii, October 2015.

Beach, M., Stefanick, P., & VanOverbeke, D. (2015). Setting up a University iPad Lab for Preservice Teachers to Develop Technology skills for the Classroom. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 267-271). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). This paper was presented at the *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* conference in Kona, Hawaii, October 2015.

Ms. Kandy Stevens has been accepted into two doctoral programs - Walden University and University of South Dakota. Her book, *the redbird sings the song of hope*, was accepted for publication with Westbow Publishing House. She received and accepted numerous engagements to be a speaker in the region.

Ms. LeAnne Syring successfully completed her coursework for her PhD. studies from Northcentral University. She continued to do research work toward her dissertation study.

Dr. Debbie VanOverbeke had numerous presentations and publications:

VanOverbeke, D., & Stefanick, P. (2016). Pinterest + Research = Preservice Teachers' Strategic Use of Instructional Strategies. In *Proceedings of Society For Information Technology & Teacher Education International Conference 2016*. Chesapeake,

VA: Association for the Advancement of Computing in Education (AACE).

This paper was presented at the *Society For Information Technology & Teacher Education International Conference (SITE)* in Savannah, Georgia, March 2016. It received high scores from the reviewers and was recommended for submission for publication in an additional AACE journal.

VanOverbeke, D., Stefanick, P., Beach, M., & Christensen, A. (2015). Preservice

Teachers + Pinterest = Engaging Content Development. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 158-161). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). This paper/poster presentation was presented at the *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* conference in Kona, Hawaii, October 2015.

Beach, M., Stefanick, P., & VanOverbeke, D. (2015). Setting up a University iPad Lab for Preservice Teachers to Develop Technology skills for the Classroom. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 267-271). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

This paper was presented at the *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* conference in Kona, Hawaii, October 2015.

Dr. Sonya Vierstraete co-authored a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living' with Dr. Wendy Claussen, which launched in February 2014 at www.educonnections.org. She also presented at:

- 2016 - *Oh, The People You'll Meet If Only You'll Tweet*, 60-minute session, National ASCD Conference, Atlanta, GA, April 2 with Dr. Sonya Vierstraete.
- 2015 - *Using Bloom's Taxonomy Web 2.0 Tools in the College Classroom*, Presentation for Center for Scholastic Inquiry Research Conference, Charleston, SC. October 28 - 30 with Dr. Sonya Vierstraete.

Dr. Tanya Yerigan has conducted research and is writing papers on learning community program outcomes, Facebook marketing, and millennial information access.

- Dr. Yerigan's research organization has continued to publish three refereed and scholarly journals, fund and offer research endowments to colleagues across the nation, and organize/offer an annual international academic research conference.
- Dr. Yerigan continues to focus on her long-term research projects which include childhood trauma, toxic stress, teacher sexual misconduct, facilitated learning, and reflective practice.
- The year, Dr. Yerigan has accepted several invitations to present on various topics of relevance. A few presentations she has given include an international presentation (*Writing Right: Getting Published*) Charleston-SC and several local/state-wide presentations including:
 - LQPV School District
Education's Silent Opponent: Toxic Stress...Changing Everything
 - Lakeview School District

Educator Boundaries: A Professional Necessity & Student Safeguard!

- MELT Conference
Don't Hurt the Money: Navigating Life with Trauma-Induced Brain Damage
- MELT Conference
Education's Silent Opponent: Toxic Stress...Changing Everything
- Chokio-Alberta District
Education's Silent Opponent: Toxic Stress...Changing Everything

C. Professional Development Highlights

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

Dr. Francis Albitz completed the Dartfish certification course in Summer, 2013, and became one of only a little more than 100 individuals who are Dartfish Technician Certified. Today the Dartfish software program is a required component of the online Master of Science Degree in Physical Education: Coaching of Sport Program. Frankie serves as the lead facilitator of this program.

Dr. Michelle Beach attended two international conferences, one regional conference, and one state conference, including the International Society for the Integration of Technology into Teacher Education conference in Las Vegas, NV as well as the International Literacy Association 60th Annual Conference in St. Louis, MO in July 2015. Dr. Beach attended the following conferences during the 2015-2016 academic year:

- International Literacy Association, St Louis, Missouri, July 16-22, 2015.
- edTPA State Summit, St. Cloud, Minnesota, September, 2015.
- World Conference on E-Learning, Kona, Hawaii, October 16-27, 2016
- National Council of Teachers of Mathematics Regional Conference (NCTM), Minneapolis, MN, November 10-14, 2015.
- Future of Education Technology International Conference, Orlando FL, January, 2016.
- Pennsylvania Higher Education Consortium virtual conference, February 17-19, 2016.
- Society for Information Technology and Teacher Education International Conference (SITE), Savannah, GA, March 21-26, 2016.

Dr. Beach attended several webinars, such as the series "You've Assessed; You have the Data; Now What? Early Childhood Webinar Series," December 8, 2016.

Dr. Beach is a member of the following professional organizations:

- National Council of Teachers of Mathematics (NCTM).
- International Literacy Association (ILA).
- Association for the Advancement of Computing in Education (AACE).
- TODOS: Mathematics for All International Organization.
- Arizona Teachers of English to Speakers of Other Languages [AZTESOL]
- TESOL International Association (invited membership)

Dr. Rhonda Bonnstetter attended the National Council of Teachers of Mathematics regional meeting in Minneapolis, MN in Nov. 2015, including a full day pre-session conference on Orchestrating Productive Discussions in Mathematics. She also attended an 8-hour Youth Mental Health First Aid training in Worthington. She became trained as a National EdTPA Academy Consultant, and earned her certification as a Microsoft Faculty Fellow in Technology Enriched Instruction.

Dr. John Engstrom participated in numerous professional development seminars, conferences, and courses, including *Common Core & Literacy Strategies: History/Social Studies* through ASCD; *Power of Formative Assessment in Action* Minnesota ASCD Annual Conference; *How We Learn* from University of Utah; and several offerings through the University of Minnesota and Whitewater Learning.

Dr. Dennis Lamb attended the Graduate Learning Conference at SMSU.

Dr. Mary Risacher incorporated Universal Design for Learning UDL and Teach Like a Pirate TLAP strategies into her coursework.

Dr. Wendy Schoolmeester is an active participant in Twitter chats and has attended the following:

- *Center for Scholastic Inquiry Research Conference, Charleston, SC. October 28 – 30, 2015
- *Minnesota School Board Association 95th Annual Conference at the Minneapolis Convention Center January 14 – 15, 2016
- *Minnesota Elementary School Principal Association Institute 2016 Bloomington, MN February 3 – 5, 2016
- *Association of Supervision and Curriculum Development Annual Conference, Atlanta, GA April 2 – 4, 2016

Dr. Paulette Stefanick attended the following conferences: *27th Annual Society for Information Technology & Teacher Education (SITE) Conference*, Savannah, Georgia, March 21-25, 2016; *E-Learn 2015--World Conference on E-Learning*, Kona, Hawaii, October 19-22, 2015; *International Literacy Association (formerly IRA) 60th Annual Conference*, St. Louis, Missouri, July 17-20, 2015; and *6th Annual Minnesota edTPA Summit*, St. Cloud University, St. Cloud, MN, October 7, 2015.

Dr. Kandy Stevens took courses to complete the renewal of her Minnesota teaching license. She successfully completed a national laboratory safety course to better equip my secondary science students for the demands of 5-12 science teaching. She co-presented with SMSU students at the MnSTA MNCOSE (Science Teachers Conference), and she was elected to represent the southwest region of Minnesota on the community board of Minnesota Air and Space Coalition.

Ms. LeAnne Syring added visibility to the ECSE program on the state website, correcting an oversight. Ms. Syring is working with the SWSC to coordinate the Autism licensure program with a cohort of candidates in place for summer 2017. She attended two conferences:

- Autism & Asperger's Syndrome Conference, Sioux Falls, SD
- Autism Society of Minnesota State Conference, Minneapolis, MN

Dr. Debbie VanOverbeke attended a variety of conferences:

1. International Conference Attendance
 - 27th Annual Society for Information Technology & Teacher Education (SITE) International Conference, Savannah, Georgia. March 21-25, 2016
 - E-Learn 2015 World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Kona, Hawaii, October 19-22, 2015
 - International Literacy Association 60th Annual Conference, St. Louis, Missouri, July 17-20, 2015
2. Regional Conference Attendance
 - Minnesota Reading Association Meeting: *Policy Issues in Literacy: Emerging Digital Literacies*, Hamline University, January 15, 2016
 - 2015 National Council of Teachers of Mathematics Regional Conference & Exposition, Minneapolis, Minnesota, November 11-13, 2015
 - 6th Annual Minnesota edTPA Summit, St. Cloud University, St. Cloud, MN, October 7, 2015
3. Local Conference Attendance
 - SMSU Assessment Day, SMSU Conference Center, Marshall, Minnesota, February 5, 2016

Dr. Sonya Vierstraete participated in professional development and experienced specific learning opportunities at conferences such as the CSI Conference in Charleston, South Carolina, the ASCD Conference in Atlanta, Georgia and the NCAA Convention in San Antonio, Texas.

Dr. Tanya Yerigan continues to study the publication process to improve quality opportunities for higher education faculty to publish. In addition, Dr. Yerigan has used what she has learned to continue the successful sharing of two of her publications with "editions" and "reprinting". *Research & Writing Right: Piecing Together & Sharing Meaningful Research* is entering its second edition and 2nd printing and another of her books, *No Ordinary Son: A*

Journey through Death & Living Again, is putting out a new edition and its 5th printing.

- In an effort to assist with learning community marketing, Dr. Yerigan has conducted a review of the literature on the following topics. This information was then utilized to design and implement separate research projects including the following:
 - Facebook Marketing
 - Inbound Marketing
 - Millennial Information Acquisition and Decision Making Process

D. Service to Students Highlights

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

Scholarships

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

Ann C. Peters Scholarship: (JR academic standing)

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

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

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

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

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

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

1 Early Childhood Education
1 Elementary Education

1 Secondary/ Education
(half distributed Fall; half distributed Spring)

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

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

Golden Rule Scholarships: (SR woman academic standing)

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

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

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

Robert Schwerin Memorial Scholarship: (SR Education Major)

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

Kelsey Eberle: \$500 renewable

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

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

The Education Minnesota Student Program (EMSP), a student organization sponsored by the Education Department, provides professional development, learning activities, grants, and social programming for all education students. Faculty members serving as advisors for this student group for 2015-2016 was Dr. Wendy Claussen Schoolmeester.

Dr. Michelle Beach conducted 3 prospective student visits as requested by the Admission Office. She assisted at 7 Registration Days hosted by the Admission Office. She also assisted with 3 of the Mustang Visit Days throughout the academic year. Dr. Beach served as Committee Chair for Research for 1 on-campus graduate student, and assisted with Grad portfolios and edTPA reviews. Dr. Beach conducted 4 individual Graduate Portfolio Reviews required of candidates to meet part of Minnesota licensure requirements. Dr. Beach assisted 5 student teachers with edTPA remediation and assisted 7 PSTE students with edTPA remediation. Dr. Beach responded to numerous inquiries about the 2 + 2 program and the ECSE program via phone and e-mail throughout the academic year, and distributed brochures advertising several SMSU programs and

majors throughout the state. Dr. Beach and served as the advisor for 67 Early Childhood distance and ECSE majors.

Dr. Rhonda Bonnstetter assisted with the July 2015 student registration day. Found funding and took 2 SMSU Mathematics Education students to the Minnesota Council of Teachers of Mathematics spring conference in Duluth (April 2016).

Dr. John Engstrom aimed to visit the classroom of each of his graduate students once during their two-year program with SMSU. In the past two years he visited candidates in seven school districts in South Dakota and Iowa as part of this commitment to his students. He also supervised the graduate action research for the students in his learning communities.

Ms. JoAnne Hinckley conducted 14 student visits as requested by the Admission Office, and assisted with the evaluation of transcripts for many Special Education graduate students who contacted the School of Education directly. She also assisted with 4 Registration days throughout the academic year. She acted as the graduate advisor to many students in Special Education, and also conducted the Graduate Portfolio Review required of each of these candidates on an individual basis as part of the licensure requirements.

Dr. Sharon Kabes-chaired many on campus graduate committees and provide feedback on research projects. Sharon attended the undergrad research presentations and clinicals as well. She is currently teaching independent studies for several graduate students.

Dr. Dennis Lamb invited a guest speaker, Mike Heikes, to the Park Rapids Learning Community.

Dr. Mary Risacher conducted 9 prospective student visits as requested by the Admission Office along with registration day activities. She served as an advisor to 70+ ECE online students.-campus scholarship program.

Dr. Wendy Schoolmeester conducted 11 prospective student visits as requested by the Office of Admission. She also served as the lead advisor for Education Minnesota Student Program (EMSP), an university supervisor for pre-student teachers, an undergrad advisor, mentor for student mentees, morning meetings during Classroom Management, facilitated the UG AR Conference, assisted with Graduation portfolios, edTPA review, and graduate line-up for commencement.

Dr. Paulette Stefanick conducted 12 prospective student visits as requested by the Admission Office. She assisted student teachers with questions on the Elementary Literacy

edTPA during the support session offered in the spring semester. She serves as a graduate advisor for reading licensure candidates and conducted Reading Licensure portfolio reviews as well as chairing and serving on action research committees. She served as an action research reviewer and clinical supervisor.

Ms. Kandy Stevens organized a 2-day clinical experience at Canby High School for ED301. She wrote a Foundation Grant to attempt to improve education majors retention in College Algebra, and worked with four undergraduate students to present at MnSTA.

Ms. Marilyn Strate supervised approximately 30 internships for students in Recreation and Sports Management over the past 5 years.

Ms. LeAnne Syring served students by:

- Advising Days -99% contact rate
- 15 Prospective Student Visits
- 3 New Student Registration Days
- 3 Mustang Visit Days
- 1 Admitted Student Day

Dr. Debbie VanOverbeke conducted 8 prospective student visits as requested by the Admission Office. She assisted teacher candidates with implementation of the edTPA into math methods and assisting at edTPA support sessions. She assisted in Reading Licensure portfolio reviews as well as with the Graduate Program Open House in May. She also served as an advisor for numerous graduate students on their action research projects. Debbie advises approximately 90 undergraduate and graduate students. She assists with clinical supervision and advising days.

Dr. Sonya Vierstraete conducted 16 prospective student visits as requested by the Admission Office. She assisted at 4 Registration Days hosted by the Admission Office. She also assisted with 2 of the Mustang Visit Days throughout the academic year. She assisted student teachers with questions on the Elementary Literacy edTPA during the support session offered in the spring semester. Dr. Vierstraete acted as the graduate advisor to several students in the areas of Reading and Teaching English as a Second Language; she conducted licensure portfolio reviews for these programs. She is also an active supporter of SMSU Mustang athletics, attending SAAC - Student-Athletes Advisory Council meetings.

Dr. Tanya Yerigan has offered to chair an additional 12 research committees on top of the 30+ she was already chairing as a service to the online math and English cohorts/students.

- Dr. Yerigan has started a database of speakers (based on excellent graduate students' action research projects). She is actively sharing this list with area school districts as well

as getting the speakers started by mentoring/inviting them to co-present with her. Dr. Yerigan developed this model as a way to promote her former students' research as well as promote SMSU as an institution of educator choice.

- Dr. Yerigan is utilizing her publishing company, *Infinitely Yours Publications*, to assist a former student (local teacher) in publishing her children's book.
- For any of her students, Dr. Yerigan offered to conduct free inservices within their home districts. Dr. Yerigan was contacted and scheduled within several. She also used these inservices as opportunities to share about the learning community program.
- Dr. Yerigan volunteered to assist a former learning community student obtain his doctorate by assisting with his research as well as serve on his doctoral committee.

E. Service to University & Community Highlights

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

Dr. Francis Albitz served as the faculty advisor for all 25 graduate students in the initial cohort of the online Master of Science Degree in Physical Education: Coaching of Sport Program.

Dr. Michelle Beach - served on several committees, including the Committee for Institutional Analysis (CIA), the Diversity and Inclusion Committee, the Student Technology and Fee Committee, and the University Advisory Technology Committee. Dr. Beach also served on the Cultural Diversity Committee, the Academic Technology Committee, the Multicultural Issues Committee and the Academic Technology Work Group.

At the state level, Dr. Beach was one of two faculty representatives on the MnSCU Faculty Credentialing Committee and was a member of Ad Hoc IFO Committee for Faculty with Disabilities.

Dr. Beach is a member of the Southeast Technical College Advisory Board, the Hennepin Technical College Advisory Board, and Child Aware - T.E.A.C.H., which is the state advisory for Early Childhood Professionals.

Dr. Rhonda Bonnstetter is active in the SMSU Ag Advisory Council as well as the Minnesota Council of Teachers of Mathematics Foundation Board. She volunteers for United Way - appearing in their fundraising campaign materials, and as a grant reviewer for the Community Impact Grants. She has served as a Program Review Panel member with the MN Board of Teaching and served as treasurer for MACTE. She has participated in the MTLE Item Validation and Standard Setting for the new basic skills exams for teacher licensure.

Dr. John Engstrom served on the Graduate Council and volunteered with the Mountain Lake high school trap shooting team.

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

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

Dr. Mary Risacher presented with the department to the BOT Presentation regarding the 2+2 ECE Nonconventional program. She served as the lead for the Two-Year Partnership Liaison Meetings and volunteers in the classroom.

Dr. Wendy Schoolmeester served on university on search committees, provided prospective students tours, attended National College Fair, Casino Night volunteer, attended recognition dinners and Homecoming Gala Ball and other activities. Wendy taught Gold College in March, and was a Tour of Tables participant in Pipestone. She was a Good Samaritan Village Advisory Board Member in Pipestone, and School Board Chairperson for Pipestone.

Dr. Paulette Stefanick served on the Professional Improvement Grant committee. She served on the SPED search committee. She is serving her second 4-year term as an elected member of the City Council for Garvin, MN. She is a member of the Garvin Auxiliary and is active in guild work at St. Mary's Catholic Church in Tracy, MN.

Ms. Kandy Stevens participated/participating on three search committees. She participated in a book study with other faculty members to address self-regulated learners and assessment. Kandy coached the Special Olympics. She served as Executive Director of Reed Stevens Memorial/Legacy Programs, and she served on the philanthropy board of Modern Woodmen and as leader of Youth Service Club.

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

Ms. LeAnne Syring has served the SMSU and regional community:

- Academic Affairs Committee Member
- ECSE Higher Ed Consortium Member

- Casino Night Volunteer
- Junior Achievement Program Volunteer-1st & 2nd Grade classroom-Samuel Lutheran School in Marshall, MN
- Active Member of Hazel Run Lutheran Church; organist, altar guild, music and worship committee

Dr. Debbie VanOverbeke served on the SmSUFA Executive Committee, Long Range Planning Committee (chair), and the University Strategic Planning Committee, Graduate Council, Institutional Review Board as well as the state-wide Salary Equity and State Graduate Committees. Debbie also helped with Math Master Regional Event Grade 5 and 6 Competition held in Marshall, Minnesota on April 14, 2016. She serves on the Lake Shaokaton Lakeshore Association Board of Directors and serves as the treasurer for the Southwest MN Math Teachers.

Dr. Sonya Vierstraete served on the SmSUFA Executive Committee as Vice-President, and the University Strategic Planning Committee. She also served the Intercollegiate Athletic Advisory Committee (chair). She served on the search committee for the Vice-President of Enrollment Management and Student Success position. Additionally, she served as the VP for the Junior Achievement board. She has helped with ESL testing at Marshall Public Schools. She served as the Continuing Education Chair for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools) and an active member on the Education Advisory Committee for the Holy Redeemer School in Marshall. She also volunteered in classrooms at area schools.

Dr. Tanya Yerigan used her research to develop and host a learning community marketing retreat. She will be hosting three subsequent retreats throughout the summer that will focus on learning community program design/offerings and marketing.

- This year, Dr. Yerigan served on the graduate curriculum committee.
- Dr. Yerigan assisted with marketing by attending special meetings and working closely with Cori Ann on marketing endeavors, publication, timelines, and incentives.
- By taking notes and submitting minutes, Dr. Yerigan served as the official recorder for all learning community meetings.
- Dr. Yerigan developed a joint learning community Facebook page. This Facebook page was developed as an outlet to give back to education (95%) and marketing (5%). To generate student-driven content for this page, Dr. Yerigan designed and distributed the *content generating template* (print and digital) for distribution by the other faculty to their students.

SECTION III: Assessment

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

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

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

Checkpoint I: Admission to the Teacher Education Program

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

- 1.) Must have completed 45 semester credits, and will have completed 60 credits by the end of the term in which the student is applying.
- 2.) Must have a minimum cumulative GPA of 2.8, with specific minimum grade requirements in the following courses: ENG 151 Academic Writing, B- ; COMM 110 Essentials of Speaking and Listening, B- ; MATH 110 College Algebra, C (or passing of the Math MTLE for ECE and Secondary majors); all Education and Special Education courses must have a minimum grade of C. A student can be considered for conditional admission under Option B if they have a cumulative GPA of 2.8 in two of the last 4 full-time semesters.
- 3.) Must have taken the Basic Skills tests of the Minnesota Teacher Licensure Exam (MTLE) in Reading, Writing, and Math; these three tests must all be passed for admission, or must have a minimum score of 201 for conditional admission.
- 4.) Students complete a biographical data form, write an essay, and submit three positive recommendations: one from an education faculty member, one from an academic reference, and one from their ED 101 Introduction to Education field experience mentor teacher. Candidates are asked to provide Verification of Experience in working with Children from two references as well. Another form relates to professional dispositions, and candidates rate themselves and list three areas for improvement.

The advisor for the candidate reviews the application to determine whether all minimum criteria have been met. If so, the faculty advisor brings the application to the Undergraduate Education Program meeting, and recommends the candidate for admission to the Teacher Education Program. The candidate's qualifications and dispositions are reviewed by all faculty, and a vote is taken. Candidates are informed of the result of the admission decision

and any remediation needed.

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

Checkpoint II: Application for Student Teaching

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

- 1.) Minimum cumulative GPA of 2.8.
- 2.) Completion of all courses in the Liberal Education Program and all courses required for their licensure program.
- 3.) Completion of a Degree Check.
- 4.) Completion of a course completion plan for courses remaining prior to placement for student teaching.
- 5.) Recommendation by the candidate's advisor(s) for student teaching.
- 6.) Completion of all courses in Education and Special Education with a minimum grade of C; other specific program criteria are also required.
- 7.) Successful passage of the Basic Skills Tests of the MTLs. With passage of new licensure allowing a temporary license for those who have not yet passed all three of the Basic Skills tests, candidates can move forward with student teaching with notification that they can obtain a limited license for one academic year while working towards passage of the remaining Basic Skills tests. They must attempt the test/s within that year to be granted another year of the limited license; three years is the maximum for teaching with the limited license so candidates must pass the exam/s to continue teaching beyond the three years.

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

Checkpoint III: Graduation

Candidates for graduation must have successfully completed student teaching. On the Monday of finals week following student teaching, candidates participate in a Graduation Portfolio Review, where they meet with an education faculty member to review their

Livertext Teaching Portfolio. This portfolio documents that the candidate has met all of the Standards of Effective Practice as required by the Minnesota Board of Teaching. Candidates are scored 1-4 with a rubric developed by the education faculty.

Licensure:

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

Results. Education faculty members meet several times per year to review various portions of the undergraduate assessment program. All faculty members participate in the review of applications from candidates for the Teacher Education Program and in the Graduation Portfolio Review. The focus of our review this year was again on the results of the MTLE tests. We found that again our students struggle most with passing the MTLE Basic Skills tests in Reading, Writing, and Math. This struggle has been noted statewide, and is exacerbated by the lack of study materials available to students. Although we have seen an increase in scores on average, the exams continue to be a struggle for some candidates. It is important to note that the state average is somewhat skewed in that it includes both undergraduate programs and masters plus licensure programs from universities across the state.

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

A main area of focus in assessment for the 2015-2016 academic year was the implementation of the edTPA (Teacher Performance Assessments). The edTPA takes place during the student teaching experience, where they write lesson plans for a unit, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written commentaries in response to a number of prompts, and these materials are

scored based on fifteen rubrics in the areas of Planning, Instruction, and Assessment. The edTPA is required for all initial licensure candidates. During the 2015-2016 academic year, faculty scored the edTPAs for student teaching candidates, with assistance from the university supervisors for those candidates. Students do a 'trial run' of the edTPA during their pre-student teaching experience, and content from the edTPA is included in the methods courses for all programs. During the 2015-2016 academic year, all student teachers were required to submit their edTPA portfolios to a Pearson website, where the portfolios were scored by trained scorers hired by Pearson. Scores were then reported back to the student, SMSU Education, and to the Minnesota Board of Teaching. The implementation and integration of the edTPA content into the methods courses continued throughout the academic year and will be reviewed during the professional development day at the start of the term once all edTPA scores have been returned to SMSU. Scores from the edTPA for student teachers, along with the GPAs and MTLE scores, are part of the assessment program for all licensure programs.

Noteworthy, the MTLE for basic skills has been discontinued as of June 8, 2016. The NES – National Evaluation series – Essential Academic Skills has been adopted. The NES passing scores have been posted to Pearson’s website:

http://www.mtle.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceBasicSkills.html

NES EAS Subtest	Passing Score
Reading	205
Writing	214
Mathematics	213

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

Faculty members and coaches involved in teaching in the Physical Education programs developed a new mission, vision, program goals, and a program assessment plan, which were implemented in the 2012-2013 academic year. The Physical Education-Teaching major was included in the Board of Teaching accreditation review done in December of 2010.

The Physical Education: Recreation emphasis and Physical Education: Sports Management emphasis programs completed a program review in the spring of 2014.

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

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

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

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

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

Assessment criteria:

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

GPA of majors

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

Mock Interview evaluation

Students recognized for Academic Excellence by various outside groups (i.e., Academic All American; CoSida; National Wrestling Association; NSIC conference; ESPN award).

Graduate Programs in Education and Special Education: The graduate programs in Education include a Master of Science in Education with several emphasis areas: Teaching, Learning, and Leadership, offered both on-campus and in off-campus Learning Community formats; K-12 Reading; K-12 Teaching of English as a Second Language (TESL); and Sports Leadership. Another graduate program offered is a Master of Science in Special Education, with emphasis areas in Early Childhood Special Education, Developmental Disabilities, Emotional Behavior Disabilities, and Learning Disabilities. The K-12 Reading, K-12 TESL, and Special Education programs can include licensure in these areas, and are accredited by the Minnesota Board of Teaching. We underwent our most recent review in December of 2010, and received full approval for all of our licensure programs. The on-campus Teaching, Learning, and Leadership and Sports Leadership emphasis areas completed their most recent program review in the spring of 2011, and the off-campus Teaching, Learning, and Leadership program was reviewed by the Higher Learning Commission on Distance Learning in the spring of 2010. Due to changes in licensure requirements for Special Education, these programs made revisions which were approved by the Minnesota Board of Teaching during the 2013-2014 academic year. Any program changes are submitted through the curriculum process, and also through MnSCU if changes in the degree are required.

Assessment Plan. The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year.

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

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

CHECK POINT TWO: Per Semester

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

CHECK POINT THREE: Completion of Graduate Program

Master of Science: Education

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

Master of Science: Special Education

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

Masters in PE: Coaching of Sport

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

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

1. Alumni Survey

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

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

K-12 Reading, K-12 TESL, and Special Education: Since these candidates may also apply for

licensure, they take an MTLE Content test in the area of licensure. They also complete a Graduation Portfolio Review that documents that they have met the Minnesota Board of Teaching requirements in their area of licensure. Scores for this review are kept in Livetext.

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

As a result of the accreditation review done by the Minnesota Board of Teaching (BOT) in December 2010 for the licensure programs, two areas of weakness were noted. A recommendation was made that licensure programs in Graduate Education should include the use of Livetext as a platform for documenting assessment results to remain consistent with the undergraduate licensure programs. In a follow-up report filed with the BOT in March of 2012, the Graduate Programs in these licensure areas have moved to requiring the use of Livetext for the teaching portfolios required of these candidates. The K-12 Reading licensure program used these for the first time in the spring of 2012, and the remaining programs moved to this beginning in the fall of 2012.

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

The Graduate Education Programs received MnSCU approval to offer a Master of Science in Physical Education: Coaching of Sport (PECS) beginning in fall of 2013. This online program advances the knowledge, skills, and philosophies of students in the profession of coaching. Every course is guided by the NASPE (National Association of Sport and Physical Education) coaching standards. Courses in the program are infused with project-based learning, and there are two practicum experiences included to document the application of the knowledge and skills learned. Throughout the program candidates will develop a portfolio utilizing Livetext documenting the NASPE standards accomplished. Candidates will demonstrate mastery of the program goals in a graduation portfolio review. The first cohort will complete the PECS program in the coming year, and interest has been high enough to warrant beginning a second cohort in the fall of 2014.

Section IV: Strategic Plan

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

Goal Areas:

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

- c. Create community and nurture relationships among faculty and staff.

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

Southwest Minnesota State University Education Department

Marshall, Minnesota 56258

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

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

Full Graduate Education Program Faculty	Associate Graduate Education Program Faculty	Undergraduate Education Program Faculty	Clinical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	If no terminal degree, can teach or supervise only in area(s) of specialty, according to the IFO/MnSCU Contract	If no terminal degree, can teach or supervise only at levels of licensure.
Earned terminal degree	Earned Master's degree	Doctorate preferred; terminal degree required at the time of tenure application	Earned Master's degree
Earned teaching license	Earned teaching license	Earned teaching license	Earned teaching license
Minimum of 3 years contemporary B-12 classroom teaching experience.	Minimum of 3 years contemporary	Minimum of 3 years contemporary B-12 classroom teaching experience.	Minimum of 3 years contemporary B-12 classroom teaching experience.
Engaged in scholarship	Engaged in scholarship	Engaged in scholarship	
Full Graduate Physical Education Program Faculty	Associate Graduate Physical Education Program Faculty	Undergraduate Physical Education Program Faculty	Clinical Physical Education Program Faculty
* Meet SMSU requirements for Full	* Meet SMSU requirements for	Master's degree minimum required	Master's degree minimum required

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

The full department voted in April 2016 to follow the Board of Teaching language to allow professors to have the minimum of one year teaching experience in a particular discipline to be allowed to teach methods in licensure programs.

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

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

SMSU Requirements:

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

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



Department of Finance:

**Annual Report for the
2015—2016 Academic Year**

Finance Faculty Members:

Dr. Susan Jones, Chair

Dr. Matt Walker

Prepared:

November 10, 2016

The 2015—16 academic year was a year of transition for the Finance Program and the Finance Department. Long-time Finance professor, George Seldat, who had 30+ years of service as a faculty member at Southwest Minnesota State University (SMSU), completed his phased retirement in May 2015. Professor Seldat’s many responsibilities and courses then were transferred during the 2015—16 academic year to the remaining Finance Department members and other SMSU faculty.

In the following sections of this annual report for the Finance Department, the key accomplishments for the 2015—16 academic year will be highlighted. These accomplishments will be sub-divided into two sections: 1) Quantitative; and 2) Qualitative. The report will then conclude with a prospective view on future goals which the Finance Program hopes to accomplish in both the short-term and the long-term.

Quantitative Information:

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

The number of Finance majors enrolled during each term of the 2015—2016 academic year is as follows:

Term	# of Finance Majors
Fall 2015	71
Spring 2016	68
Summer 2016	16

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

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

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

The Finance Department typically offers “Managerial Finance” (FIN 350) during each semester, including the summer term. This may have contributed to the fairly steady level of majors in the Finance program as “Managerial Finance” is a pre-requisite course for the upper-level Finance courses.

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

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

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

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

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

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

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

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

Term	Finance Courses Offered
Fall 2015	9
Spring 2016	8

This does represent a reduction in the number of Finance courses available to students vs. the previous academic year for two key reasons: 1) Dr. Matthew Walker taught two sections of the on-campus “Financial Analysis” (MBA 670) course during fall semester 2015 for the Taiwan cohort MBA students; and 2) only one section of “Business Statistics I” (FIN 230) was offered on-line each semester by adjunct professor, Dr. Lawrence Muzinga. In previous years, two sections of FIN 230 were typically taught on-campus each semester.

Qualitative Activities and Accomplishments:

During the 2015—2016 academic year, the Finance Program and its faculty members realized a number of significant accomplishments. These accomplishments will be described in the following sections of this report.

- The Southwest Investment Group and Management Association (SIGMA) Club was active throughout the 2015—2016 academic year. The Club regularly met the first and third Thursday of each month at 12 noon. The SIGMA Club met in CH 127 – the Finance Department outer office, which is also the location of the Investment Research and Trading Center (IRTC). This office area contains a wealth of resources which students can use during the SIGMA meetings and also whenever it is convenient for them. During both fall semester and spring semester, the SIGMA Club ran a “Portfolio Challenge” competition. Students wishing to participate in this activity formed teams and then invested money in a portfolio of stocks of their choosing. This activity provided a wonderful opportunity for these student teams to work together toward a common goal – maximizing the value of their investment portfolios. Another activity which the SIGMA members participated in at the club meetings was an “In the News” sharing time. At each meeting, one or more students would share a current news item with the club members. Discussion about this news item would then follow. Several practitioners from the Finance industry were featured guest speakers at SIGMA meetings during the 2015—16 academic year. Among these guest speakers were Mr. Colby Staloch, a Financial Advisor with Northwestern Mutual Financial Network and Mr. Andrew Suby, an insurance agent with the Tom Suby State Farm Insurance Agency and also an SMSU alumnus. Another key speaker whom the SIGMA Club members enjoyed hearing was Mr. Dave Verkinderen, the CEO of the U.S. Bank leasing branch located in Marshall, MN.
- The Investment Research and Trading Center (IRTC) located in CH 127 continues to be a great resource for students. There is a four-station computer lab available to students at the IRTC. The Morningstar investment software is available on these lab computers. Also, large-screen viewing of the financial television stations is available in CH 127, as well. A ticker banner provides students with real-time stock quotations so that students can keep abreast of movements in the stock market throughout each trading day. The large table in the IRTC also serves as a very convenient meeting place and/or work space for students. Whether working on homework assignments or meeting with a class work team, students found this area to be very convenient and helpful.

- Increased financial software accessibility: In consultation with the University Librarians, arrangements were made to have the Morningstar software accessible from the SMSU Library Web page, beginning with the start of fall semester 2015. This allowed SMSU students to access and use this software from any location – whether on-campus or off-campus – with their Star ID and password. Also, the on-line version of “The Value Line Investment Survey” database is also now available at the SMSU Library Web page, beginning with the start of fall semester 2015. The annual subscription rates for these software packages will be paid each year by the SMSU Library, using funds available from the McFarland endowment to the Finance Program. There will no longer be any cost to the Finance Department budget for these software applications. Even better, the software is now accessible in all of the classrooms on campus. Professors wishing to use this software as part of their class presentations can now easily do so in any classroom that has Internet access. Students doing class presentations can also access information from these software packages and display it as part of their presentations to the class. Access to these software packages on-line has proved to be very valuable to both students and professors.
- Course schedules among the faculty in the Finance and Accounting Departments were coordinated to avoid conflicts between the courses offered in these two disciplines. For the most part, conflicts were avoided or were resolved in a way that was beneficial and helpful for students. There are quite a few SMSU students who are majoring in both Accounting and Finance.
- Accreditation for the Finance Program through the International Assembly of Collegiate Business Education (IACBE) continued during the 2015—2016 academic year. Writing the Assessment Report needed for this accreditation process is now in progress, including identifying a mission statement for the SMSU Business School, as well as supporting goals. Ways in which each of the goals can be assessed within each program included under the accreditation umbrella are also being identified for inclusion in this Assessment Report. Meetings were held with the Department Chairs of the various business-area majors to move this process along.
- Advising is provided to all Finance majors and minors. Finance Program faculty offer “user-friendly” advising by expanding “Advising Day” to “Advising Week” each semester to accommodate students’ schedules. Sign-up sheets for advising meeting times are posted to the office doors of the Finance faculty members well in advance of “Advising Week.”

- Recommendation letters: The Finance Program faculty wrote many recommendation letters for Finance students as they pursued employment opportunities and applied to graduate programs of study. The Finance faculty also provided many phone recommendations to prospective employers of Finance graduates.
- New Course: FIN 330: “Financial Management for Small Business.” In conjunction with the Exercise Science Program, FIN 330 is now being taught on-line during fall semester and summer term each academic year. This course is required within the “Corporate Wellness” track of the Exercise Science degree. This course has been a great addition to the Finance Program, as it is also listed as an elective course for the Finance minor, but had not been taught for many years until this collaboration project with Exercise Science. Students taking FIN 330 have been very complimentary of the course and have found its content to be valuable.
- Committee service: The Finance faculty also participated in several campus committees and community organizations during the 2015—2016 academic year including the Public Housing Commission, Search Committee for the 50% Accounting/50% Finance Position, and the Southwest Coin Club, among others.
- Position Search Committee: The Finance Program faculty participated on a Search Committee for a fixed-term 50% Accounting / 50% Finance faculty member during the 2015—16 academic year. While this search process did not result in the hiring of a new faculty member for fall semester 2016, it did result in a continuing search for a probationary position. The search process is now in process during the 2015—16 academic year, with the goal of having this new faculty member hired by the start of fall semester 2017.

The Finance Program – A View Toward the Future:

During the 2016—2017 academic year, the Finance faculty will be participating in a Search Committee to bring a new faculty member to SMSU who will be teaching 50% in the Finance Program. Key needs in the Finance area include an on-campus faculty member for “Business Statistics I” (FIN 230) and also faculty who can assist with sections of the MBA “Financial Analysis” (MBA 670) course. The need for additional sections of this course has increased with the growth in the Taiwanese cohort of the MBA program.

Hiring the additional 50% Accounting/50% Finance faculty member will also allow additional courses to be offered in the Finance Program each semester. It is hoped that a course in “International Finance” can be added to the Finance curriculum offerings on a regular basis very

soon. This course is already listed in the SMSU academic catalog as FIN 475: International Finance.

In addition, it is hoped that the additional faculty member will open up the opportunity to offer sections of the Finance courses on-line more frequently. The Distance Learning Department has mentioned that its students would be very enthusiastic about an on-line Finance minor. This minor requires completion of “Corporate Finance I” (FIN 457) and “Corporate Finance II” (FIN 458) and two upper-level Finance courses from among the elective courses listed in the SMSU catalog that count toward the Finance minor. Adding the additional faculty member may make this on-line Finance minor opportunity quite feasible to implement. The now-frequent offering of “Financial Management for Small Business” (FIN 330) in collaboration with the Exercise Science Program, has also assisted students wishing to earn a Finance minor on-line. FIN 330 is typically offered on-line and is an elective course within the Finance minor.

The Finance Program faculty members are also planning to put more emphasis on the Internship Program. Internship application and evaluation forms been prepared for students wishing to earn an internship. Each Finance faculty member will oversee internships done by their respective advisees. Internships provide students with the opportunity to experience a career in a particular area of finance without having a long-term commitment. Students can complete these internships for credit, so the internship and the grade they earn will appear on the students’ transcripts. It is hoped that perhaps at some point in the future, all or nearly all SMSU Finance graduates will have had an internship by the time they graduate with a Finance major or minor from SMSU.

With the start of the 2016—17 academic year, the Finance Program will be consolidated with the Accounting Program and Legal Studies into the new Accounting, Finance, and Legal Studies (AFLS) Department. The new large Department will provide the opportunity for greater collaboration between these programs. This combination will also facilitate service activities, such as prospective student events and committee service at the university – with more faculty in the Department, a broader range of service can be accomplished.

Conclusion:

The 2015—2016 academic year was a year of transition and change in the SMSU Finance Program. Many things were accomplished during the year which provided an excellent foundation for future growth and expansion of the Finance Program. The Finance Program faculty members are very enthusiastic about what the Finance Program has to offer SMSU students!

DEPARTMENT OF NURSING ANNUAL REPORT

SPRING 2016

Introduction: The academic year of 2015-2016 was the third year of the SMSU RN to BSN Program. During this year, the Nursing Program received notification of their successful accreditation status from Commission on Collegiate Nursing Education (CCNE). The nursing program continued to develop and mature, as it experienced growth in the Department of Nursing. Dr. Nancyruth Leibold joined the faculty in the Department of Nursing, adding valued nurse educator expertise to the nursing program. The nursing program also experienced the graduation of three students following Summer 2015 semester, three students following Fall 2015 semester, and over a dozen expected following Spring 2016 semester. Enrollment in the RN to BSN Program continues to grow, with an increase in enrollments this past year.

Section I – Description of Department

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

The goals of the SMSU Department of Nursing are to:

- 1) Integrate nursing knowledge, liberal arts, cultural awareness, and caring through collaboration with the health care team to provide patient centered and holistic care.
- 2) Provide competent and meaningful care to clients and communities who are healthy, ill, or dying.
- 3) Combine critical thinking, health care information technology, and evidence based findings to make decisions that promote safety and quality to improve patient outcomes.
- 4) Demonstrate collaborative leadership through communicating verbally, nonverbally, and through technological means with individuals, families, communities, and healthcare systems to achieve mutually determined health related goals.

During the past year, a major activity of the Department of Nursing was to continue to develop a quality curriculum to the students in the nursing program. A curricular change of major significance was instituted, following positive recommendations from the Nursing Program Advisory Council, Curriculum Committee, Faculty Assembly, and Administration. Course sizes have increased throughout the year, in comparison to the previous year. Beyond enhancing the quality of the educational experience to the currently enrolled nursing students and prospective nursing students, rigorous recruitment efforts continued to increase enrollment.

Section II – Current Year’s Activities

A) Teaching and Learning

The entire nursing curriculum is now being utilized for the Nursing Program. The following are the courses currently being offered:

- NURS 300 Transitions to Baccalaureate Nursing
- NURS 310 Transcultural Nursing
- NURS 320 Chronic Illness in Rural Settings
- NURS 330 Healthcare Policy and Informatics (new Fall 2014)
- NURS 375 Pathophysiology
- NURS 400 Prevention and Population Health
- NURS 410 Practicum Seminar (new Fall 2014)
- NURS 430 Evidence Based Practice (new Fall 2014)
- NURS 435 Clinical Reasoning and Judgment (elective) (new Spring 2015)
- NURS 440 Organizational and System Leadership (new Spring 2015)
- NURS 450 Clinical Practicum (new Spring 2015)

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

A key area of concern from nursing students, regarding the Nursing Program in general, has been the amount of credits required for non-nursing courses. A task force was created that researched the nursing curriculum and drafted a proposal for changes in the non-nursing course requirements. This led to the changes of major significance to the nursing curriculum and increased interest in the SMSU RN to BSN Program.

The Nursing Program continues to collaborate with current affiliations with community clinical sites and develop new affiliations with future community clinical sites. A total of 11 clinical sites were collaborated with this spring, with students interacting with 20 preceptors at those clinical sites.

The RN to BSN Program has an active Advisory Council, which meets at least twice a year to seek input and involve our communities of interest. The Nursing Program Advisory Council met twice this year. Advisory Council advice is sought and utilized to govern the Nursing Program.

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

- a. Seminar: 5/11/15, *Flipped Classroom*, presented by Augustana College. 2 hours.
- b. Presentation: 5/11/15, *Nurse Fatigue ANA Position Statement*, Sigma Theta Tau, Brookings, SD, Dr. Barbara Hobbs. 1 hour.
- c. Webinar: 5/14/15, *The One-Minute Preceptor: Online Training for Preceptors*, American Association for Colleges of Nursing (AACN), Dr. Melody Wilkinson. 1 hour.
- d. Seminar: 5/20/15, *Distributing Technologies Workshop*, SMSU, Scott Haken. 5 hours.
- e. Upper Midwest Distance Learning Association Summer Mankato Meeting at Minnesota State University Mankato at Edina: 6/4/15. Seminars: 1) *Online Discussion Student Self-Grading: Who, What, When, Why, Where, How*, Dr. Laura Marie Schwartz; 2) *Providing Quick and Effective Audio Feedback*, Dr. Carrie Miller; 3) *Continual Engagement in the Online Classroom: How it Fosters Students Success*, Dr. Mary I. Dereshiwsky.
- f. Summit: 7/29-7/30/15, *Minnesota eLearning Summit*, Minnesota Community and Technical College. 16 hours.
- g. Online Course: 8-3-15, *Handling MN Information Securely*, Minnesota Department of Human Services. 3 hours.
- h. Webinar: 9-15-15, *Self-Assessment of Discussion Boards*, Dr. Laura Schwartz & Dr. Nancyruth Leibold, SIG Series in D2L Brightspace. 1 hour.
- i. Webinar: 9-24-15, *Group Work in Online RN-BSN Programs Part I: Projected Outcomes and Student Experiences*, AACN, Carol M. Allen, Southern New Hampshire University. 1 hour.
- j. Webinar: *Personal Empowerment Through Self-Awareness*, MnSCU. 1 hour
- k. Webinar: 10-8-15, *Group Work in Online RN-BSN Programs Part II: Facilitation and Evaluation*, AACN, Carol M. Allen, Southern New Hampshire University. 1 hour.
- l. Webcast: 11-19-15, *Rural Health Delivery System Reform*, National Organization of State Offices of Rural Health, Tom Morris, HRSA Associate Administrator for Rural Health Policy and Keith Mueller, Director of Rural Policy Research Institute Center for Rural Health Policy Analysis. 2 hours.
- m. Webinar: 11-30-15, *Evaluating Community and Student Outcomes of Population Health-Focused Student Experiences*, AACN, Dr. Lisa Muirhead, Dr. Aimee Manion, Dr. Rebecca Feather, and Dr. Kathy Kaiser. 1 hour.
- n. Brown Bag Session: 12-9-15, *D2L Grading Book Instruction*, SMSU, Ben Nwachukwu. 1 hour
- o. Conference: 2-19-16 2016 STAR All-virtual Conference. 1) *Promoting more good learning: What can teachers do?* L. Dee Fink, 1 hour. 2) *The Essence of Presence: Strategies for Online Courses*, Darcy Turner, St. Paul College, 50 minutes. 3) *Online Collaboration vs. Isolation-Interactivity Makes the Difference*, Roseann Wolak, St. Cloud

State University 50 minutes. 4) *Creating Community: Building a Learning Community from Classrooms to the Cloud*, Bethany Simunich, Kent State University, 50 minutes. MnSCU Faculty Development.

p. Brown Bag Session: 2-10-16, *Adobe Connect Services*, SMSU, Scott Hakin. 1 hour.

q. Webinar: 2-24-16, *A Recipe for Engaging Learners: The Use of Virtual Simulations in Your Teaching Practice*, Minnesota Workforce Center, Dr. Nancyruth Leibold, SMSU and Dr. Laura Schwarz, MSU Mankato. 1 hour

r. All-University Conversation: 3-2-16, Shared Nomenclature Pertaining to Diversity, SMSU. 1 hour.

s. American Heart Association Healthcare Provider BLS CPR certification, 3/21/16

t. Minnesota Registered Nurse Licensure continued

u. South Dakota Registered Nurse Licensure renewed

v. Seminar: Academic Technology Committee Meeting - Quality Matters, SMSU. 4/13/16

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

Title of Education Activity	Contact Hours	Date
A novel Teaching Strategy: Theater Scripts in Nursing Education, Webinar, American Holistic Nurses Association	1.0 hours	June 11, 2015
Accreditation Success: Steps to the Future, Webinar, Nurse Tim Incorporated	1.25	July 5, 2015
Accreditation Success: Meeting the New NLNAC/ACEN Standards, Webinar, Nurse Tim Incorporated	1.25 hours	July 5, 2015
Group Work in Online RN-BSN Programs Part II: Faculty Facilitation and Evaluation, Webinar, American Association of Colleges of Nursing	1.0 hours	October 15, 2015
Quality Matters Master Reviewer Recertification Course		March 23-28, 2016
Upper Midwest Distance Learning Association Summer Mankato Meeting at Minnesota State University Mankato at Edina		June 4, 2015

Seminars: 1) <i>Online Discussion Student Self-Grading: Who, What, When, Why, Where, How</i> , Dr. Laura Marie Schwartz; 2) <i>Providing Quick and Effective Audio Feedback</i> , Dr. Carrie Miller; 3) <i>Continual Engagement in the Online Classroom: How it Fosters Students Success</i> , Dr. Mary I. Dereshiwsky.		
Attended the Minnesota eLearning Summit	16 contact hours	July 29-July 30, 2015
Attended National League for Nursing Summit, 2015	11.5 contact hours	September 29-October 2, 2015
Attended Sigma Theta Tau International, Biennium	10.3 contact hours	November 7-11, 2015
Attended D2L Brightspace Minnesota Connection	8 contact hours	April 15, 2016

- Maintained National Board Certification as Nurse Educator, National League for Nursing

B) Scholarly/Creative Activity

The Department of Nursing continued to assure the Commission on Collegiate Nursing Education (CCNE) standards are met within the RN to BSN Program. Program goals are reviewed and assessed following a scheduled plan, as well as the overall program. The overall program assessment includes evaluation of syllabi, curricular mapping, course pass rates, graduate rates, student satisfaction, alumni satisfaction, graduate employment rates, graduate employer satisfaction, alumni progression, and the mission/values/goals/outcomes. Assessment of nursing graduate satisfaction has occurred through face-to-face or phone individualized nursing student graduate interviews including a review of portfolios, as well as online senior exit interviews. Alumni and employer satisfaction will start to be assessed this year with the use of online surveys. Thorough assessment also includes evaluating SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures. This year, the first Nursing Review Team meeting was held, consisting of the Director of Nursing, the VP for Enrollment Management and Student Success, the Director of Career Services, the Director of Institutional Research & Reporting, and the VP for Advancement & Foundation Executive Director, to add to the assessment and make recommendations for the overall program evaluation.

Statistical data and other information continues to be provided to CCNE on an annual basis, including information about SMSU, the RN to BSN Program, nursing faculty, students, and curriculum.

Ms. Laurie Johansen also contributed to nursing through the following scholarly activities:

1. Article accepted with print date pending - Article: Student and Faculty Knowledge Regarding Telehealth and Rural Characteristics by Heidi Mennenga, Laurie Johansen, Becka Foerster, and Lois Tschetter in the Nurse Education Perspectives journal.
2. Presenting at the International Rural Nursing Conference in July 2016 with colleagues - Dr. Heidi Mennenga, Dr. Lori Hendrikx, and Becka Foerster
 - a. Podium presentation titled: Psychometric Evaluation of the Rural Knowledge Scale
 - b. Poster presentation: Psychometric Evaluation of the Telehealth Knowledge Scale

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

Initiation of Southwest Minnesota Nurse Honor Society

Research Study: Completed Clique in the Nursing Workplace Research Study Data Collection/Analysis April of 2016

Invited Presentations: * indicates research data based

- *Leibold, N. & Schwarz, L. (2016). A Recipe for Engaging Learners: The Use of Virtual Simulations in Your Teaching Practice. Webinar presentation at the Minnesota Simulation for Healthcare Education Partnerships (MnSHEP) on February 24, 2016.
- *Schwarz, L. & **Leibold, N.** (2015). Self-assessment of discussion boards. Presented at Minnesota Online Quality Initiative Special Interest Group by Learning Spaces and Instructional Technology, Webinar. September 15, 2015.

Competitive Conference Presentations:

International:

- *Leibold, N., & Schwarz, L. (2015). Transforming assessment in nursing education: Virtual simulations, Podium Presentation at Sigma Theta Tau International Biennium in Las Vegas, NV on November 9, 2015

National:

- Bemker, M. & **Leibold, N.** (2016). Top 10 Tips for Nursing and Allied Health Education Programs Undergoing Accreditation on the Carnival Legend, June 7, 2016 (accepted abstract for the 3rd Annual Nursing & Allied Health Educators Conference at Sea; Alaska Cruise)
- Leibold, N., & Schwarz, L. (2016). Evidenced Based Teaching Practice Using Virtual Simulations on the Carnival Legend, June 7, 2016 (accepted abstract for the 3rd Annual Nursing & Allied Health Educators Conference at Sea; Alaska Cruise)
- Schwarz, L. & **Leibold, N.** (2015). *WebQuests: What, How, and Why.* Podium Presentation at the National League for Nursing 2015 Summit on Thursday, October 1, 2015 in Las Vegas, NV.

Regional:

- Leibold, N. & Schwarz, L. (2016). Virtual Student Research Conferences in D2L Brightspace. Podium Presentation at the 2016 Brightspace Minnesota Connection Conference in Bloomington, MN. April 15, 2016.

- Schwarz, L. & **Leibold, N.** (2016). Online Survey Tools: Out of the Box Creative Uses to Simplify Your Work! Podium Presentation at the 2016 Brightspace Minnesota Connection Conference in Bloomington, MN. April 15, 2016.
- Leibold, N. & Schwarz, L. (2015). Free and Dirt Cheap Teaching Tech Tools: Priceless. Podium presentation at the Minnesota eLearning Summit 2015, Minneapolis, MN. July 29, 2015.
- Schwarz, L. & **Leibold, N.** (2015). **Quick Quality WebQuests-Tips to Rapidly Create an Excellent WebQuest.** Podium Presentation at the Minnesota eLearning Summit 2015, Minneapolis, MN. July 30, 2015

Poster Presentations

- Leibold, N. & Schwarz, L. (2016). Writing and Diversity: Developing Multimodal Literacy in Nursing Students, accepted for the 2016 NLN Education Summit as a poster.
- Leibold, N. (2016). Sail Away with a Recipe for Using Virtual Simulations in Your Teaching Practice on the Carnival Legend, June 7, 2016 (accepted abstract for the 3rd Annual Nursing & Allied Health Educators Conference at Sea; Alaska Cruise)
- Leibold, N. & Schwarz, L. (2015). The Virtual Nursing Symposium: A Transforming Undergraduate Nursing Student Conference, at the Sigma Theta Tau International Biennium, Las Vegas, NV. November 9, 2015
- *Schwarz, L. & **Leibold, N.** (2015). Incivility-Nursing's Dirty Little Secret and Cognitive Rehearsal as an Intervention, at the Sigma Theta Tau International Biennium, Las Vegas, NV. November 9, 2015

Publications:

- Leibold, N. (2016). What is the DNP? In M. Bemker & B. Schreiner (Eds.). *The DNP Capstone Project*. Lancaster, PA: DEStech Publications, Inc.
- Leibold, N. & Schwarz, L. M. (2016). Transforming assessment in nursing education: Virtual simulations. *Virginia Henderson Global Nursing e-Repository*. In *Sigma Theta Tau International Biennium Collection*. PowerPoint Podium Presentation retrieved from <http://www.nursinglibrary.org/vhl/handle/10755/602917>
- Schwarz, L., M., & **Leibold, N.** (2016). Student DIY grading of online DQs: An adult learning approach. *Virginia Henderson Global Nursing e-Repository*. In *Sigma Theta Tau International Biennium Collection*. Poster Presentation retrieved from <http://www.nursinglibrary.org/vhl/handle/10755/603215>
- Schwarz, L., M., & **Leibold, N.** (2016). Incivility-Nursing's dirty little secret and cognitive rehearsal as an intervention. *Virginia Henderson Global Nursing e-Repository*. In *Sigma Theta Tau International Biennium Collection*. Poster Presentation retrieved from <http://www.nursinglibrary.org/vhl/handle/10755/603160>
- Leibold, N. & Schwarz, L. M. (2016). The virtual nursing symposium: A Transforming undergraduate nursing student conference. *Virginia Henderson Global Nursing e-Repository*. In *Sigma Theta Tau International Biennium Collection*. Poster Presentation retrieved from <http://www.nursinglibrary.org/vhl/handle/10755/602649>

- Schwarz, L. M. & **Leibold, N.** (2015). Online discussion self-grading innovation using the quizzing tool. *International Journal of Instructional Technology and Distance Learning*, 12(8), 41-50. Retrieved from http://www.itdl.org/Journal/Aug_15/Aug15.pdf
- Leibold, N, & Schwarz, L. M. (2015). The art of giving online feedback. *The Journal of Effective Teaching*, 15(1), 19-31.
- Multimodal Publications:**
- Leibold, N. (2016). Nurse Scholar Café Website. (Creator, Director, and Editor) This website includes a variety of resources and information in nursing and nursing education. Revised (3rd edition). Retrieve at nursescholarcafe.com
- Leibold, N. (2016). How to use a permalink to save and share articles for your learning team projects. Digital Instructional Material for Nursing Learners.
- Leibold, N. (2015). Orientation to self-grading of discussions (video and script). Retrieve at <http://www.screencast-o-matic.com/watch/cojYcXfB1F>
- Leibold, N. (2015). How to write paragraph summaries of nursing research studies for your review of literature section of the evidence-based paper. (Storybird Software Online Book). Retrieve at <http://storybird.com/books/how-to-write-paragraph-summaries-of-nursing-resear/?token=fj48q535rr>
- Leibold, N. (2015). Writing a PICOT in nursing. (Piktochart Software Infograph). Retrieve at <https://magic.piktochart.com/output/6905441-writing-a-picot-in-nursing>
- Leibold, N. (2015). The places a WebQuest will take you! *Nurse Scholar Café*. Retrieve at <http://nursescholarcafe.com/webquests.php>
- Leibold, N. & Schwarz, L. (2015). Free and Dirt Cheap Teaching Tech Tools: Priceless. PowerPoint Podium presentation at the Minnesota eLearning Summit 2015, Minneapolis, MN. July 29, 2015. Invited Digital Commons Publication at University of Minnesota Libraries Publishing.
- Schwarz, L. & **Leibold, N.** (2015). **Quick Quality WebQuests-Tips to Rapidly Create an Excellent WebQuest.** Podium Presentation at the Minnesota eLearning Summit 2015, Minneapolis, MN. July 30, 2015. Invited Digital Commons Publication at University of Minnesota Libraries Publishing.

C) Professional Development

Ms. Laurie Johansen continues to advance her professional development as a researcher and nurse scientist as she pursues her PhD in Nursing through the University of North Dakota. During this past year, she has successfully proposed her dissertation for the University of North Dakota (UND) PhD in Nursing program with advancement to PhD in Nursing candidacy. She has received UND and SMSU IRB approval for dissertation research and is actively researching her dissertation topic. Additionally, she has attended the following:

- a. Seminar: 1/22/16, *Responsible Conduct of Research – Protection of Human Subjects in Research*, Dr. Jody Ralph, UND. 1 hour.
- b. Conference: 3/17 – 3/20/16, Midwest Nursing Research Society 2016 Annual Research Conference, Milwaukee, WI. 20 contact hours.
- c. Conference: 4/7 – 4/9/16, Western Institute of Nursing 50th Annual Research Conference, Anaheim, CA. 20 hours

Participation in the following seminars, workshops, and conferences has also advanced Laurie Johansen's professional development:

- a. Seminar: 5/11/15, *Flipped Classroom*, presented by Augustana College. 2 hours.
- b. Presentation: 5/11/15, *Nurse Fatigue ANA Position Statement*, Sigma Theta Tau, Brookings, SD, Dr. Barbara Hobbs. 1 hour.
- c. Webinar: 5/14/15, *The One-Minute Preceptor: Online Training for Preceptors*, American Association for Colleges of Nursing (AACN), Dr. Melody Wilkinson. 1 hour.
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- e. Upper Midwest Distance Learning Association Summer Mankato Meeting at Minnesota State University Mankato at Edina: 6/4/15. Seminars: 1) *Online Discussion Student Self-Grading: Who, What, When, Why, Where, How*, Dr. Laura Marie Schwartz; 2) *Providing Quick and Effective Audio Feedback*, Dr. Carrie Miller; 3) *Continual Engagement in the Online Classroom: How it Fosters Students Success*, Dr. Mary I. Dereshiwsky.
- f. Summit: 7/29-7/30/15, *Minnesota eLearning Summit*, Minnesota Community and Technical College. 16 hours.
- g. Online Course: 8-3-15, *Handling MN Information Securely*, Minnesota Department of Human Services. 3 hours.
- h. Webinar: 9-15-15, *Self-Assessment of Discussion Boards*, Dr. Laura Schwartz & Dr. Nancyruth Leibold, SIG Series in D2L Brightspace. 1 hour.
- i. Webinar: 9-24-15, *Group Work in Online RN-BSN Programs Part I: Projected Outcomes and Student Experiences*, AACN, Carol M. Allen, Southern New Hampshire University. 1 hour.
- j. Webinar: *Personal Empowerment Through Self-Awareness*, MnSCU. 1 hour
- k. Webinar: 10-8-15, *Group Work in Online RN-BSN Programs Part II: Facilitation and Evaluation*, AACN, Carol M. Allen, Southern New Hampshire University. 1 hour.
- l. Webcast: 11-19-15, *Rural Health Delivery System Reform*, National Organization of State Offices of Rural Health, Tom Morris, HRSA Associate Administrator for Rural Health Policy and Keith Mueller, Director of Rural Policy Research Institute Center for Rural Health Policy Analysis. 2 hours.
- m. Webinar: 11-30-15, *Evaluating Community and Student Outcomes of Population Health-Focused Student Experiences*, AACN, Dr. Lisa Muirhead, Dr. Aimee Manion, Dr. Rebecca Feather, and Dr. Kathy Kaiser. 1 hour.
- n. Brown Bag Session: 12-9-15, *D2L Grading Book Instruction*, SMSU, Ben Nwachukwu. 1 hour
- o. Conference: 2-19-16 2016 STAR All-virtual Conference. 1) *Promoting more good learning: What can teachers do?* L. Dee Fink, 1 hour. 2) *The Essence of Presence: Strategies for Online Courses*, Darcy Turner, St. Paul College, 50 minutes. 3) *Online Collaboration vs. Isolation-Interactivity Makes the Difference*, Roseann Wolak, St. Cloud State University 50 minutes. 4) *Creating Community: Building a Learning Community from Classrooms to the Cloud*, Bethany Simunich, Kent State University, 50 minutes. MnSCU Faculty Development.
- p. Brown Bag Session: 2-10-16, *Adobe Connect Services*, SMSU, Scott Hakin. 1 hour.
- q. Webinar: 2-24-16, *A Recipe for Engaging Learners: The Use of Virtual Simulations in Your Teaching Practice*, Minnesota Workforce Center, Dr. Nancyruth Leibold, SMSU and Dr. Laura Schwarz, MSU Mankato. 1 hour

- r. All-University Conversation: 3-2-16, Shared Nomenclature Pertaining to Diversity, SMSU. 1 hour.
- s. American Heart Association Healthcare Provider BLS CPR certification, 3/21/16
- t. Minnesota Registered Nurse Licensure continued
- u. South Dakota Registered Nurse Licensure renewed
- v. Seminar: Academic Technology Committee Meeting - Quality Matters, SMSU. 4/13/16

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

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

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

Professional Development for Dr. Nancyruth Leibold:

Title of Education Activity	Contact Hours	Date
Reflexology	2 contact hours	May 15, 2015
The Lived Experience of Anxiety among Late Adolescents during High School: An Interpretive Phenomenological Study, American Holistic Nurses Association	4.1 contact hours	June 11, 2015
The Diabetes One-Stop: An Off-the-Road Person-Centered Care Model, American Holistic Nurses Association	1.2 contact hours	June 11, 2015
Mindful Eating: Body, Mind, and Oxytocin, American Holistic Nurses Association	1 contact hour	June 22, 2015
Presence along the Journey: Caring for Cancer Patients at End-of-Life, American Holistic Nurses Association	1.2 contact hours	July 10, 2015

Aromatherapy in Health Care, Normandale Community College	2.4 contact hours	October 6, 2015
Self-Hypnosis, Normandale Community College	3.6 contact hours	October 26, 2015
The Yamas of Nursing: Ethics of Yoga Philosophy as Spiritual Practice, American Holistic Nurses Association	1 contact hour	November 6, 2015
Guidelines Released on Complementary Therapy in Breast Cancer, Medscape.com	0.25 contact hours	November 7, 2015
Making a Spiritual Assessment, OnCourse Learning, through nurse.com	1 contact hour	February 9, 2016
Completed a Complementary and Alternative Medicine Online Certificate Program, (11 course certificate program) Nurse.com	11 contact hours	February 26, 2016
Its About Resilience, American Holistic Nurses Association	1.7 contact hours	March 18, 2016
Completed a Holistic Nursing Course through the American Holistic Nursing Association	65 contact hours	June 2015 to February 2016
Upper Midwest Distance Learning Association Summer Mankato Meeting at Minnesota State University Mankato at Edina Seminars: 1) <i>Online Discussion Student Self-Grading: Who, What, When, Why, Where, How</i> , Dr. Laura Marie Schwartz; 2) <i>Providing Quick and Effective Audio Feedback</i> , Dr. Carrie Miller; 3) <i>Continual Engagement in the Online Classroom: How it Fosters Students Success</i> , Dr. Mary I. Dereshiwsy.		June 4, 2015
Attended the Minnesota eLearning Summit	11 contact hours	July 29-July 30, 2015

Attended National League for Nursing Summit, 2015	11.5 contact hours	September 29-October 2, 2015
Attended Sigma Theta Tau International, Biennium	10.3 contact hours	November 7-11, 2015
Attended D2L Brightspace Minnesota Connection	8 contact hours	April 15, 2016
Genomics: The Connection to Public Health Practice, University of Minnesota, School of Public Health	5.0 contact hours	May 29, 2015
A novel Teaching Strategy: Theater Scripts in Nursing Education, Webinar, American Holistic Nurses Association	1.0 hours	June 11, 2015
Culturally Competent Nursing Care: A Cornerstone of Caring, U.S. Department of Minority	9 contact hours	June 22, 2015
Acute Pancreatitis, Cleveland Clinic	0.25 contact hours	June 22, 2015
Performance Measurement, Empire State Public Health Training Center	1 contact hour	June 28, 2015
Investigating and Preventing Health Information Technology-related Patient Safety Events, The Joint Commission	1 contact hour	June 28, 2016
Cultural Competence for Today's Healthcare Professionals, Part 3, nurse.com	1 contact hour	July 1, 2015
Evidence-Based Nursing Practice: A Panel Discussion, Sigma Theta Tau International Honor Society of Nursing	1.2 contact hours	July 5 th , 2015
Speeding the Translation of Research Findings into Best Practices, Sigma Theta Tau International Honor Society of Nursing	1.25 contact hours	July 5, 2015

Development and Use of Evidence Summaries: A Rapid Review Approach, Sigma Theta Tau International Honor Society of Nursing	1.4 contact hours	July 5, 2015
Accreditation Success: Steps to the Future, Webinar, Nurse Tim Incorporated	1.25	July 5, 2015
Accreditation Success: Meeting the New NLNAC/ACEN Standards, Webinar, Nurse Tim Incorporated	1.25 hours	July 5, 2015
Root Cause and Systems Analysis, Institute for Healthcare Improvement	1.50 contact hours	July 15, 2015
Group Work in Online RN-BSN Programs Part II: Faculty Facilitation and Evaluation, Webinar, American Association of Colleges of Nursing	1.0 hours	October 15, 2015
The Comprehensive MDD Care Team: Focus on PCPs, Nurses, and Pharmacists, Medscape.com	0.75 contact hours	November 7, 2015
Health Literacy & Public Health: Introduction	1.5 contact hours	December 4, 2015
Health Literacy & Public Health Strategies for Addressing Low Health Literacy	1.0 contact hours	December 4, 2015
Principles of Prevention, The Centers for Disease Control and Prevention (CDC)	1.6 contact hours	December 4, 2015
Translating Data into Public Health Priorities	2.25 contact hours	December 5, 2015
Introduction to Epidemiology, University of Minnesota, School of Public Health	1 contact hour	December 22, 2015
Public Health Grand Rounds—Addressing Health Disparities in Early Childhood, The Centers for	1 contact hour	March 15, 2016

Disease Control and Prevention (CDC)		
Quality Matters Master Reviewer Recertification Course		March 23-28, 2016
Can Nurse Practitioners Reduce Hospitalizations in Diabetes?	0.25 contact hours	April 4, 2016
Public Health Policy and Advocacy, University of Minnesota, School of Public Health	1 contact hour	April 11, 2016
Healthcare Provider BLS CPR, American Heart Association Healthcare	4 contact hours	April 27, 2016

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

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

D) Service to Students

Active recruitment continues at the following institutions: MN West

Worthington/Pipestone/Granite Falls campuses, Southeast Technical Institute, and Pine Technical & Community College. Further regional recruitment included:

- a. RN to BSN brochure update following successful CCNE accreditation announcement
- b. mass mailing with recruitment letter/brochure over 500 prospective students/agencies
- c. Marshall Independent article
- d. Creation of RN to BSN Program newsletter
- d. Successful SMSU Foundation grant proposal with the goal to publicize the RN to BSN in local/regional healthcare facilities and education settings through the use of individualized nurse pinning ceremonies for summer/fall graduates.

Hosted Kaplan Review Course at SMSU from 5/19-5/22/15 for 40 MN West SP15 nursing

graduates. Greeted MN West students each day while on campus and arranged for SMSU admissions information table. Hosting Kaplan Review Course at SMSU again this year summer for MN West students.

Prospective and current nursing students continue to be advised on an individual basis.
2015-2016, Virtual Mustang Nursing Conference, Southwest Minnesota State University
2016, Charter Southwest Minnesota Nursing Honor Society

E) Service to the University

Ms. Laurie Johansen's service to SMSU included:

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

Dr. Nancyruth Leibold's service to SMSU included:

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

F) Services to the Community at Large

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

- a. Serving on the Tyler Healthcare Center's Board of Directors and now the Avera Marshall Board of Directors.
- b. Serving on the MN West Nursing Advisory Council.

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

Red Cross Volunteer, Minneapolis Red Cross Chapter, Health Educator Role
2016 Nurse Educator Conference in the Rockies Abstract Reviewer
2016 NLN Summit Planning Committee
2016 ACHNE Conference Abstract Reviewer
2016 Sigma Theta Tau International Judge (invited appointment)
2015 to present; Sigma Theta Tau International, International Nurse Leader Review Committee Member
2015 Sigma Theta Tau International Judge (invited appointment)
2015 Upper Midwest Distance Learning Association Chapter, Leadership Board Member
2015 Upper Midwest Chapter Distance Learning Association, Spring Conference Hostess
2015 National League for Nursing, Summit Planning Committee Member, Abstract Reviewer
2015 Association of Community Health Nurse Educators Conference, Abstract Reviewer

G) Assessment

The Department of Nursing has a comprehensive assessment plan including the following:

1) Teaching faculty assessment of all NURS course offerings, including use of faculty/course surveys by students

The purpose of faculty/course evaluations is to supplement the guidance of faculty for improving the quality of the course and instruction received by nursing students. The method used to collect data is course/faculty student surveys, faculty interactions during the course, and faculty evaluations of courses taught. The person(s) responsible for completing the data collection and evaluation includes the teaching faculty and the Director of Nursing with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Teaching faculty are responsible for integrating resulting evaluation information into teaching plans and portfolios for future courses. The Director of Nursing is responsible for evaluating individual faculty evaluations as well as aggregate student evaluations. Designated time periods for course/faculty student surveys is near the completion of the course, and faculty evaluations of courses taught immediately following the end of each course, prior to the next course offering of that specific course. Individual evaluations will be disseminated to individual faculty. General course evaluation information will be disseminated to faculty through team meetings.

2) Course Materials

The purpose of reviewing and updating Nursing Program materials is to assure distribution of current and applicable Nursing Program information. The method used to review and update Nursing Program materials is by assessing the SMSU Department of Nursing Student Handbook, Preceptor Handbook, RN to BSN website, Course Catalog, and RN to BSN brochures. The person(s) responsible for completing the updates and revisions include the Director of Nursing and Faculty. Designated time periods for completing the evaluation is prior to fall semester for all items except the Course Catalog, which will be evaluated each semester. The Department of Nursing Student Handbook is disseminated to students and faculty through Nursing Team Meetings as well as postings in each NURS D2L course. Additionally, the Department of Nursing Student Handbook is available on the RN to BSN website. The Preceptor Handbook is disseminated to the clinical sites and preceptors.

3) Curricular Mapping

The purpose of curricular mapping is to document what is taught and when, revealing gaps and overlaps in the curriculum, and helping to design future curriculum and assessment plans. Mapping allows for improved program coherence and an increased likelihood that nursing students will achieve desired outcomes. The method used to collect data for curricular mapping is by assessing the syllabi and course materials in every NURS course.

The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of available adjunct faculty, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is at the completion of each spring semester. Curricular mapping is disseminated to faculty through the OPAP Part IV: Evaluation/Assessment Results. Students receive the information in the Department of Nursing Student Handbook

4) Overall Program Evaluation

The purpose of the overall curricular evaluations is to assess the effectiveness and value of the entire nursing plan of study through careful appraisal, focusing on strengths and weaknesses of the program including the mission, goals, and student outcomes, rather than specifically on individual student performance. The method used to collect data is multifaceted, using syllabi, mapping Essentials/QSEN, course pass rates, student satisfaction, graduation rates, alumni satisfaction rates, employment rates, employment satisfaction rates, and alumni progression rates. The person(s) responsible for completing the data collection and evaluation is the Director of Nursing along with support of the Nursing Review Team, including formulating, maintaining, and disseminating evaluations. The Nursing Review Team consists of the Director of Nursing, the VP for Enrollment Management and Student Success, the Director of Career Services, the Director of Institutional Research & Reporting, and the VP for Advancement & Foundation Executive Director. Designated time periods for completing the evaluation is every other year. The overall curricular assessment will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

5) Overall Program Assessment Plan

The purpose of evaluating the OPAP is to determine the effectiveness and pertinence of the OPAP. The method used to collect data is through assessment of the plan including overlaps and omissions of pertinent data. The person(s) responsible for completing the data collection and evaluation is the Director of Nursing, along with support of the Nursing Review Team, to formulate, maintain, and disseminate evaluations. Designated time periods for completing the evaluation is every other year. Evaluation of the Overall Program Assessment Plan will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

6) Evaluation of Goal 1

The purpose of evaluating goal one is to assess student progress and the effectiveness of the goals of the Nursing Program to meet student needs. The method used to collect data is by evaluating course descriptions, objectives, and assignments while analyzing student pass rates for the NURS 300 and NURS 310 courses. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty member teaching courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for

completing the evaluation is every other year. The evaluation of Goal 1 will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

7) Evaluation of Goal 2

The purpose of evaluating Goal 2 is to assess student progress and the effectiveness of the goals of the Nursing Program to meet student needs. The method used to collect data is by evaluating course descriptions, objectives, and assignments while analyzing student pass rates for the NURS 320 and NURS 400 courses. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty member teaching courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every other year. The evaluation of Goal 2 will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

8) Evaluation of Goal 3

The purpose of evaluating Goal 3 is to assess student progress and the effectiveness of the goals of the Nursing Program to meet student needs. The method used to collect data is by evaluating course descriptions, objectives, and assignments while analyzing student pass rates for the NURS 33, NURS 375, NURS 430, and NURS 435 courses. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty member teaching courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every other year. The evaluation of Goal 3 will be disseminated to faculty and administration through the OPAP Part IV: Evaluation/Assessment Results.

9) Evaluation of Goal 4

The purpose of evaluating Goal 4 is to assess student progress and the effectiveness of the goals of the Nursing Program to meet student needs. The method used to collect data is by evaluating course descriptions, objectives, and assignments while analyzing student pass rates for the NURS 410, NURS 440, and NURS 450 courses. The person(s) responsible for completing the data collection and evaluation include the Director of Nursing and Nursing Faculty with inclusion of faculty member teaching courses, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every other year. The evaluation of Goal 4 will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

10) Liberal Education Program (LEP) requirements met by graduation

The purpose of evaluating graduation rates is to assess institutional quality and effectiveness. The method used to collect data is by calculating by the percentage of students completing the SMSU Nursing Program within seven years, with a goal of >85% graduation rates. The person responsible for completing the data collection and evaluation include the Director of Nursing, Nursing Faculty, and the Director of Institutional Research & Reporting, with the

Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every other year. Graduation rates will be disseminated to faculty and the advisory board/administration through the OPAP Part IV: Evaluation/Assessment Results.

11) Student satisfaction

The purpose of student exit interviews is to determine what aspects of the Nursing Program can be attributed to overall student satisfaction, recognize excellence in teaching, and make course/curricular changes as needed. The method used to collect data is through completion of exit interviews, review of portfolios, and nursing graduate surveys upon nursing students graduating from the program with student satisfaction rated at >80% at a 4 or above on a 5 point scale on the nursing graduate survey. The student will be given a list of questions focusing on program satisfaction before the interview. Interviews will be completed by telephone with extensive notes recorded for each student. The person responsible for completing the data collection and evaluation is the Director of Nursing, with the Director of Nursing responsible for formulating, maintaining, and disseminating evaluations. Designated time periods for completing the evaluation is every graduating semester. Data will be reported in the aggregate to protect student confidentiality. Student satisfaction will be disseminated to faculty, the administration, and the Nursing Review Team through the OPAP Part IV: Evaluation/Assessment Results. Additionally, the SMSU Senior Survey, a three-part survey that requests information from seniors in the areas of general information, academic information including educational goals and perceived preparedness for employment and lifelong learning, and campus services, will be completed by all graduate nursing students.

12) Employment rates

The purpose of evaluating employment rates is to determine the effectiveness and need of the Nursing Program. The method used to collect data is through documentation of employment status during graduate exit interviews and again at one and three post-graduation alumni surveys, with a goal of >90% employment rates at one year. The Nurse Review Team will be responsible for formulating, maintaining, evaluating, and disseminating employment rates. Designated time periods for completing the evaluation is every other year. Employment rates will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

13) Alumni satisfaction

The purpose of the alumni survey is to determine how the Nursing Program prepared the graduate for the role of a BSN nurse. The method used to collect data is through mail/email surveys used at one and three years' post-graduation. Satisfaction will be measured through the question, "Were you adequately prepared for the role of a BSN?" with a goal of 75% satisfaction. The Nurse Review Team will be responsible for formulating, maintaining, evaluating, and disseminating alumni satisfaction. Designated time periods for completing the evaluation is every other year. Alumni satisfaction will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

14) Current employer satisfaction

The purpose of evaluating employer satisfaction is to determine the effectiveness of the Nursing Program. The method used to collect data is through mail/email employee surveys used at one and three years' post-graduation. Satisfaction will be measured through the question, "willingness to hire another SMSU BSN graduate" with a goal of >80% employer satisfaction rates. The Nurse Review Team will be responsible for formulating, maintaining, evaluating, and disseminating employer satisfaction. Designated time periods for completing the evaluation is every other year. Employer satisfaction rates will be disseminated to faculty and the advisory administration through the OPAP Part IV: Evaluation/Assessment Results

15) Alumni progression

The purpose of evaluating alumni progression is to determine the effectiveness of the Nursing Program through alumni achieving higher levels of education. The method used to collect data is through mail/email surveys used at one and three years' post-graduation, with a goal of 15% of graduates being enrolled in graduate studies within three years of graduation. The Nurse Review Team will be responsible for formulating, maintaining, evaluating, and disseminating alumni progression. Designated time periods for completing the evaluation is every other year. Alumni progression will be disseminated to faculty and the administration through the OPAP Part IV: Evaluation/Assessment Results.

The following is the Assessment Plan Timeline for the RN to BSN Program:

The assessment timelines for Fall 2013, Spring 2014, Fall 2014, Spring 15, Fall 15, and Spring 16 have been followed. Assessment results have been used for further development of the NURS courses.

Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2019
Evaluations of spring NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of fall NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of spring NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of fall NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of spring NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students	Evaluations of fall NURS course offerings (including portfolio), incorporating use of faculty/course surveys by students
Goal 2 Reviewed every two years with review of NURS 320 & NURS 400 course descriptions, objectives, and assignments	Goal 3 Reviewed every two years with review of NURS 330, NURS 375, NURS 430, & NURS 435 course descriptions, objectives, and assignments	Goal 4 Reviewed every two years with review of NURS 410, NURS 440, & NURS 450 course descriptions, objectives, and assignments	Goal 1 Reviewed every two years with review of NURS 300 & NURS 310 course descriptions, objectives, and assignments	Goal 2 Reviewed every two years with review of NURS 320 & NURS 400 course descriptions, objectives, and assignments	Goal 3 Reviewed every two years with review of NURS 330, NURS 375, NURS 430, & NURS 435 course descriptions, objectives, and assignments
Review/update of SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures		Review/update of SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures		Review/update of SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures	
Curriculum Evaluation (annually):		Overall Program Evaluation (every two years):		Curriculum Evaluation (annually):	

Mapping Essentials/QSEN		Syllabi Mapping Essentials/QSEN Course pass rates Graduation rates Student - satisfaction Alumni - satisfaction Employment rates Employment - satisfaction Alumni progression Mission/Values Goals/Outcomes OPAP		Mapping Essentials/QSEN	
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Section III – Five Year Plan

The previously noted Assessment Plan and Timeline will continue to be followed for the next five years. Required reports will be submitted to CCNE per CCNE timetables. The Nursing Program will continue to develop and expand the program throughout the region and beyond. We will explore ways to collaborate with Community Colleges to assure smooth transitions for prospective students to the SMSU RN to BSN Program.

SOUTHWEST MINNESOTA STATE UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
2015-2016 ANNUAL REPORT

Section I: Description of Department

Mission Statement and Student Learning Goals and Outcomes, as adopted August 2012 and modified January 2014.

Mission Statement

The S.M.S.U. Political Science Department provides students with opportunities to understand and explain political phenomena ranging from the behavior of individual citizens to relations between nation-states. We seek to foster an empirical understanding of political institutions and processes, and an awareness of the moral and ethical implications of political action.

Student Learning Goals and Outcomes

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

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

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

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

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

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

Outcome 2.2 Students will critically evaluate political claims based on careful scrutiny of the underlying argument and evidence.

Outcome 2.3 Students will demonstrate strong written and verbal skills, culminating in the completion of a thesis paper.

Goal 3: Students will develop an understanding of their place in the world as engaged citizens.

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

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

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

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

Effective July 1, 2016, the Political Science Program will be housed in the Department of Social Sciences and report to Dr. Jan Loft, Dean of the College of Arts, Letters and Sciences. It receives staff support from Administrative Assistants Dawn Bahn and Linda Baun, and operates with an annual budget of \$1,500.

Its faculty consists of:

Professor David E. Sturrock

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

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

Professor Douglas L. Simon

Ph.D., Rural Sociology, University of South Dakota, expected December 2016

LL.M., The Judge Advocate General's Legal Center and School, 2005.

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

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

Section II: 2015-2016 Activities

A. Teaching and Learning

Professors Simon and Sturrock offered a full menu of Political Science courses to support POL majors and minors during 2015-2016, in both cases performing overload service because of strong enrollments, limited staffing and paucity of adjunct funding. Our two survey-level courses (POL 117 and 120) and at least eight of our upper division courses are popular options for fulfilling LEP and MTC requirements. Also, POL courses serve as designated electives for majors in a number of fields, notably Education, History, Justice Administration and Management.

The department continues to support the growth of the recently reestablished Public Administration minor through promotion of course requirements and active recruitment. All staffing, planning and advising activities take into account the needs of this program. We continue to view the return of the PBAD minor as a step towards the restoration of the Public Administration major in the near future.

Distance Learning

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

First Year Seminar

In the recent past the department participated in the FYS program by offering one section per year of Prof. Simon's *Issues in Business, Law and Politics*. We are willing to do again in the future, provided this does not impair the timely delivery of POL courses for our majors and minors.

College Now

The department supports S.M.S.U.'s College Now program by delivering POL 120 (American National Government) at 25 high schools across western and southern Minnesota.

Internships

Over the last year the department worked with the City of Marshall to develop a format for a standing internship program while maintaining its customary load six-eight internships. During the past year we have supervised internships with a law firm in Glencoe, the Armenian National foundation in Washington, and a lobbying firm in Madison, WI.

B. Scholarly and Creative Activity

The department participated in the SMSU Undergraduate Research Conference in December 2015, as ten students made presentations about public policy issues affecting Greater Minnesota, including water quality, transportation, and economic development. This was the third year that POL Senior Seminar students were required to make either oral or poster presentations at the URC.

During 2015-16 Douglas Simon completed research for his pending dissertation "Dual Enrollment and Its Impact on College Freshman Persistence: A Reconceptualization of Tinto's Model of Student Departure". He has also completed most of the chapter drafts and expects full completion and acceptance by December 2016.

Both POL faculty closely monitor periodical and professional sources of news and research in areas of their respective specialties. The fruits of this ongoing study are incorporated into classroom lecture and discussion on a near-daily basis, and into revised course assignments every semester.

C. Professional Development

Douglas Simon has drawn upon S.M.S.U. professional development funds to further his doctoral program work at South Dakota State University. Also, the department maintains its annual

membership in the American Political Science Association and makes use of its informational and promotional resources.

D. Service to Students

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

Recruitment of majors

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

Advising

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

Placement

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

Student organizations

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

David Sturrock continues to serve as faculty advisor for the College Republicans and the Model United Nations Club. Finally, we host Enactus (the former Students in Free Enterprise) in our suite at Charter Hall 105. This student program, which receives direct support from the SMSU Administration and the region's largest private sector employer, has received numerous awards at regional and national competitions for their innovative service programs in Minnesota, Jamaica and elsewhere.

Financial support for students

The Political Science Department is host to the John Zwach Grant program, which

was funded by the family and friends of the late John Zwach in honor of his lifetime of public service to Southwest Minnesota. Mr. Zwach was a farmer, teacher, school superintendent, State Senate Majority Leader, chief author of the bill which created Southwest Minnesota State University, and a member of the United States House of Representatives. Each year we award approximately \$5,000 in scholarships to continuing students, many of whom are Political Science majors. These awards are based on grade point average, campus and community leadership, and an original essay on the subject of community and regional service in Southwest Minnesota.

E. Service to the University

Douglas Simon has served on numerous university and faculty committees. Recent and current highlights include: Faculty Association Vice President, 2011-2015; Presidential and Provost University Search Committees (2012 and 2015 respectively); Enrollment Management and University Strategic Planning Committees (2014 to present); HLC Steering Committee, with responsibility for the writing of Criterion One, 2012-2014; and S.M.S.U. representative to Inter-Faculty Organization Government Relations Committee, 2009 to present.

David Sturrock served as chairman from 2012 to 2016 when Political Science functioned as a stand-alone department. In 2016 he also was a member of the LEP 400 Writing Communications rubric scoring project.

F. Service to the Community

Douglas Simon holds the rank of Lieutenant Colonel in the 34th Infantry Division, United States Army, and is an active member of the Marshall Sunrise Rotary.

In January 2015 David Sturrock resumed service on the Marshall City Council, representing Ward Two. He is a board member of the Coalition of Greater Minnesota Cities; Chairman of the Marshall Area Transportation Group, which advocates for regional highway improvements; and as member of the local Chamber of Commerce's Business Development Committee. He also serves as Parish President for Good Shepherd Lutheran Church and as Chairman for Cub Scout Pack 238.

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

G. Assessment

The Political Science Department continues to develop its assessment program in concert with the university's preparation for reaccreditation. As presented in Section I, we have developed our mission statement, learning goals and outcomes, course map, and are now implementing our assessment plan and schedule.

We will measure each of our nine student learning outcomes through a matrix of course assignments, exams, simulations, field projects, internships, and the senior seminar research project. To this end we have developed of a tracking matrix which incorporates data from each assessment-related POL course taken by a given major.

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

H. Department Review

In the Summer of 2013 the Department completed its external review process by submitting its response to the report of Prof. Kara Lindaman of Winona State University.

In preparation for her May 1, 2013 campus visit we prepared a self-study and corpus of supporting documents (57 pages in total). During her visit Prof. Lindaman reviewed the above-noted documents and held extensive discussions with Professors Sturrock and Simon. She also met with Dean Onyeaghala and subsequently conducted a phone interview with Provost Weatherby. She also met with a small group of POL majors.

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

I. General Comments

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

Since its 2006 review the department has proven its resiliency in consistently maintaining a breadth of courses and support activities despite the loss of two full-time positions; the elimination of the Public Administration major; the elimination of adjunct funding, and recurring National Guard mobilizations for Douglas Simon. In addition, we have demonstrated our flexibility by adjusting our teaching approaches to accommodate changes in our student population, most notably a recent cohort of African Political Science majors (both overseas students and U.S. residents of immigrant origin).

Our department is known across campus to be entrepreneurial though collegial. We have a reputation for actively seeking and building upon partnerships on and off campus while delivering significant support for the university's overall mission. One measure of this is our consistently-above average contribution to the university's Student FYE-Faculty FTE ratio. Another is our continuing partnership with the International Students Organization to recruit students for the Model United Nations program.

Our faculty put a high premium on importing their outside experience into the classroom. For Douglas Simon, this includes his 27 years of National Guard service, deployment in two war zones, and complex, sensitive legal work in the Judge Advocate Corps.

For David Sturrock, examples include 20 years of service in local government in Minnesota and New York; more than 40 years of involvement with political parties and election campaigns; and, more recently, advocacy for regional public policy issues, especially transportation, local governments, and public utilities.

Section III: Five Year Plan

POL Five-Year Plan (Adopted August 2012)

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

2016 comments:

1. In progress; hindered by effects of small 2011 intake, which is reflected in lower numbers for senior level courses and graduates from Fall 2013 through Fall 2015.
2. Maintained.
3. Maintained by keeping pace with three-year schedule.
4. PBAD minor reestablished.
5. In progress.
6. Achieved.
7. Achieved.

POLITICAL SCIENCE THREE-YEAR SCHEDULE
Summer 2016-Summer 2019

Summer 2016

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

Fall 2016

POL 117	Intro. to Gov't & Politics	David Sturrock	
POL 120	American Nat'l Gov't	Douglas Simon	
POL 252	Intro. to Comparative Politics	David Sturrock	web
POL 300	Political Research Methods	David Sturrock	
POL 328	Criminal Procedure & Regulation	Molly Simon	web
POL 340	Public Policy & Administration	Douglas Simon	
POL 490	Senior Seminar	David Sturrock	hybrid

Spring 2017

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

Summer 2017

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

Fall 2017

POL 117	Intro. to Gov't & Politics	David Sturrock	
POL 120	American Nat'l Gov't	Douglas Simon	
POL 252	Intro. to Comparative Politics	David Sturrock	web
POL 324	Local & Rural Politics	David Sturrock	
POL 328	Criminal Procedure & Regulation	Molly Simon	web
POL 340	Public Policy & Administration	Douglas Simon	
POL 455	International Law	Douglas Simon	
POL 490	Senior Seminar	David Sturrock	hybrid

Spring 2018

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

Summer 2018

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

Fall 2018

POL 117	Intro. to Gov't & Politics	David Sturrock	
POL 120	American Nat'l Gov't	Douglas Simon	
POL 250	American Parties & Elections	David Sturrock	
POL 252	Intro. to Comparative Politics	David Sturrock	web
POL 300	Political Research Methods	David Sturrock	
POL 328	Criminal Procedure & Regulation	Molly Simon	web
POL 340	Public Policy & Administration	Douglas Simon	
POL 455	International Law	Douglas Simon	
POL 490	Senior Seminar	David Sturrock	hybrid

Spring 2019

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

Summer 2019

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