



College of
Arts, Letters and Sciences

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Annual Report 2017-2018

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SMSU ENGLISH, PHILOSOPHY, SPANISH &
HUMANITIES DEPARTMENT

Annual Report, 2017-2018

Submitted by

Neil Smith, Chair of EPSH

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INTRODUCTION

(Dr. Neil Smith)

English, Philosophy, Spanish, and Humanities—again, these four disciplines are central to the mission of a liberal arts education, and we work hard to provide the best teaching, resources, and opportunities to our students. Our faculty members also work on their own research and creative works, engage with campus and/or statewide committees, advise students, direct programs, and many other day-to-day tasks that add up each year.

In a year that included tough decisions, another goodbye in the department, and a successful conversion, we have all done our best to make sure the department is still capable of providing the best we can in all five criteria set forth by Minn State despite our budget difficulties. Luckily, we think that with our current faculty members, and our agreement with the administration going forward, this task is possible, if not ideal. We will continue to do our best with what we have and attempt to build on that.

We will continue to ask for support for our Spanish program as it progresses. As we said last year, there are many areas outside the classroom that need additional attention, and our two Spanish faculty members find that some additional support could help cut down on some of the time it takes to work on each of these areas.

We have successfully converted Eric Doise's fixed-term position to probationary, and he has accepted the offer of Assistant Professor.

We have created new English for Multilingual Speakers classes to help with the rise of international student numbers, as well as graduate students and Generation 1.5 students.

However, we have also said goodbye to Dr. Susan McLean, who retired at the end the Spring 2018 semester.

In addition, we were very displeased to find that the administration has chosen to retrench a position in Philosophy. We still believe it makes more sense for the program and the university to keep that retrenched position. We look forward to discussing this more in the coming year.

We have also said goodbye to regular adjunct Professor Anita Gaul, who has accepted a position elsewhere. We wish her the best. It should be noted that the administration's decision to rely less on adjunct instructors limits our ability to offer important classes in the department, such as introductory courses in English and Philosophy.

Overall, we would call 2017-18 a challenge to which we were able to rise. We look forward to the coming year with high expectations.

DESCRIPTION AND PAST-YEAR ACTIVITIES OF THE EPSH DEPARTMENT

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

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

Majors & Minors in Our Program

Comm. Arts and Lit	31		20		27		26
2nd Ed English							
Summer	2		3		0		3
Fall	16		11		14		13
Spring	13		6		13		10
English Dept. Total	57		42		54		43
English		13			35		12
Summer			2			1	
Fall		8			15		5
Spring		5			18		6
LICR	44		17		15		19
Summer	4		2		2		1
Fall	26		8		7		9
Spring	14		7		6		9
LIT	13		12		4		12
Summer		2			1		-
Fall	5		5		2		7
Spring	8		5		1		5
Philosophy	19		18		15		16
Summer	4		4		3		3
Fall	31		13		9		7
Spring	22		12		7		6
Professional Writing and Communication	31		26		27		18
Summer	4		2		1		1
Fall	15		13		12		9

Spring	12		11		14		8
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Literature	2		3		3		1
Fall	2		2		2		1
Spring		1		1			-
Writing	18		17		19		16
Summer	2		2		1		-
Fall	8		7		9		8
Spring	8		8		9		7
Philosophy	11		9		7		4
Summer				1			
Fall	5		5		3		1
Spring	6		4		4		2
Pre Law		3		3			14
Summer				1			
Fall		1		1			6
Spring		1		2			8
Spanish	52		50		54		46
Summer	9		7		4		10
Fall	24		21		26		17
Spring	19		22		24		19
Religious Studies	5		13		13		11
Summer		1		1			2
Fall	1		6		7		6
Spring	4		6		5		3

PERSONNEL, BUDGET, & SUPPORT

This was Dr. Susan McLean's last year teaching for us, and she is now retired. Prof. Pacheco was on sabbatical for the entire year. Dr. Ruthe Thompson and Dr. Maureen Sander-Stout were both on sabbatical for the Spring 2018 semester.

Dr. Eric Doise's position was converted to probationary this year, and he was hired for that converted position in May 2018.

Our numbers for the 2016-17 year:

- Fulltime tenured – 14
- Fulltime probationary – 2
- Fulltime fixed-term – 3
- Active Adjuncts – 7

That gives us a total of 19 faculty members, 7 adjuncts, plus 1 Administrative Assistant.

FY2018 Starting Budget Balances:

English	\$6,196.00
Philosophy	\$ 929.00
Spanish	\$ 624.00
Humanities	\$ 682.00

This past year, the English Department had 2 student workers.

OAS LeeAnn Teig continues as assistant for both EPSH and Nursing, as well as the Honors Program. As always, she is invaluable to us, absolutely.

COLLEGE NOW

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

- We offer ENG 151, SMSU's first-year writing course, as an LEP and MTC composition course to a large number of College Now sites.
- We offer LIT 120 (Introduction to Literature) as an LEP and MTC literature course to a limited but growing number of College Now sites.
- We offer SPAN 201 and 202 to a large number of students.

- **English and Literature Combined**
- Total Sections: 118
- Total Faculty Load: 70.12
- Total Enrollment: 2,423 students
- Total Credits HRs: 8,553 credits

- **English Only –**
- Total Sections: 64
- Total Faculty Load: 38.08
- Total Enrollment: 1,284 students
- Total Credits HRs: 5,136 credits

- **Literature Only –**
- Total Sections: 54
- Total Faculty Load: 32.04
- Total Enrollment: 1,139 students
- Total Credits HRs: 3,417 credits

- **Spanish –**
- Total Sections: 38
- Total Faculty Load: 22.2
- Total Enrollment: 706 students
- Total Credits HRs: 2,824 credits

- We have Prof. Lisa Lucas Hurst, Prof. Eric Doise, and Prof. Michael Albright as on-campus/CN probationary and fixed-term professors. Prof. Ruthe Thompson also teaches CN sections. In addition, adjuncts Tim Buysse, Dan Wahl, and Kasey Kollander have CN classes. We have sought to stay on the same page and share

information as needed, although this is still a work in progress. Prof. Ruthe Thompson also teaches several CN classes.

- **As I will say every year** until this is addressed and, hopefully, fixed: the compensation model for CN is unsustainable, as it creates an untenable class load (involving travel) for a full-time College Now mentor. As I have said in the past, we are risking the program by continuing this model.

ENGLISH GRADUATE COURSES

We did have two graduate classes held during the Summer of 2017. I do not have further info at this time.

PROGRAM REPORTS

Current Year's Activities in Professional Writing & Communication (PWC) (Dr. Bemer)

This annual report summarizes the PWC program's major activities in the academic year of 2017-2018. The report indicates that Drs. Bemer and Henning are reflective teachers who take student feedback seriously and work to improve student learning through various practices, including considering lower cost texts, creating new exercises based on assessment data, and revising online pedagogy. Professors in PWC are active scholars and continually work to develop professionally. In addition, their service to students, the university, their profession, and the community of Marshall evolves in a way that models civic engagement for their students. As active scholars and provide essential service to their communities, it is clear that Drs. Bemer and Henning are teachers first and use their scholarly and service opportunities to aid their teaching and their students, particularly by their commitment to improving their online pedagogy.

A) Teaching and Learning

Both Drs. Bemer and Henning report on their accomplishments in teaching and their course evaluation data in their personal professional development reports. As such, this report will simply highlight the innovations they have made in the area of teaching as they relate to textbook costs, improving student writing, and making online classes more interactive.

Innovations to keep text costs down for students

For several years, SMSU students via student government have raised concerns about the costs of course texts. Both Drs. Bemer and Henning have had occasional difficulties with students not purchasing course materials and with advisees asking for help in finding money with which to purchase materials.

In particular, the text for English 360: Scientific and Technical Communication has become a concern. A new, much more expensive version of the text was released, and the campus bookstore was not able to provide the older, more cost effective, version of the text. As such, Drs. Bemer and Henning re-developed the content for online version of English 360 for fall 2017, spring 2018, and summer 2018, so the class could be taught with only instructor content. As such, students did not have a textbook to purchase for the course.

Since the course re-design, Drs. Bemer and Henning have reviewed other potential texts for the course and have discovered an e-book that is only \$30 and is simply excellent with respect to content and examples. This text will be used in newly designed English 360 sections in spring 2019.

Innovations to improve student drafting and citation practices

Based on assessment results from last spring, Drs. Bemer and Henning revised the English 360 course to include more work on citation and revision. They wrote and administered an APA citation quiz in an effort to aid students in their ability to cite accurately. In addition, the final analytical report in English 360 is now broken up into stages of writing; in the online class, students now (in the final third of the semester) write the report section-by-section (starting with the introduction, then methodology, and so on) and post parts in the discussion area weekly to receive more specific professor feedback and more peer feedback overall. This practice gives students more time to revise their final product. Students have reported that they appreciate this revision time. In addition, Dr. Henning has included revision possibilities for English 361, particularly for the essays that we assess for the program.

Innovations to make online classes more interactive

Dr. Henning's whole teaching load was online for both semesters, and she became concerned about finding ways to make her courses both more interactive and more conducive to the improvement of student writing. As an experiment, she required students to arrange a phone call or face-to-face meeting with her if they wanted more feedback on drafts. While about only 10% of students followed through on this commitment, those students shared the experience with their peers, encouraging them to seek out Dr. Henning for more advice. While much of that advice did happen through email, the interaction with students did increase suggesting such an experiment is worth continuing.

B) Scholarly Activity

Drs. Bemer and Henning conduct scholarly activity as it relates to their personal professional development goals approved by the Dean as well as to their goals for teaching and program administration. As teachers of writing, Drs. Bemer and Henning

recognize the value of communicating in a range of genres analogous to the ones they require students to use. As such, their scholarship places an emphasis on not only the scholarly chapter or article but on other less formal genres as well, including: writing for the web, professional, oral presentations, and poster presentations. Their achievements this year follow.

- Dr. Bemer and Henning created and presented a poster titled “An Assessment Narrative of SMSU’s Professional Writing and Communication (PWC) Major” at SMSU’s assessment day in February 2018.
- Dr. Henning was consultant/reviewer for the Oxford University Press’s text: *The Essentials of Technical Communication* by Elizabeth Tebeaux & Sam Dragg.
- Dr. Henning virtual presented a talk titled “Why the Language & Labor of Heart Failure & Patient Compliance Self-Care Needs Transforming” at the 2018 Conference on College Composition and Communication (CCCC). This is a national, peer- reviewed conference with a 60% acceptance rate.
- Dr. Bemer and Henning wrote a proposal for a poster presentation titled “An Ecopreneurial Response to a Lean Model of Technical Communication” to the 2018 Council of Programs in Technical and Scientific Communication (CPTSC) Conference. This is also a national, peer-reviewed conference. The acceptance rate will be published after this annual report is submitted.
- Dr. Bemer exhibited the English program's online, open textbook *Why Writing Works: Disciplinary Approaches to Composing Texts* at Minnesota State's annual Shark Tank even in April. She discussed how to create online, open textbooks with those in attendance.

C) Professional Development

Both Drs. Bemer and Henning maintain memberships in various professional organizations and read journals in their field. In addition to those activities, both take advantage of activities on campus and through their professional organization to continue their development as teachers and scholars. Activities of note include:

- Dr. Henning is learning about medical rhetoric, best practices for patient self-care literature, and heart failure by reading new texts and receiving online mentoring from Marjorie G. Webb, PhD, DNP, RN, ACNP-BC, Metropolitan State University, Minneapolis, MN. Marjorie is a former heart failure nurse who specializes in patient self-care.
- Dr. Henning attended AdobeConnect training and learned how to use MediaSpace.
- Dr. Henning virtually attended a session on medical rhetoric at the 2018 Conference for College Composition and Communication.
- Drs. Bemer Henning watched videos related to D2L’s new portfolio system. Dr. Henning will pilot this system with capstone students in fall 2018.
- Dr. Bemer is a member of the Council for Programs in Scientific and Technical Communication's assessment committee, which is working on creating materials for newer programs and their assessment endeavors.

- Dr. Bemer is a founding member and webmaster of the Global Society for Online Literacy Educators.
- Dr. Bemer attended SMSU's Violence Awareness training.
- Dr. Bemer attended the Global Society of Online Literacy Educators' online conference on January 26, 2018.

D) Service to Students

PWC program faculty now use the SMSU 4-year advising plan to direct their advising efforts. To achieve this goal, Drs. Bemer and Henning:

- Participate in the early-alert process, noting students who require more support academically and/or personally;
- Follow-up with any majors who have received early alerts;
- Prepare students for Advising Day with an email that previews upcoming courses and invites students to sign-up for and attend advising day;
- Meet in person with each of their advisees on Advising Day each semester;
- Meet in person with advisees outside of Advising Day to complete Degree Audit Checks;
- Advise informally, speaking to students outside of planned advising times, about course selection and careers.
- Created, rechecked, and refer students to the Mustang Academic Plan for PWC.

Graduates have noted the excellence of PWC advisors, stating during exit interviews such as “[faculty] made it easy for me to plan out my degree and gave me resources for my future. [She] was very approachable and made earning my degree more fun than it was work.” This is reflected through the nearly 100% attendance rate PWC majors have at Advisor Day events.

Moreover, Drs. Bemer and Henning provide references to students along with support for student research projects. Some students supported by their efforts include:

- Reference for Kevin Danielson (Drs. Bemer & Henning)
- Reference for Jill Hoppe (Drs. Bemer & Henning)
- Reference for Sara Peterson, Court Reporter position (Dr. Henning)
- Provided an interview to Ethan Voss for a project on why students become English majors for the 2018 MNWE Conference (Dr. Henning)
- Provided an interview to Emily Williamson on the use of writing teacher and student feedback for a project for the SMSU’s 2017 URC (Dr. Henning)
- Reference letter for Abigail Graf for study abroad program: Fund for Education Abroad (Dr. Bemer)

In addition to serving both students and alumni through advising, providing letters and phone calls of reference, and support for student research, Drs. Bemer and Henning maintain several social media outlets for students and alumni:

- PWC Blog, see: <http://smsupwc.blogspot.com/> (Dr. Bemer)
- LinkedIn PWC alumni group (Dr. Henning)
- SMSU English Facebook page (Dr. Bemer)

E) Service to the University

PWC faculty regularly draw on their professional expertise in serving on committees. In 2017-2018, Dr. Henning served on the following committees:

- Faculty Disability Committee (fall 2017)
- English Department Writing Subcommittee
- Walter Mann Writing Center Scholarship Committee

Furthermore, Dr. Henning was active in assisting in the direction of the PWC major. She co-authored documents such as the PWC annual report, promotion and tenure guidelines, and five year plan. She also reviewed promotional documents and the revised program web site.

Dr. Bemer remains the Director of Professional & Academic Writing and served on the following committees:

- English Department Writing Subcommittee (Chair)
- Alec Bond Student Essay Contest Committee
- Walter Mann Writing Center Scholarship Committee
- Presidential Scholarship Award Committee
- Search Committee member for Assistant Professor of English

F) Services to the Community at Large

Both faculty and students contribute to serving the community. PWC students serve the region by completing paid and unpaid internships at non-profit and government agencies. Faculty serve the community via service to professional organizations as well as service to local organizations.

Student Service

- Ben Broze is a paid summer intern for Amy Klobuchar.
- Abby Grant brought the *Odyssey* e-zine to our campus as a venue for student publication.
- Grant Kleiman was an unpaid summer intern for the Marshall-Lyon County History Museum.
- Nick Rathke is a paid summer intern for the American Lung Association.

Faculty Service

Dr. Henning's heart failure (a medical condition noted in the Americans with Disabilities Act as one that qualifies her for accommodation) limits the amount of service she can perform as well as the amount of traveling she can do. Nonetheless, she has been active in serving these professional organizations:

- National Council of Teachers of English (NCTE) opinion board; this board responds to surveys each month that the executive committee uses to direct the work NCTE performs.
- 2018 Conference proposal reviewer for the Council of Programs in Technical and Scientific Communication (CPTSC); this is a yearly commitment to review and rate conference proposals scholars submit for acceptance to this annual conference.

Dr. Bemer supports her professional community and the Marshall community in various ways:

- Council for Programs in Scientific & Professional Communication (CPTSC) Assessment Committee member
- Local Host Committee member for Council for Programs in Scientific & Professional Communication (CPTSC) conference
- Webmaster for the Global Society for Online Literacy Educators
- Substitute librarian at True Light Christian School
- Junior Achievement volunteer teacher

G) Assessment

PWC's assessment process involves portfolio assessment from our English 492 capstone course (Theory and Practice of Professional Communication) as well as paper collection for our LEP courses (including English 360: Scientific & Technical Writing and English 361: Advanced Composition). In English 289: Introduction to Professional Writing, Dr. Bemer prepped PWC students for eventual portfolio completion by guiding them through a proposal for their capstone portfolios. This year the PWC program also collected and assessed (with assistance from English program faculty) essays from English 361: Advanced Composition on Assessment Day 2018. Assessment results are available upon request and will be included with assessment report data in fall.

Five-Year Plan for Professional Writing & Communication

The Professional Writing & Communication program's mission is to teach students to become flexible and ethical writers and communicators who can be successful in a variety of contexts including, but not limited to, manufacturing, journalism, advertising, grant writing, technical writing, and software publishing. Faculty in the Professional Writing and Communication Program are committed to working together to provide students with a liberal arts education that is enhanced with practical experiences such as internships and service learning opportunities that prepare students to earn a living as writers. Through this combined liberal arts and technical emphasis, the PWC Major supports SMSU's mission to be a university of choice.

This five-year plan reflects our commitment to our mission and to innovative and sustainable practices.

Plans for innovation and improvement

- Continue with practices that were marked as successful in the last prioritization report response (ongoing)
- Certificate creation (2018-19)
- Prepare for program review (2018-19)
- Write self-study (2018-20)
- Arrange program reviewer visit (2019-20)

Assessment

- Continue assessment practices (ongoing)
- Reflect on assessment practices (ongoing)
- Report on assessment practices each fall (Fall 2018, and then every fall as required)

Advising

- Integrate SMSU Advising Plan with PWC best practices in advising (ongoing)
- Continue to supervise student internships (ongoing)
- Continue to provide references to students and alumni as needed (ongoing)
- Continue to support student research as needed (ongoing)

Recruitment

- Enact new recruitment practices for PWC (2018-19)
- Assure PWC presence at various recruitment fairs and open houses (ongoing)

Pedagogy

- Revise English 360 to better account for social media and independent work (2018-19 for Spring 2019)
- Consider if we need to move more courses online or hybrid (English 460 and 420) (2018-19)
- Continue course evaluations for all PWC courses (ongoing)
- Add to course evaluation process in ENG 492: Theories and Practices of Professional Writing (capstone) a survey that asks students to evaluate their experience in the PWC major as a whole (Fall 2018, and then every two years thereafter)

Program Review and External Reviewer Report for Creative Writing & Literature (Dr. Wilson and Prof. Kris Bigalk)

Program Self-Study

Written and compiled by Judy Wilson, Anthony Neil Smith (Chair of the English, Philosophy, Spanish and Humanities Department) Marianne Zarzana (Director of the Creative Writing Program), Susan McLean, Eric Doise, and Ruthe Thompson

Additional material and assistance provided by Teresa Henning, and LeeAnn Teig

INTRODUCTION

Southwest Minnesota State University is a small, four-year, public institution situated on 216 acres in Marshall, MN, population 13,000, a place named one of America's Best Small Cities. Within this small liberal arts university in this small city is a big-hearted and hardworking creative writing program that has been building up bragging rights for the university for decades. Intertwined symbiotically with the creative writing program is the literature program, which also serves other educational units across the curriculum such as honors, education, and College Now. In addition, the literature program provides courses that fulfill requirements of the Minnesota Transfer Curriculum as well as the Liberal Education Program for students across the university. The creative writing program also works in cooperation with other campus elements, such as the Women's Studies Committee and, increasingly, the Office of Diversity & Inclusion.

The historical norm has been that the majority of English majors on our campus are creative writing students. Because of the large literature requirement for creative writing majors, there are good reasons to consider the unique literature needs of these students. Pairing these two programs together serves our department well. An assessment of the needs of creative writing students should begin with the standards established by the Associated Writing Programs' Guidelines for Creative Writing Programs and Teachers of Creative Writing. As institutional members of the Associated Writing Programs (AWP), and recognizing the value of our membership as a nationally recognized measure of credibility in a growing field of programs, we strive to adhere to the high standards recommended by the AWP in order to remain competitive and credible.

The standards established by AWP relate directly to the creative writing student's literature needs as a jumping-off point in the assessment of our own creative writing program. [See **Appendix A**, "AWP Recommendations on the Teaching of Creative Writing to Undergraduates"] As noted in the "Recommendations," "Some of the goals of undergraduate instruction are intrinsic to the making and appreciation of literature; some goals are extrinsic to artistic study but important to the overall success of a college education and the acquisition of vocational skills" (36). The first two goals listed in the "Recommendations" are "An Overview

of Literature” and “Expertise in Critical Analysis.” Interestingly enough, the fourth and fifth goals are “Intellectual Discipline” and “Understanding of Diverse Cultural Values.” These goals not only point to the symbiotic connection between creative writing and literature, but they reflect some of the fundamental concepts of a liberal arts education and mirror the very work we do in our programs.

Our students have the opportunity to participate in programs, events, and projects that promote and celebrate the literary arts and writing. Each semester they benefit from the Visiting Writers Series, which brings writers to campus for public reading events and also to interact with our students in the classroom. They are encouraged to fundraise for and attend various writing conferences or festivals such as the AWP Conference (a rare opportunity for undergraduate students), the John R. Milton Conference, and the South Dakota Festival of Books. In the past, faculty have taken students to attend excellent reading events as part of Minnesota State University’s Good Thunder Reading Series. Every five years our majors find themselves assisting with the Marshall Festival, SMSU’s own literary throw down. Students often organize their own readings, both on and off campus. Most join the English Club. Others gain valuable experience working on *Perceptions*, the student arts magazine, or the *Spur*, the campus newspaper. They serve as judges for a large, local writing contest. They participate in a November write-in in solidarity with NaNoWriMo (National Novel Writing Month). They have the opportunity to submit their work for writing contests, such as the annual Telling Women’s Stories Contest, or for scholarships, such as the Leo Dangel Scholarship (based on writing and scholarship). In addition, CW/Lit faculty supervise and encourage majors to do internships for credit to gain practical experience in journalism, magazine writing, library work, arts administration, and public relations.

In 2017, we celebrated the 50th anniversary of our university, and it served to remind us in the English Department that we have much to celebrate as well in the rich literary legacy that we continue to build upon, a legacy that gives the lie to this being a small university.

STUDENTS

The fall 2017 university enrollment data provides the backdrop for understanding SMSU’s student population. Given a total enrollment of 6,910, of that number 41 identified as American Indian or Alaska native; 154 as Asian; 203 as African American; 137 as Hispanic or Latinx; 8 as Hawaiian or Pacific Islander; 194 as non-resident alien; 266 as unknown; and 5,907 as white. Of that number, about 50% are first generation students. It is important to note that 4,278 of that total number are College Now students and 38 are PSEO students. About 400 are graduate students. Of the total student headcount, almost 90% are Minnesota residents.

This is a portrait of the university that is important to look at because it is a billboard for the need to enhance offerings of diversity on campus. [See **Appendix B** for SMSU’s NSSE report as it

relates to our students' experience with diversity.] One of the best ways to increase student exposure to other ways of being in the world is through literature.

While exposure to diversity is a necessary trait and benefit of a liberal arts education, coming to an appreciation of one's own culture is also the job of a strong literature program. Celebrating local and regional voices alongside voices of difference has long been part of the service of the CW/Lit program, right along with helping students find their own voice, tell their own stories, write their own poems and essays and screenplays. It is hard to imagine a better way to shift an environment from being *exclusive* to being *inclusive* than to bring into the classroom the voices, the storytellers, and the poets who speak of a wealth of experiences, and then to follow that exposure up with an invitation to join the ranks of those voices. This is the tag-team sort of work that the creative writing and literature programs do within the greater university. The more students we can put in our literature classes, the more exposure we can offer them to diverse ways of being in the world. The more students we can bring into the workshop, the stronger their insight, their vision, and their purpose becomes. The more students we engage in the extracurricular life provided by the creative writing program, the larger their network, as well as their comfort zone, becomes. This joint-effort work of these programs supports the university's mission to deliver an education "taught in the liberal arts tradition...dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world." [See **Appendix C** for SMSU's Statement of Mission, Vision, and Values].

Unfortunately, numbers are down. They are down on the whole [See **Appendix D** for SMSU's Enrollment History] and this downward trend has proven the case for both the literature program and the creative writing program over the last five years. [See **Appendix E** for English Program Data.] As noted in the last creative writing program review in 2012, the program was at that time maintaining a consistent average of between 30 and 50 students. Today those numbers have been slashed in half. Here is the current enrollment (fall 2017) for the creative writing/literature program:

- Literature/Creative Writing (the old degree): 4
- English with Creative Writing Concentration: 10
- English with Literature Concentration: 7
- Literature Minor: 1
- Writing Minor: 1
- Communication Arts & Literature/ Secondary Licensure: 9
- College Now (2016): Literature—48 classes; 924 total students served; 2772 total credit hours.

Another unsettling trend of note is that five years ago we were regularly writing letters of recommendation for students seeking admission to grad schools and proudly reflecting on the

fact that our previous students were attending or had graduated from MFA and PhD programs all across the country, including the likes of Emerson, the University of Oklahoma, the University of Maryland, the University of Southern Mississippi, and Fordham University, while today those letters are few and far between. Not only are the numbers down, but so are the students we are watching trek off to grad schools. This may be due in part to the daunting cost of higher education as well as national attitudes that privilege a different sort of skill set. Still, we see those rare, gifted students with the determination to go the distance, and we determine to meet their needs by maintaining a rigorous, scholarly regimen of literature and workshops. But because our numbers are down and the university's numbers are down, we do it all with less.

The best way to understand our students' experiences in the program is to ask them, which we did. [See **Appendix F** for statements garnered from student surveys.]

REFLECTIONS FROM THE PRIOR REVIEWERS

In **reviewing the creative writing program in 2012** [See **Appendix G** for the 2012 Creative Writing Program External Consultant Report], Richard Robbins noted that he was “convinced of the current health of the program” and complimented it on these points:

- Commitment of faculty to students is deep
- A rigorous curriculum
- Teaching excellence
- Accomplished and diverse core faculty committed to university and community service
- Extracurricular opportunities that produce graduates who succeed in graduate school and the workplace
- Program follows the best practices of undergraduate programs across the country
- Program has a strong literary core
- Courses are offered regularly, so as not to slow down a student's progress in the program
- Faculty booklists present students across the curriculum with multiple and diverse literary models
- Revision as a means to gain writing excellence is a core value for the program
- Program revised the credit amount for the major to make it more amenable to double-majoring
- The capstone requirement is popular among students, and for many, a launching point for applications to graduate programs, a process in which SMSU graduates have been historically successful
- Long tradition of employing working writers as well as hosting visiting writers through the visiting writers series and the Marshall Festival
- Many English faculty actively publish in their field and also teach literature courses
- The program is doing much, despite glaring needs
- Students, alumni, and faculty testimonials point to a culture of excellence in the area of excellence in undergraduate instruction

- Students have an opportunity to work on literary magazines, share their work in public readings, participate in service learning, travel to conferences, and participate in literary competitions

Robbins made these recommendations for moving forward:

- Enrollment caps should be returned to historical levels—some class caps are intolerably high.
- Advanced courses in a major should average 15 per class
- In the area of course offerings, scheduling should be done with diversity of student opportunity in mind—ensuring that a single faculty member doesn't teach all offerings of a single genre, offering some online classes, scheduling class times for the benefit of the students, and noting that "I have seniority" is not a good strategy for scheduling courses
- The program should begin a yearly, minimally invasive assessment regime (this was repeated several times in the review)
- Addition of a tenure-track line in poetry writing
- Assess the growing demand for creative nonfiction
- Faculty should discuss and enact ways to sustain its vital visiting writers series; series director should seek local matching grants
- Keeping the series at a certain historical size will create anticipation for future series
- During advising, include a full run-through of program requirements and the value and applicability of a creative writing degree
- Find ways to stay connected with alumni
- There should be transparency and consistency on the part of the administration in the budgeting process
- Build a website.

In **reviewing the literature program in 2011** [See **Appendix H** for the 2011 Literature Program External Consultant Report], Dr. Anne O'Meara noted, "The energy in the department is particularly remarkable, given the range of teaching, research and service responsibilities that the faculty fulfill" and complimented it on these points:

- The literature program is extremely effective in helping the university meet its mission and goals.
- The primary strength of this program is its dedicated faculty
- Student portfolios attested to the successful study and analysis of an interesting array of literary works from various theoretical points of view.
- Faculty (and students) benefit from the strong cross-over between literature and creative writing faculty
- The English department is well situated for hard times because of its strong, interdependent programs and its contributions to programs across the university
- It is astounding that faculty have time for any scholarly and creative activity, given how many hats they wear. But the display of faculty publications was very impressive.

- While the majority of faculty publications are creative, research and scholarly activity is also evident in conference presentations at a variety of conferences.

Dr. O’Meara made these suggestions for moving forward:

- The primary weakness of the program is its lack of an Assessment Plan. A program assessment plan should be the top priority in the coming years.
- Work that students generate should serve two purposes: work upon which faculty base course grades and work that can contribute to assessment activities.
- The literature program has a lot to offer students at SMSU, but students have to be aware of the program and of how they might make use of a literature major when they graduate...so there should be more focus on publicizing the program.
- Increase the department’s administrative assistant from 95% to 100%
- Publish a rotation of courses.
- Strategize on more effective ways (electronic, social) to recruit and retain majors.
- Student feedback on the program should be regularly and systematically solicited.
- Revise the department web pages with an eye toward recruiting and retaining majors.
- Offer more online course offerings.
- Return the class size for ENG 151 and ENG 251 to no more than 20 students.

CHANGES SINCE LAST REVIEWS

The most obvious change since the last review is in direct response to the downturn in enrollment. The creative writing and literature programs have been transposed under the umbrella of a single degree in English, with an emphasis area in creative writing or an emphasis area in literature. This union of the two under a single degree again underscores the complementary nature of the two programs and serves to strengthen each as opposed to weakening either. This, then, is the first review of the newly joined programs under a single degree.

Another step the department took to strengthen the program in light of low enrollment numbers was to update the course rotation schedule. [See **Appendix I** for the updated Course Rotation Schedule.] We had to make very difficult decisions about offering some classes less often and staggering the literature offerings particularly at the 300-level so that they would not compete for students as well as to avoid cancellation of course offerings at the last minute due to low enrollment. We also reduced our workshop offerings so that there is only one 300 or 400-level workshop offered during any given semester. Most recently we decided to combine our two Shakespeare courses into a single course on Shakespeare, and we are considering consolidation of two additional courses. Some classes that were practical five years ago are suddenly sitting on the back burner until the numbers come back up. Some hires that we were contemplating five years ago are also in the queue on the back burner. That said, **we fully expect the numbers to come back up**. This isn’t the first downturn the university has had to bounce back from.

We also changed our workshop credit hours from four to three (with the exception of the screenwriting workshop because it is more labor intensive), which was a bitter pill to swallow since we had fought for years to get the workshops bumped up to four credits. Equally unpleasant was having to simultaneously accept a bump in class caps for our 300 and 400-level workshops as well as our literature classes. For workshops, this double-whammy of reduction in credit hours and increase in class caps means that we now have less time to cover an increased amount of work. It threatens the quality of the experience for our students as well as the quality of the end product they produce.

We have worked to create a happy medium in the scheduling of CW/Lit courses, satisfying the demands of an industrious faculty body while utilizing a variety of different scheduled times to make sure these courses do not conflict with one another or with other disciplines as best we can. We have also scheduled more courses on the “shoulders” of the day or online. Several of our upper-level English and literature courses are offered online and have proven to be popular in that format, as have our hybrid courses.

A good change that has come about since the last review is the articulation agreement entered into between SMSU and Normandale Community College that allows Normandale students with a two-year associates degree to seamlessly transfer those credits to SMSU while completing a degree in English with a concentration in creative writing. With the strength of the skills exhibited by the students coming out of Normandale, we consider this a positive way to add to our current enrollment.

Since the last review, the administration reduced the course release time for the Director of Creative Writing from one course (3 credits) release per semester to one course (3 credits) release per academic year. The director’s duties were overwhelming given the two courses per year of release time. Now, the director is stretched entirely too thin, as is the budget for the creative writing program which was slashed to \$500 per year. With only one course release per year, there is no available time to explore grant options, much less write a grant to offset the loss.

Different from the last review is the fact that the English Department has now become the English, Philosophy, Spanish, and Humanities Department, and we all share one administrative assistant, who, interestingly enough, we also share with the Nursing Program and with Honors. LeeAnn Teig, our administrative assistant is one of the department’s strongest assets, and she never complains about her enormous burden. She is also, we would argue, the most well organized administrative assistant on campus, and she keeps everything running seamlessly without a hitch. The point is—she shouldn’t have to. Of course, combining the departments does give us numbers, and numbers give us strength. The weak are aligned with the strong; it is a survival tactic.

We still have faculty positions that have been lost over the years due mostly to faculty retirements never being replaced. We lost another one last year when Elizabeth Blair retired. Liz was one of our longtime literature and creative writing professors. She covered many areas of literature, including Native American Lit, Lit and the Environment, Contemporary World Lit, and was a regular for teaching the Nonfiction Workshop. We will lose another literature and creative writing professor at the end of this academic year. Susan McLean will be retiring and she has long taught our courses in Greek Myth and Shakespeare, as well as the poetry literature genre course and poetry workshop.

The university also nixed the Global Studies Program, which several literature faculty members team-taught in, taking students to England, France, Ireland, Italy, Greece, etc.

Some of our creative writing and literature professors have begun to regularly teach LEP100: First Year Seminar and LEP400: Contemporary Issue Seminar which bookend the university's Liberal Education Program. These courses sometimes serve to fill out a course load in case one of a faculty member's classes is cancelled due to low enrollment.

On a happy note, since the last program review, *Yellow Medicine Review*, our journal of indigenous literature, celebrated its tenth anniversary and has gained a national reputation for itself amongst the population it serves. Also since the last program review, we hosted another successful Marshall Festival. We also marked our 14th year conducting the Creating Spaces Creative Writing Contest for students in grades three through twelve in the university's 18 county service region.

Certainly we are proud of our steps in the area of assessment, a need recognized by both the literature program reviewer and the creative writing program reviewer. Since the last review, we have educated ourselves about assessment, rewritten program goals and student learning outcomes for each program, designed assessment rubrics for measuring our successes and/or shortcomings for each program, designed a new exit survey in alignment with that recommended by AWP, and produced our first sets of quantitative data.

In connection with creating our plan for assessment, we redesigned the requirements for the final portfolio for the creative writing program. For the Fall 2018 semester, we will disseminate an information package to educate the major's students regarding expectations of the program (as recommended by the last reviewer) and inform them of the need to maintain materials moving forward that will be incorporated into their final portfolios.

In the area of advising, we shifted from group advising to individual advising. The students seem to appreciate the change in that it offers more of a one-on-one experience between advisor and student. It also feels less chaotic on advising day, and it seems more students are inclined to

actually show up for advising since actual appointments are being scheduled for them or because they sign up for a particular time slot. One additional benefit might be that it encourages more accountability on the professor's part to make sure all the bases are covered so no graduation requirements slip through the cracks.

Since our last review, we put our heads together and came up with answers to tough situations. We've published, we've edited, we've presented, we've been honored with awards, we've promoted, we've organized events, we've traveled abroad, we've taught and taught and taught, we've assessed and assessed and assessed, we've marched with funny hats, we've overcome personal hardships, and we've shown up with smiles and hugs and renewed energy that comes from loving what we do: we're educators who write and read and analyze and critique, then enter into complex dialogues about what we write and read and analyze and critique with others who also love to do the same.

SERVICE

Faculty serve on a variety of committees on behalf of the greater university, such as the Committee for Institutional Assessment, Academic Appeals, the Administrative Hearing Committee, the Cathy Cowan Award Committee, Women's Studies, etc. Faculty also serve as advisors for student clubs and organizations, such as the English Club, the *Spur* (the campus newspaper) and *Perceptions*, the campus-wide arts journal. The faculty and staff of the CW/Lit program are dedicated to serving the region as well as their other affiliated communities (women, LGBTA, Native American, etc).

Though this is a teaching institution (with the emphasis on teaching and not on research or publishing) as creative writing faculty we are expected to publish. As writers, we generally are not happy unless we are publishing. This calls for creative writing faculty to make sacrifices in other areas of their lives in order to do all things well. In addition, many of the projects carried out through the English department are actually sponsored by the CW/Lit program and planned and implemented by creative writing faculty; this taxes the writer's time and energies. Still, it is some of the most rewarding work we do.

The CW/Lit program serves the university in these other ways as well:

Visiting Writers Series: This is an important dimension of the program, offering students and community members contemporaneous literary connections and exposure to a variety of voices and aesthetic approaches. Distinguished visiting writers have credentials that are equal to or that surpass the members of the program's core faculty. They represent a wide variety of styles, genres, and backgrounds. The series includes readings that are free and open to the public. It also offers students and community members opportunities for discussions with visiting writers in the

classrooms or at book signings after the readings. Some of the writers who have participated in the Visiting Writers Series since the last review are Anya Achtenberg, Howard Mohr, Lori Armstrong with Manuel Ramos, Kevin Zepper, Mark Anthony Rolo, Thomas Maltman, Mary Haug, Saara Myrene Raappana with R. Elena Prieto, Andrea Scarpino with Christine Stewart Nunez, Gwen Hart with Susan McLean, Jim Zarzana with Steve Lindstrom, Maryann Corbett with Athena Kildegaard, and Carter Meland.

Marshall Festival : Marshall Festival generally includes anywhere from three days to a week of readings, discussion panels, workshops, interactive events, and various performances and presentations and serves the interests of writers and readers; scholars of literature, history, art and culture; senior citizens; students in grades K-12; the university's students; rural women; the rural minority population; and the general public. Each day renowned authors read from and discuss their work. This can be a "spendy" effort that in the past has pulled together more than 50 writers and other artists in a single week. In recent years, we have found ways to pull off a smaller, cheaper, but potent replica of the full-scale "cornucopia" version of the event. This literary festival traditionally has focused on regionalists writers, whether "rural" or "Minnesotan." The entire campus community gets involved in these events. While we would like to host the festival more often, we seem to have settled into an every-five-years template. Funding used to be the most difficult challenge in sustaining the festival, though with the cut back of course release time for the CW Director, time has become an even scarcer resource. With Marshall Festival 2015, we worked hard to diversify our offerings, including inviting a number of Indigenous writers, artists, and performers to participate. We were helped in our efforts by the Office of Diversity and Inclusion. [See **Appendix J** for Marshall Festival '15 Schedule of Events]

Creating Spaces Creative Writing Contest: The Creative Writing Program at Southwest Minnesota State University, working in partnership with Southwest West Central Service Cooperative, designed and conducted the first annual Creative Writing Contest in the spring of 2005.

The contest was subtitled *Giving Voice to the Youth of Southwest and West Central Minnesota* and was established to encourage a love of language and writing among the region's young people. We wanted to recognize gifted young writers in this area of Minnesota. That first annual contest unearthed a wealth of talent and demonstrated the desire of our young people to tell their stories and express their imaginations through writing. The endeavor was so successful that SMSU and SWWC Service Cooperative have continued the contest on an annual basis.

The contest is open to all students in grades 3-12 attending public, private or home schools within the 18-county area of southwest and west central Minnesota. Students may enter the contest through a classroom assignment or on their own. The categories for submission are Fiction, Nonfiction and Poetry. Students are allowed to enter in more than one category.

Once submitted, the student's written work is first screened by SMSU creative writing students who score the submissions according to a rubric. Each submission is scored by multiple student judges. The works with the highest scores are submitted to the final judges, faculty in the SMSU English Program. Prizes are awarded for the top three winners in each category and grade group. The most coveted prize for the contest is one of the \$2,000 SMSU tuition scholarships awarded to the three first-place winners in the 11th/12th grade categories.

The highlight of the contest is the Annual Creating Spaces Awards Ceremony (attended by 200+ proud young authors, their parents, siblings, grandparents, etc.), hosted by the SMSU English Program on the last Sunday of April each year. At the awards ceremony, student writers gather with their families and teachers to be recognized for their achievements. They receive medals and the *Creating Spaces* anthology in which the winning pieces from every category and group are published. The first-place winners in the 11th-12th grade category for fiction, nonfiction and poetry each receive an SMSU First-year Tuition Scholarship. This celebration begins with a keynote address by a published Midwest writer followed by a reception where the student writers meet each other, the SMSU student and faculty judges, and the keynote author.

Keynote Speakers at the Creating Spaces Writing Contest Awards Ceremony

2005 – Larry Gavin
2006 – Rebecca Fjelland Davis
2007 – Bill Holm
2008 – Vincent Wixon
2009 – Mary Logue
2010 – Kristin Cronn-Mills
2011 – Rebecca Fjelland Davis
2012 – Nicole Helget and Nate LeBoutillier
2013 – Thomas Maltman
2014 – Saara Myrene Raappana
2015 – James A. Zarzana
2016 – Christine Stewart-Nuñez
2017 – James Autio

Participation Rates

2005:	4 districts;	82 students;	83 entries
2006:	6 districts;	93 students;	147 entries
2007:	6 districts;	100 students;	174 entries
2008:	3 districts;	69 students;	78 entries
2009:	2 districts;	86 students;	130 entries
2010:	8 districts;	158 students;	255 entries
2011:	13 districts;	196 students;	344 entries
2012:	17 districts;	251 students;	376 entries
2013:	23 districts;	268 students;	416 entries

2014: 17 districts; 166 students; 250 entries
2015: 17 districts; 288 students; 393 entries
2016: 15 districts; 251 students; 393 entries
2017: 16 districts; 194 students; 284 entries

Fine Arts Celebration

In the spring of every year, SMSU holds a Fine Arts Celebration, which spans the course of several weeks. For example, the spring 2017 celebration lasted from March 28th to April 30th. It's a multi-arts affair that presents vocal and instrumental music, theatre events, readings, and art exhibits. From an article in *SMSU Today*, Dr. Pat Brace describes it by saying, "This is a way to highlight the fine work of our talented students and faculty."

The Fine Arts Celebration is sponsored by the Department of Fine Arts and Communication, the Creative Writing/Literature Program and the English Department. Many professors within the CW/Lit program display their literary talents at the event each year. CW/Lit majors also get in on the action. In 2017, students held their *Perceptions* literary and art magazine release-reading as part of the event. The CW/Lit program also paired with forensics in a spoken word workshop and performed their pieces.

Yellow Medicine Review: Over the course of the last decade, *Yellow Medicine Review: A Journal of Indigenous Literature, Art & Thought* has provided a platform for the talents of hundreds of Indigenous writers from dozens of countries, filling a gap in the mainstream literary culture. Each issue is guest edited by a different Indigenous writer so that decisions regarding content are thusly informed. 2017 marked the 10th anniversary of this literary platform. To celebrate, we offered a reading by past contributors of various tribal affiliations followed by a conversation regarding the challenges of writing within and/or against the framework of the dominant culture. Impressively, the celebratory reading was slotted for the two-hour opening night event at the Returning the Gift Conference in Norman, Oklahoma in October. *Yellow Medicine Review* has also organized two panels at separate AWP Conference events as well as maintaining a presence at that conference's book fair. Release party readings have been conducted in places all over the country (Seattle, Washington and Juneau, Alaska come to mind) on behalf of the various guest editors who call different issues of the journal "theirs." That's what it's all about—giving back—especially in reference to "voice."

CURRICULUM

It is important to note that the Creative Writing Program adheres to the Associated Writing Program guidelines. In doing so, we maintain a program that is skewed toward literature. In this way, the Creative Writing Program and the Literature Program are symbiotic in nature. We have worked hard over the last three or more years streamlining the curriculum and course rotation schedule as well as reducing the credit load to make it more attractive, while simultaneously

trying to avoid the “empty shelves” syndrome in trying to attract prospective students. Even now, we are working to collapse the Novel course and the Short Story course into a single course titled Fiction. [See **Appendix K** for the 2017-2018 catalog information pertaining to both programs.]

Note that we are changing the Required Core for the Literature Emphasis of the English BA. We are removing ENG 207 (Writers Workshop) and ENG 420 (Copyediting) in order to replace those with Literature classes: The choices of LIT 309 (Authors), or three sections of LIT 303/4/5 (Brit/American/World Lit Authors), and the choice of LIT 310 (Greek Myth and Lit) or LIT 323 (Shakespeare). [See **Appendix L** for comparison between the old BA in English with Literature Emphasis and the new.] After discussing how the combined core was working, we decided that Literature students need more exposure to authors and to the “classics” (Shakespeare and Greek Myth and Lit) than the Creative Writing students, who still have very strong literature requirements.

Also worth noting is the strong connection between the Professional Writing and Communications (PWC) Program and the CW/LIT Program. To date, students in the PWC major and the CW/LIT concentration majors have benefited from collegial relationship between the current directors of these programs. Students commonly take courses from both of the programs at the suggestion of the directors, benefit from guest speakers with both creative and professional writing backgrounds, and seek internship experiences in each program. Since the last Literature/Creative Writing review, the directors and the department have tried to make these connections more deliberate. Connections of note include: revision of the writing minor, addition of ENG 420: Copy Editing as required for Creative Writing students, and exchanging recruiting ideas and strategies. It is also important to note that Creative Writing Professors continue to teach PWC courses in journalism and advise the SMSU student newspaper, *The Spur*. In the future, it is hoped the directors will continue to make these connections clear by focusing on promoting the newly revised Writing Minor and sharing recruitment strategies before they are implemented.

PROGRAM ASSESSMENT

The chief iteration of both of the past program reviewers was the need for an assessment plan. Our first step in doing so was to redefine outdated program goals and student learning outcomes for each program separately. These are outlined below.

Creative Writing Program Goals with Student Learning Outcomes

Creative Writing Program Goals

1. To graduate students who have experienced the process of writing and rewards of engagement in the process as something worth doing for its own sake.

2. To graduate students who have participated in the creative process that leads to publishable literary works.
3. To graduate students who are prepared for further graduate-level study in creative writing and/or literature.
4. To graduate students who have become critical readers of literature and the work of their peers.
5. To graduate students who have learned to respect the power of language to express culture, history, action, emotion, logic, and critical thought, in both positive and negative ways.
6. To graduate students who have learned practical knowledge of the field of creative writing in academics and publishing.

[cont.]

Creative Writing Program Student Learning Outcomes

Students will:

1. Write and revise in a variety of genres and for a variety of audiences and purposes.
2. Produce works that demonstrate an understanding of technique and theory in regard to the craft of poetry, fiction, nonfiction, or screenwriting.
3. Acquire literary standards from extensive reading of a range of literature, both canonical and contemporary as well as diverse.
4. Demonstrate the ability to engage literature via critical analysis, employing primary and secondary sources appropriately.
5. Through the workshop process, learn to critique peers' works-in-progress by offering both oral and written responses.
6. Learn and practice proofreading, editing, and manuscript preparation.
7. Revise work in response to peer and faculty feedback as well as through learning how to self-critique.
8. Write a self-assessment essay in the form of an artist statement to evaluate writing growth and program experience.

Literature Program Goals with Student Learning Outcomes

Literature Program Goals

1. To graduate students who can identify and analyze the cultural and historical context of literature.

2. To graduate students who can describe the specific characteristics of the different genres of literature (poetry, fiction, nonfiction, and drama).
3. To graduate students who can make and support aesthetic judgments about literature.
4. To graduate students who can apply appropriate terminology and theoretical / critical approaches in their analysis of literature.
5. To graduate students who have experienced a broad range of literature from different times and places.

Literature Program Student Learning Outcomes

Students will:

1. Find, employ, and cite sources correctly and effectively to support interpretation and analysis of literary texts.
2. Apply different theoretical / critical approaches to literature.
3. Use evidence to support an argument about literature.
4. Demonstrate an understanding of the historical and cultural context of literary works.
5. Read and discuss a variety of genres and literature from a broad range of times and places.
6. Read from diverse, multicultural literatures.
7. Engage with multiple levels of text (such as theme, setting, plot, characterization, symbolism, and imagery).
8. Present analysis, argument, or interpretation via oral or multimedia presentations, in individual or collaborative formats.
9. ~~Write and revise their own critical responses to literature.~~ [This outcome was deleted post assessment process because it was determined to be redundant or a given.]

Our next step in creating an assessment plan was to decide upon what student artifacts we would use for each assessment method. For literature we decided to use the final research papers from pivotal literature courses as well as the portfolio that results from the Senior Literature Capstone Course. [See **Appendix M** for the syllabus and standards for the Senior Literature Capstone Course.]

For creative writing, we revamped the required contents for the final portfolio that results from the Senior Creative Writing Capstone Course and designed a new exit survey for graduating seniors in keeping with AWP recommendations. We will use the final portfolio to collect quantitative data and the exit survey to collect qualitative data. [See **Appendix N** for the new exit survey.]

The new portfolio design requires that majors coming into the program receive an information sheet detailing what to expect (as well as what to save and collect) over the course of their four years in the program. The new portfolios will include:

- Revised creative work in multiple genres (showing before and after)
- A bibliography of readings the student has completed
- A critical analysis research paper from a 300-400 level lit course
- Self-assessment essay addressing specific points (prompts)
- Sample feedback responses to fellow writers generated in advanced workshops

Our next step in designing our assessment plan was to create a separate rubric to measure each programs student learning outcomes as well as a method of computing the outcomes for strengths and inefficiencies. [See **Appendix O** for the assessment rubrics for each program with accompanying instructions for use.]

Narrative Summary of CW/LIT Program Assessment of Student Artifacts

Academic year 2017-18 marks the first attempt by CW/LIT faculty to implement the newly designed assessment procedures. Participating in the actual assessment process were Judy Wilson, Anthony Neil Smith, Marianne Zarzana, and Susan McLean. Ruthe Thompson contributed to the planning stages for redesign of the process and collection of student artifacts but was on sabbatical during the assessment process, as was Steve Pacheco. It should be noted that faculty involved with the College Now program assessed their LIT 120: Introduction to Literature course in academic year 2015-2016. The data generated from that assessment will be included here as well.

The following are insights gleaned from our 2017-18 assessment using the new process, including changes recommended for going forward and next steps to be undertaken.

CW Assessment

- Developed and implemented in 2017 incorporating multi-year artifacts
- Designed to collect and assess two types of data: Quantitative (using a rubric with student final portfolios) and Qualitative (exit survey of seniors).
- The exit survey (newly designed based on Associated Writing Program guidelines) will be administered for the first time in the 2018-2019 academic year.
- The requirements for the final portfolio in the CW capstone course were enhanced in order to collect data for the assessment of certain SLOs. The final portfolio will now include:

- Revised work in multiple genres (showing before and after)
- An annotated bibliography of readings the student has completed over the course of their time at SMSU.
- A critical analysis research paper from a 300-400 level literature course.
- A self-assessment essay addressing specific points (prompts)
- Sample feedback responses to fellow writers generated in intermediate and advanced workshops.
- All majors of the program will be advised of the new requirements for the final portfolio prior to the fall 2018 semester.
- In 2017-18, the programs assessed for:
 - SLO 1: Write and revise in a variety of genres and for a variety of audiences and purposes.
 - SLO 2: Produce works that demonstrate an understanding of technique and theory in regard to the craft of poetry, fiction, nonfiction, or screenwriting.
 - SLO 6: Learn and practice proofreading, editing, and manuscript preparation.
 - SLO 8: Write a self-assessment essay in the form of an artist statement to evaluate writing growth and program experience.
- The program did not assess for:
 - SLO 3: Acquire literary standards from extensive reading of a range of literature, both canonical and contemporary as well as diverse. Assessing this SLO depends upon the annotated bibliography that is a new requirement for the portfolio.
 - SLO 4: Demonstrate the ability to engage literature via critical analysis, employing primary and secondary sources appropriately. Assessing this SLO depends upon the 300-400 level literary research paper that is a new requirement for the portfolio.
 - SLO 5: Through the workshop process, learn to critique peers' works-in-progress by offering both oral and written responses. Assessing this SLO depends upon the samples of critical responses to the writings of workshop peers that is a new requirement for the portfolio.
 - SLO 7: Revise work in response to peer and faculty feedback as well as through learning how to self-critique. Assessing this SLO depends upon the before/after of individual workshop pieces that is a new requirement of the portfolio.
- Findings of assessment of SLO 1: The student portfolios demonstrate that we consistently encourage our students to produce work in multiple genres (fiction, poetry, nonfiction, and screenwriting). A tiny bit of slippage from 2015 to 2017 reveals that we need to continue to reinforce this habit among our students. This may not be as practical with students that transfer in as juniors, considering the way we have had to space our workshops out now for the sake of keeping the numbers up. But it is agreed by creative writing faculty that it is a benefit to all our majors to try their hand at multiple genres.
- Findings of assessment of SLO 2: The student portfolios demonstrate some slippage in the quality of the work being produced in the workshops. It was strongest in 2013. In 2014 there was a noticeable decline in quality from strong to just competent and in the span of time from 2015-17, "weak" pieces were running neck to neck with merely

“competent,” and “strong” pieces were not substantially higher in number. Exactly why the quality of the portfolios has degraded is uncertain. We strongly suspect it has something to do with the increase in class sizes that occurred in that span of time. It might also have something to do with the quality of the student being attracted to the university or to the program, given the scale-backs that began about that same time. We intend to counteract this slight degradation by holding our students to a more rigorous level of revision and by promoting the program’s reputation for literary excellence, in spite of the fact that there is less program to actually offer due to cut-backs.

- Findings of assessment of SLO 6: Once again, we saw definitive slippage from 2013 to 2014 in the quality of student manuscripts in terms of their skills in proofreading, editing and manuscript production. We have witnessed a bit of bounce-back in more recent years, but we know we need to hold the students to a higher standard when “competent” values exceed “strong” values as they do in the period spanning from 2015-17.
- Findings of assessment of SLO 8: The change between 2013 and 2014 is even more shocking in regards to the quality of the students’ self-assessment essays. In 2013 “strong” and “competent” were running neck to neck, but in 2014 “weak” rose above competent and “strong” came in with the lowest values. The data more than suggests a combination of increase in class sizes and program cut-backs have led to a reduction in the quality of the program’s end product. Once again, we’ve seen a bit of bounce-back from 2015 to 2017, but “strong” values still take a back seat to “competent” values. That’s not good enough for a program that historically produces excellence.
- Looking at the combined scores, it’s obvious that our students are strongest with regards to SLO 1 and SLO 2 and weakest in regards to SLO 6 and SLO 8.

LIT Assessment:

- The assessment process for literature was redesigned in 2012, but was not implemented on campus until the 2017-2018 academic year. The College Now program assessed its LIT 120: Introduction to Literature course in 2015-16.
- Two sets of student artifacts were used for the sake of the 2017-18 assessment: final papers in literature classes and final portfolios from the literature major’s capstone course.
- The program assessed for:
 - SLO 1: Find, employ and cite sources correctly and effectively to support interpretation and analysis of literary texts.
 - SLO 2: Apply different theoretical / critical approaches to literature.
 - SLO 3: Use evidence to support an argument about literature.
 - SLO 4: Demonstrate an understanding of the historical and cultural context of literary works.
 - SLO 5 (used only for assessment of the literature senior capstone portfolios): Read and discuss a variety of genres and literature from a broad range of times and places.
 - SLO 6: Read from diverse, multicultural literatures.

- SLO 7: Engage with multiple levels of text (such as theme, setting, plot, characterization, symbolism, and imagery)
- The program assessed final papers from the following individual courses: LIT 250: Critical Approaches to Literature; LIT 324: Shakespeare Tragedies; LIT 331: American Literature—Beginning through Realism & Naturalism; LIT 340: Sexuality & Gender in Literature; LIT 355: Native American Literature; LIT 375: Women’s Literature; and LIT 622: 19th & 20th Century British Literature Survey.
- The program also assessed the final portfolios from ENG 495: Senior Capstone
- We did not assess for SLO 8, deciding that goal 8 would be assessed in the future via student submitted PowerPoint presentations or student readings at the annual Undergraduate Research Conference (to be determined).
- We decided to eliminate SLO 9 (Write and revise their own critical responses to literature) altogether because through the process of assessment we realized it was a redundancy or a given.
- Regarding SLO 6, it was obvious that some classes would likely yield papers that demonstrate a stronger engagement with diversity than others. For example, Native American Literature or Sex and Gender in Literature are classes that will obviously produce papers steeped in diversity while Shakespeare may not. Instead of scoring such papers “weak,” we determined to score them N/A.
- The most shocking finding of the literature assessment was in regards to the capstone course portfolios. In individual classes, the quality of the papers was superior to the quality of the literature major’s capstone portfolio pieces. The values of “competent” surpassed “strong” for *every* SLO assessed using the capstone portfolios. Final papers produced in individual classes, on the other hand, measured “strong” more often than “competent.” This is a worrisome finding, as a literature major should be producing literary analyses far superior to others on campus. The only way to counteract this trend is to demand a higher standard of work from the students including thorough revision of capstone elements and to seek out students of high quality for the program.

Future Directions for Assessment:

The CW/LIT program still has more work to do in addition to trying to counter weaknesses identified through the assessment process. After meeting with the assessment academy representatives on campus, we have a clearer understanding of additional steps to take moving forward. Some of these efforts are currently in the works:

- We need to recreate our course mapping.
- We need to create an alignment matrix, demonstrating the way the programs’ goals align with the university’s LEP goals.
- We need to write mission statements for the programs.
- We need to draw up a timetable of assessment activities.
- We need to use more consistent language in our SLOs and assessment documents (ex: Instead of using “Valued Student Outcomes” make the change to “Student Learning Outcomes”).

- We need to begin including our yearly assessment data in the English Department's annual report.

2015-16 Assessment Report for College Now LIT 120 Courses Overview:

This report documents the assessment work for College Now (CN) LIT 120 courses offered during the fall 2014 and spring 2015 semesters. Included in the report are suggestions for changes to assessment procedures for these courses based on data collected and feedback from raters. The following tasks were completed from fall 2015-spring 2106:

- Essays were collected from CN LIT 120 courses from the previous school year.
- Essays were assessed on August 20, 2015, by a group of professors from the English Department.
- Feedback on the process was collected from raters.

Essay Collection

To assess the effectiveness of LIT 120 sections offered through CN, Profs. Amy Berry, Eric Doise, and Lisa Lucas-Hurst collected essays from the CN instructors they mentor. Because LIT 120 courses offer instructors freedom in choosing a reading list—as long as selections come from diverse genres and cultural perspectives—and offer instructors freedom in designing assignment—as long as those assignments are appropriate to the courses' learning outcomes. Those learning outcomes are that students be able to:

1. Read literature more carefully and meaningfully.
2. Understand a variety of reading styles and strategies for a variety of genres.
3. Understand and apply the basic principles of all literary criticism: Who wrote it? When was it written? Why was it written?

One result of this freedom is that the course has no assignment common to all sections. For that reason, CN instructors were asked for three examples from any written assignment that required students to carry out a critical analysis of a literary text. It should also be noted that the Literature Program Assessment Committee created the rubric for use in assessing student work from all literature courses. Additionally, this assessment marks the first time the rubric was used for LIT 120.

For those reasons, the main goals in assessing the CN LIT 120 essays were:

1. to determine if a meaningful assessment of LIT 120 could be carried out without a common assignment
2. to determine the usability of the rubric for LIT 120

Essay Assessment

Twenty-seven essays were collected from nine different sections of CN LIT 120, three essays from each section. Each essay was scored by two different readers. Results are below in Figure 1. Goals 2, 4, 5, 6, and 8 have either no data or not enough to be statistically significant. In goal areas 1, 3, and 9, mean scores fell in what the rubric labels the “weak” range, which reflects the fact that this course is a 100-level one. In goal 7, however, the mean score was .692.

Raters’ Feedback

Feedback on the rubric from assessors most frequently focused on goals 1 and 9. Multiple readers commented that the “sources” mentioned in goal 1 need to be clarified so as to make clear whether the word refers to primary sources, secondary sources, or both. One commenter also noted that the “sources” in goal 1 overlaps with “evidence” in goal 3. Goal 9 was mentioned as being “superfluous” to goals 1 and 3. In addition, assessors mentioned that the “revise” portion of the goal seemed inapplicable for non-portfolio assignments and that “critical responses” needed clarifying. Participants also requested that the “write” portion of that goal be clarified so as to include language usage and/or composition goals. Finally, readers recommended deleting goals 2, 4, 5, 6, and 8 from the rubric when scoring LIT 120 assignments. As for the lack of a common assignment, at least two people remarked that one assignment was difficult to assess because it seems to have asked students to produce segmented analysis rather than a unified essay. No other comments regarding the lack of a common assignment were issued.

Suggestions

Based on raters’ feedback on the rubric, the following suggestions should be considered for revision of the rubric when used in the future for CN LIT 120 courses:

1. Goal 1 be revised to make “sources” clearer and to better delineate it from goal 3.
2. Goal 9 be revised to make “write” and “critical responses” clearer.
3. Goal 9 be revised when scoring LIT 120 assignments to reflect that “revise” cannot be evaluated for non-portfolio assignments.
4. Goals 2, 4, 5, 6, and 8 be deleted from the rubric when scoring LIT 120 assignments.

As for the lack of a common assignment, there is no evidence that absence posed a problem for assessment purposes, largely because the rubric focuses on skills. Based on the one problem the aforementioned assignment posed, the letter that elicits samples from CN LIT 120 instructors should specify that writing samples should require an essay that establishes and builds on a debatable thesis. Otherwise, initial indications are that meaningful assessment of CN LIT 120 can be carried out without a common assignment. However, this issue should be revisited after the next round of assessment.

[See **Appendix P** for Assessment Outcome Tables for each program: Creative Writing, Literature, and College Now]

RESOURCES

CW/Lit students have access to computer labs with internet access, the closest one to the English department being across the hall. The lab is kept up-to-date with computers are

on a three-year lease, and so are changed out every three years. There are also printers in the computer lab. Most of the faculty members have computers that are also on a three-year lease system now.

Upper level workshops are generally held in a conference room setting with the long table and chairs all the way around. It has become a bit easier now to get a smart classroom to teach in. And all faculty members have access to D2L for each course they teach. The university's technology center also provides instruction on using smart classrooms and D2L.

The older auditoriums in the BA and CH buildings are still favorites for reading events. But the Conference Center is a great location for hosting large-scale events such as the Marshall Festival and the Creating Spaces Awards Ceremony.

The Holm & Dacey Lounge serves as a community space for students to congregate in close proximity to their faculty mentors. It allows creative writing students a place to gather for meetings or to just talk "writing" with their peers. As a community of writers, we understand that if there is one thing writers like to do more than write, it is to mingle with other writers and talk about their craft. In addition, students use the lounge as a meeting space for the English Club. And occasionally visiting writers find their way there to rest between class visits or to gather their thoughts prior to readings.

The library is relatively new and gaining in sophistication with the assistance of some very savvy librarians. Students might complain about not being able to find a book they need there, but virtually anything you need the librarians can get their hands on for you in relatively short time. They've really stepped up their game, too, in reaching out with unique ways to educate students about the library's resources, going so far as to offer one-on-one library research consultations with students. There is generally a small pool of money around for faculty to recommend books to add to the library's holdings.

Student activity funds provide support for the English Club, the *Spur*, and *Perceptions Magazine*. The university's foundation occasionally funds student requests for certain activities, but it doesn't make a habit of duplicating funding for the same activity or project in successive years.

Mentee Scholarship students regularly work to assist our creative writing faculty on organizing, planning, and implementing projects or events. We generally have one or two work-study students who assist in the department office as well, overseen by the administrative assistant.

The university provides one day per semester for professional development activities and one day in the spring semester for program assessment activities.

INTEGRITY

The program is conducted in such a way as to closely align with the AWP guidelines for undergraduate instruction maintaining our credibility among programs. Our faculty members take pride in professionalism, but also in being part of a small, congenial community that genuinely cares about our students. [See **Appendix Q** for Faculty Survey Feedback.]

Most of the faculty in creative writing also teach literature and composition, and vice versa. [See **Appendix R** for Syllabi Samples.] The program's faculty members are diverse in their interests, their educations, and in their life experiences, providing a range of aesthetic points of view. Most are full-time, tenure-track or tenured. In spite of teaching a 4/4 workload, faculty members remain active in their literary pursuits, whether it be writing, publishing or editing. This group is composed of writers whose work has been published by professional journals and presses respected by other writers. They attend conferences and organize panels or serve on panels as well as give public readings. They earn the respect of their students inside the classroom and out. Their credentials speak for themselves. [See **Appendix S** for Faculty CVs.]

FUTURE DIRECTION

Regardless of the degree of scaling back we have had to endure, we continue to build on our literary legacy. When the economic forecast becomes brighter and enrollments go back up, we hope for: 1) a reduction in class caps for our workshops and literature classes; 2) a return of the course release that we lost for the creative writing director; 3) a return to a reasonable creative writing budget; and 4) new hires to replace positions long unfilled, even if those new hires are generalists.

We will continue to push for a more sustainable College Now compensation model. The current mode creates an untenable class load (involving travel) for a full-time College Now mentor. The worry is that we are risking the program by continuing the current model.

We need to build a website to promote the program. This is one of the most important things we can do in the immediate future to reach potential students looking around online for “a place to belong.”

If release time for the director is restored to historical levels, perhaps there would be an opportunity to grant-mine for possible grants to not only sustain, but grow some of the program’s efforts. The cutbacks to the program damage not only the morale, but the quality of the program’s offerings. When a program doesn’t focus on growth, it risks stagnation or deconstruction.

Another step we can take sooner rather than later is to design a data collection folder, possibly on the T-drive that we have shared access to, for maintaining information about the program’s alumni. Whenever faculty members obtain information regarding an alumni’s accomplishments or activities, it can be easily cut and pasted into the folder. The same folder can be used for feedback, reflections, and impressions about the program. Samplings from the folder can be used on the website to promote the program and the information will be valuable for offering qualitative data for future evaluations.

Admittedly, the faculty has been rattled by the nature of the cutbacks endured to date, but our resolve is unwavering. We remain committed, engaged, and ever hopeful for brighter years ahead. If we get discouraged, we have but to refer to the words of our alumni to remember how important this work that we do is. The SMSU Creative Writing and Literature Program positively impacts minds and empowers voices for generations to come. It has been doing so for fifty years. This is not a legacy lost overnight. This is a legacy that, harnessed correctly, encourages continued growth. We’re Mustangs—saddled up—ready for the long ride.

External Review

Reviewer:

Kris Bigalk

Midwest Regional Chair, Board of Trustees, Association of Writers and Writing Programs (AWP)

Director of Creative Writing, Normandale Community College

Date of Review

March 26-27, 2018

Overview

The English degree program at Southwest Minnesota State University has historically been very strong, and the rigor and quality of the program are evident from department's self-study, and from my observations and analysis. Faculty are dedicated to maintaining a program that provides students with an excellent educational experience.

Since the last program review, many changes have occurred both at the University at large and in the department, most notably a slight reduction in enrollment overall and in the English program, necessitating unforeseen changes, such as continued reductions in the English department budget, reductions in the Visiting Writers budget, the merging of the creative writing and literature programs into one English degree with two possible emphases, a reduction in full-time faculty, a reduction in reassigned time for the Director of Creative Writing, and an increase in class size maximums. Some of the recommendations made by the previous reviewer were not possible in this environment, but the English department has rallied and found creative solutions to ensure that the quality of instruction and the student experience remain strong. However, with concerns being expressed by many about the future, and the wish to grow the program back to previous levels, more changes will likely need to be made to ensure the secure future of the English program at SMSU. I believe these changes could turn around the enrollment issues, and invigorate the program, and that if resources are directed towards these changes in the coming few years, this could occur fairly quickly.

First, I will present my findings using the AWP Hallmarks of an Effective BFA Program or BA Major in Creative Writing; while most of my review will focus on creative writing, because the Hallmarks emphasize the very important role of a robust literature program in the study of creative writing, I am confident that I can address that emphasis as well. These Hallmarks can be viewed here:

https://www.awpwriter.org/guide/directors_handbook_hallmarks_of_an_effective_bfa_program_or_ba_major_in_creative_writing

The AWP guidelines appear in italics; my comments about each appear in regular typeface. Recommendations are underlined throughout.

I. Rigorous and Diverse Curriculum

a. a minimum of three tiered workshops in their chosen genre: introductory workshops, intermediate workshops, and advanced workshops

At first glance, the curriculum seems to have a two-tiered system in poetry and fiction:

Poetry Workshop and Advanced Poetry Workshop, and Fiction Workshop and Advanced Fiction Workshop. The Capstone course seems to be serving as the Advanced course, but it is unclear that students will focus on the same genre that they took in both beginning and advanced workshops. I urge the department to revisit the common course outlines for both the beginning and advanced workshops in poetry and fiction, and differentiate between the two. Students expressed confusion about what made a course advanced or beginning. Ideally, faculty will agree on what craft concerns or techniques will be mastered at each level, and how they will create a tiered experience for the students.

b. at least one craft-of-a-genre course in their chosen genre

Techniques in Craft is on the books, but is listed as being offered "as needed"; it likely should switch genre focus regularly, be in the rotation every other year, and be a specifically required or strongly encouraged elective.

c. at least one tiered workshop in a supplementary genre

There are two tiered workshop tracks, so this requirement is being met.

d. completion of a creative thesis or portfolio in the senior year

Student portfolios are of the highest quality at SMSU, and students also do readings of their work during their senior year. I was very impressed with the depth and breadth of the portfolios, and the student enthusiasm about the readings and creating the portfolios.

Students who major in creative writing should also meet these co-curricular requirements:

e. at least three upper-division literature courses offered by the English Department

The number of required literature courses and literature electives is four for the creative writing track, and encompasses both American and British Literature, which works very

well for creative writing majors. The same courses are required for the literature majors, along with many other lit courses, of course.

f. a distribution of English or literature courses that ideally demonstrate a study of the literature and authors of three different centuries or literary periods

While many students may end up studying literature in three different time periods, it's technically possible (though not probable) in the creative writing emphasis that a student could avoid taking classes that focused on contemporary literature, which is very important to the study of creative writing. The department may want to consider requiring one of the lit electives to focus on a living author or on a course that exclusively focuses on contemporary literature.

g. at least two sequenced courses in a foreign language

Currently, there is no foreign language requirement for the English degree. The department may want to consider requiring a year of foreign language, either through the Spanish department at SMSU, or by collaborating with Minnesota West, which offers two years of Spanish. SMSU could also create an "Honors" BA or BFA in Creative

Writing that includes the language requirement and other more specific recommendations in this section.

h. at least one and preferably two courses in the analysis or practice of an art form other than writing

This is not currently required, so the department may want to require or strongly recommend a course in the analysis of another art form as one of the general electives. PHIL 201, Aesthetics or THTR 230, Script Analysis or HUMT 301, Archetypes, Symbols and the Sacred may be good candidates, as would courses where students practice visual art, music, or theatre.

II. Undergraduate Pedagogy

a. Philosophy. *The program has an overarching set of values, beliefs, and pedagogy that reflect: (a) the best practices of creative writing programs; (b) an awareness of the needs of its students; and (c) an understanding of the currents of contemporary literature and culture. The program's philosophy is appropriate to its institution's mission and the goals of its strategic plan. The curriculum requires studies that employ this philosophy effectively.*

SMSU has a very obvious and admirable set of values, beliefs and pedagogy that is shared by all faculty. They know who their students are and what those students need. They all are actively publishing, going to conferences, and keeping up with contemporary literature, culture, and pedagogy. Students in this program feel invested in the program, and they feel their professors are invested in their success. They feel valued by their professors, and look to them to be challenged as writers, to be encouraged to engage with communities of writers and scholars on campus and beyond campus.

b. Extensive Study of Literature. *Students take courses that provide a broad background in literature, the humanities, the sciences, and the fine arts; and they enjoy other extracurricular experiences essential to an undergraduate education. The institution offers courses in literary studies that are historically, intellectually, geographically, and culturally wide-ranging and varied. Students should take courses that explore a wide variety of literature, both past and present, as well as courses that emphasize close reading of literary works. Students should be proficient in a second modern or classical language.*

Much of this point was covered in the previous section; the SMSU English department provides students with many extracurricular experiences, such as the Spur newspaper, Perceptions literary magazine, a Visiting Writers series, and more.

c. A Tiered Course of Study. *A tiered curriculum provides introductory, intermediate, and advanced courses. Undergraduate workshops are generally more structured than graduate workshops, since it is not assumed that students know the elements of prosody or storytelling. Especially at the introductory level, undergraduate workshops require students to work in various forms, styles, modes, and genres. Advanced courses may include an independent study, a senior thesis, or capstone course in creative writing. A system of prerequisites, which tracks courses taken and grades achieved, ensures that students take courses in an appropriate order.*

Again, much of this was covered previously.

d. Practice in More Than One Literary Genre. *Because too much specialization too soon is generally not in a young writer's best interest, students in undergraduate writing programs typically are required to take writing workshops and seminars in more than one genre. The best undergraduate creative writing program offers advanced courses in at least three or more separate genres (fiction, poetry, creative nonfiction, drama, screenwriting), and students also have the opportunity to take courses in the translation of literature.*

The current course requirements ensure that most, if not all students take workshops in two or more genres. While SMSU is not offering advanced workshops in a third genre or

courses in the translation of literature, many other BA programs also do not have the student numbers to offer those courses. The department may want to consider offering an advanced course in screenwriting or CNF as a topics course at some point.

e. A Capstone Project. A senior thesis, project, or capstone course completes the program, requiring both a longer creative manuscript and a critical paper. The length of the thesis should be appropriate to the genre: roughly 25 to 50 pages for fiction, nonfiction, and drama, and 20 to 30 pages for poetry. In the junior or senior year, a student completes an appropriate internship.

SMSU's Capstone portfolios met these requirements, and often exceeded them. The quality of student writing for the Capstone was very high, and showed a mastery of the concepts covered in the degree program.

f. Consistent Course Offerings. Courses are listed in the school's catalogue and offered regularly so that students may complete the program in a timely manner consistent with other programs at the school.

Cutbacks in literature offerings and other developments put this at risk at SMSU. While students told me that when they had course conflicts professors often worked with them to find creative solutions, having to do this on a regular basis would be disruptive for both professors and students. Ideally, the department will recover enrollments so that fewer courses are cancelled for low enrollment, and all classes students need for the major are offered on a schedule that allows them to graduate in a timely manner.

g. Diversity in Literary Models. Creative writing courses, including workshops, require craft texts and literary works (anthologies, books by individual authors, literary periodicals) that offer appropriate models for student writing. Reading lists should incorporate texts by contemporary writers whose interests and backgrounds reflect a multicultural American society and an international community of writers.

I found evidence that there is a focus on diversity that follows this Hallmark; however, the student responses to surveys indicated they are not making the connection between this material and being exposed to international and diverse voices. Perhaps faculty could make a point of emphasizing the diversity of the reading list, pointing out how reading diverse voices expands our view of the world, etc. Also, choosing a common book written by a diverse author, that all students on campus (or even in the community at large - a "Community Reads" project) would be encouraged to read, and then inviting that author to read on campus, would be a great way to make it obvious to students that SMSU is already doing this.

h. An Emphasis on Revision. *Creative writing courses are by definition writing-intensive, and they should emphasize revision of successive drafts in response to feedback from peers and extensive written comments by instructors.*

The high commitment from faculty to commenting on students work, both in writing and in meetings, is admirable, especially considering their courseloads.

i. Grading, Testing, and Evaluation. *Criteria for grading in undergraduate courses should be based on the level of each student's mastery of rhetoric, literary terminology, literary forms, critical approaches, and the writer's craft. Grades for the course should also weigh students' verbal and written feedback on each other's work.*

Faculty incorporate these methods of assessment in their courses.

j. An Introduction to Vocational Opportunities. *Programs provide a practicum, such as an internship, and advising on job opportunities and graduate schools. The program may also provide credit for editorial and production work on a student magazine.*

Students complete internships at newspapers, libraries, arts organizations, and other organizations. The internship portfolios I perused showed a high level of commitment from students to the internship experience, and a great learning experience.

The department may want to consider folding the literary magazine into the Capstone course or another course so that student grades are connected to the successful production of the magazine. We at Normandale have found that doing this increased student participation numbers, increased submissions, and eliminated the usual issues with final edits/proofreading, plus it allowed for more fair compensation of the magazine advisor. Another advantage of this model is that some students who would have avoided working on the magazine discovered they really enjoyed it, and ended up seeking out opportunities in publishing after graduation.

k. Study of New Media Technology. *The institution provides instruction in new technology that is critically important for writers who would participate in the full spectrum of the writing world; this includes an understanding of writing on the web, website construction, integration of other media with writing, and desktop publishing.*

Currently, this is not in the curriculum. While some institutions have a class -- for example, Augsburg has a "Writing for the Web" class that they require for their BA -- other schools require students to take a "computer intensive" class as one of their general electives. The department could go either route: designing a web-based writing course (or modifying a current required course to focus on that) or by designating courses in its

department and other departments that meet that goal, and requiring students to take one of these courses as an elective.

III. Accomplished Faculty

An effective undergraduate creative writing faculty has these characteristics:

*a. **Accomplished Writers Who Teach Well.** The program has a faculty of published writers who have distinguished themselves as teachers and as artists. As teachers, they command the respect of their peers, and they generally receive good to excellent student evaluations. Each faculty member has published significant work in one or more of the following genres: fiction, poetry, creative nonfiction, playwriting, writing for children and young adults, translation, or screenwriting. Each faculty member has published at least one book by a respected press, and that book is in the genre which the faculty member teaches. Each faculty member holds an MFA degree in creative writing or a level of literary book publication that serves as an equivalent for the degree.*

Not only is the SMSU faculty accomplished, but there is an amazing display of many of their published books in the hallway, ensuring that students know that their professors are published authors, publishing in a broad range of genres, styles, and types of publications. Students raved to me about how their professors challenged them, cared for them, and nurtured them as writers. On top of being especially talented and qualified, the SMSU English Department is very functional, and has a great deal of collegiality and support for one another as both writers and professors, which contributes greatly to the success of the program.

*b. **Stability in Core Faculty.** Permanent faculty members—full-time, tenure-track, tenured, and adjunct—teach a majority of the creative writing courses.*

There is great stability in the faculty. With upcoming retirements, however, SMSU should consider the possibility of making a new tenure track hire within the next few years.

*c. **Diverse Faculty.** A program's faculty provides depth and expertise in at least three genres and in various aesthetics and philosophies of the craft of writing. A diverse faculty provides a range of aesthetic points of view related to literary, ethnic, cultural, or other influences. For each genre offered in the program's curriculum (poetry, fiction, nonfiction, etc.), the core faculty includes one or more individual members, who each have publications primarily in that genre.*

The SMSU English Department has diversity in genre, approach, and aesthetics. Students commented on the value of taking classes with professors with different approaches, and appreciated that aspect of the program.

*d. **Community Service.** Faculty members are publishing writers and committed teachers who routinely make themselves available to students outside of class. Faculty members are professionally active; they publish creative work and participate in national, regional, and local organizations and activities related to teaching, literature, and the arts.*

I am very impressed with the level of publication of the faculty, how many hours they spend working with students, and their high level of commitment to keeping up in the field. They attend national and regional conferences, work with regional and state arts boards and organizations, and represent SMSU well in the arts community and the academic community, both in the state of Minnesota and beyond; they also share these experiences with students, and encourage students to participate as well.

*e. **Accomplished Visiting Writers.** Distinguished visiting full-time or adjunct faculty include writers whose credentials equal or surpass the members of the program's core faculty. Lectures, readings, and workshops by visiting writers (especially those from outside an institution's state or region) extend the regular faculty's ability to present a variety of approaches to the art and craft of writing. Visiting writers teach primarily, if not exclusively, courses in creative writing; they are not used inappropriately to supplement other departmental staffing needs. Their published work merits national, if not international, attention.*

The continuing cuts to the Visiting Writers budget put this Hallmark at risk at SMSU; to ensure that the department is able to bring in diverse writers from outside the state or region, more funds are needed. These events can bring in community members, and also are good PR for the university as a whole, and can be used to recruit students and solicit donations.

*f. **Well-Prepared Teaching Assistants.** In universities, a graduate creative writing student's training may include teaching introductory or intermediate undergraduate courses in creative writing. Most undergraduate creative writing classes are taught by the core faculty, however; and the program's faculty members prepare and closely supervise the graduate teaching associates.*

This is not applicable, as there are no teaching assistants at SMSU.

*g. **Accomplished Scholars and Critics.** Since undergraduates with a major in creative writing must also study a wide range of literature, the program, or the department in which the program operates, also has an excellent full-time faculty of scholars who teach a wide range of literature courses that cover many authors, eras, and cultures.*

The English department has a range of literature instructors who can provide these courses; however, with recent pressures related to enrollments and courses being cancelled the breadth of these offerings could be threatened. One way to combat this would be to market classes with Goal 6 or Goal 7 to Freshmen and Sophomores as a way to fulfill the MNTC; this can be done easily by reaching out to Freshman Composition classes (class visits work best) around the time of registration for the following semester, talking to the students and handing out flyers (or asking Comp colleagues to do this). Another idea would be to meet with English majors and ask them what type of literature class they want to take the subsequent semester, ask them to commit to taking that class, and schedule it at a time that works for them to take it.

IV. Excellent Students & Support for Students

The effective undergraduate program has these features in its support for students:

*a. **Small Classes.** Introductory creative writing courses have class size restrictions equal to or less than an institution's restriction for composition classes (but no greater than 20 students). Intermediate and advanced courses have class size restrictions of 12–18 students, with a maximum of 15 students in advanced workshop classes (optimum workshop class size: 12 students).*

SMSU is close to these requirements or is currently meeting them.

*b. **Excellence in Undergraduate Instruction.** Undergraduate students participate in all facets of the program, both curricular and extracurricular, and are not marginalized by graduate students or faculty. Students serve on committees relevant to the undergraduate creative writing program.*

There is no grad program, but upperclassmen that I met with expressed concern with the apathy or non-participation of Freshmen and Sophomores in extra-curriculars on campus overall. I'm not sure if their perceptions were accurate, so have no recommendations, other than to monitor that situation.

*c. **Regular Evaluation of Faculty and Curriculum.** The program is responsive to the needs of its undergraduate students, and students evaluate their instructors each*

semester. The program also periodically conducts exit surveys of students after they have completed the program.

This is being done, and the data is used by the department.

*d. **Excellent Advising.** Each student in the major is assigned an advisor who is a core faculty member of the creative writing program. The advisor will require a meeting with the student at least once each semester. The program provides a student handbook that includes a clear explanation of course requirements and general advice on how to excel in the program.*

Advising at SMSU is done very well. Students are advised on coursework, extracurricular opportunities, internships, and more.

*e. **A Student Literary Magazine.** Students edit their own literary magazine (50% or more is devoted to literary works) with a faculty advisor who guides but does not censor their editorial process. The majority of published works are by undergraduate students. The editorial staff is not represented excessively among the magazine's contributors.*

Perceptions is a wonderful undergraduate magazine, and by all accounts, the advisor does a great job of working with the students to put it together.

*f. **Student Readings.** Students have regular opportunities to participate in public readings of their works, including solo readings for students completing a senior thesis or project.*

I enjoyed looking over the posters advertising senior readings, and the students I spoke with said they enjoyed giving their readings and attending the readings of others. Students also participate in other readings on and off campus.

*g. **Service Learning Opportunities.** Students participate in programs that promote and celebrate literacy, literature, writing, and reading in their communities.*

The student internship fulfills this Hallmark in most cases.

*h. **Vocational Opportunities.** Internship opportunities are available for creative writing students in a variety of writing, editing, and publishing professions. A formal affiliation with a professional literary journal or press is especially desirable.*

Students have the opportunity to choose such internships. With few presses or journals in the area, opportunities for a formal affiliation aren't plentiful. However, the

department may want to consider offering students internships with *The Yellow Medicine Review*, if they aren't already.

*i. **Selective Admissions.** Creative writing majors are as academically qualified and as competitive as the majors in other disciplines.*

This Hallmark is being met.

*j. **Strong Recruitment of the Best Students.** Financial aid for creative writing students is comparable to the support for students in other departments. Both the institution and the program work in concert to enroll qualified students of different backgrounds, social classes, and races.*

I did not have this information, likely because it is FERPA protected.

*k. **A High Graduation Rate.** A high percentage of matriculated students graduate from the program, and a small number of students drop out or transfer to other programs.*

Again, I did not have data specifically on retention, but the data I had access to did not indicate that there was a problem with attrition away from the major. However, a faculty member did remark on the trend of double-majors, which she thought was detrimental to retention, as students may drop the creative writing major and stay in the other major.

*l. **Literary Accomplishments of Alumni.** A significant number of students continue their studies in graduate programs and go on to publish their work.*

Historically, this has been true. Faculty have expressed concerns that fewer students are pursuing graduate study. Most students go on to publish their work.

*m. **Support for Student Travel to Literary Conferences.** The program encourages juniors and seniors to travel to readings, workshops, festivals, conferences, and literary events. As much as possible, the program provides support for student travel and participation in such events; this support is especially important for students of colleges and universities in remote areas.*

Students are encouraged to travel to conferences for DECA and AWP, among others. I've seen SMSU students at conferences and been impressed with the commitment the program has to encouraging this sort of engagement, which isn't always true at undergraduate institutions.

*n. **Student Literary Competitions.** Students participate in literary competitions on campus and in national competitions, including the national Intro Awards competition and the AWP Program Directors' Prizes for Undergraduate Literary Magazines.*

There is a scholarship competition based on student writing that many students participate in, as well as a competition for women writers. I encourage the Director of Creative Writing to begin entering student work into the AWP Intro Journals Award competition. Information on the contest is on the AWP website, with a deadline in November of each year.

V. Administrative Support

The effective major has these features in its administration:

*a. **Strong Leadership.** The BFA Program Director provides strong leadership in planning, in staffing, in devising curriculum, in training new faculty members, in recruiting the best students, and in advocating program needs to the host institution's administration. The Program Director is a tenured member of the creative writing faculty.*

Current and past directors have fulfilled this role well, and it has always been held by a tenured faculty member. The current chair of the department is doing a wonderful job of managing not only the English department, but multiple other departments.

*b. **Release Time for Program Director.** In a program of appropriate size, a Program Director will be awarded at least one course reduction annually to facilitate work in advising students, recruiting faculty, coordinating the reading series, and managing other responsibilities of the program.*

The Director's reassigned time was reduced from 6 credits to 3 credits. While this meets the minimum standard for AWP, it does not take into account that there is no centralized grant office at SMSU (which is incredibly unusual for a Minnesota State campus), and that individual departments are responsible for securing grant money to supplement departmental budgets, which have been slashed. The Director's reassigned time should be restored to 6 hours, with the understanding that the Director will write grants to secure additional funding for the program.

*c. **Sufficient Autonomy.** The institution's administration gives the program sufficient autonomy with regard to curriculum, admissions, budget, support, physical facilities, and personnel to ensure quality, stability, flexibility, and the capability to take advantage of opportunities quickly.*

At this point in time, the department does not have the financial support to allow for quality, flexibility, and stability to occur. Budgets for next year have not been set and there is much uncertainty. While the department cannot control this, it is important to note that the administration could do more to support the department in this regard by being more transparent about budgets and announcing budgets in a more timely manner, to allow the department time to allocate funds and plan for necessary fundraising, grant writing, etc.

*d. **Strong Financial Support.** The institution provides financial resources to facilitate excellence in the recruiting and retaining of faculty, in providing services to students, in providing administrative support for the Program Director, and in maintaining the facilities used by the program.*

There is adequate financial support for these items, though the administrative assistant for the program seems to be serving multiple departments and supervisors; a dedicated administrative assistant would be preferable.

*f. **Good Departmental Relations.** If the program is part of a department of literature or another larger entity, the program has a mutually supportive relationship with that department.*

Not applicable - one department.

*g. **Community Service.** The Program Director and the institution's administrators seek, whenever possible, to establish a strong, positive presence in the local community. Typically, events in the program's reading series are open to the public, and the Program Director actively publicizes the events.*

SMSU as a whole seems very committed to the surrounding community, and the reading series events are publicized and open to the public.

*h. **Diligent Quality Control.** The Program Director ensures that students have the opportunity to evaluate their faculty, and the Program Director facilitates regular internal and external evaluations of the program's effectiveness.*

I read through these evaluations and found them to be thoughtful and thorough. The new set of learning objectives are well-written, measurable, and follow the Hallmarks. The schedule of assessment seems appropriate and well-considered.

*i. **Participation in Professional Networks.** A good program provides membership in AWP and other appropriate local, regional, and national associations to ensure faculty*

members and students have access to timely information about contemporary letters and the teaching of creative writing.

The program is an AWP member program, and participates in discussions and conferences. The Director makes AWP materials, including *The Writer's Chronicle*, available to faculty and students. I did not get a chance to ask if the literature faculty were members of MLA, but that would be a good idea if it's not happening now.

VI. Other Complementary Assets and Infrastructure

An effective major also has the assets and infrastructure that comprise any good college or university:

*a. **Good Infrastructure.** Classrooms, offices, and other spaces are adequate to conduct workshops, conferences, readings, and informal student and faculty gatherings. Spaces assigned to the program promote an atmosphere conducive to concentration, listening, social exchanges, and focused work.*

The spaces at SMSU are disability-friendly, spacious, and welcoming. The Holm Dacey lounge for creative writing students is an especially notable space, in that creative writing students have a place that is theirs for meetings, gatherings, reading, studying, etc.

*b. **A Computer Lab.** The lab is open at least 12 hours a day for students to work on manuscripts, conduct research on the Internet, and practice using new media technologies.*

The computer lab is available for students throughout the day.

*c. **An Excellent Library.** Faculty and students have access to a library with extensive holdings in canonical and contemporary literature.*

The campus library is more than adequate, and the department also has a fund that pays for the acquisition of poetry books and other contemporary literature, ensuring the collection is up to date.

*d. **A Unique Educational Feature.** The program or its institution provides a special focus, initiative, resource, archive, project, or other opportunity for students that distinguishes the program from other comparable programs. Such a feature might be an emphasis on translation, a literary conference, a small press, special internships, or the archives of a literary author.*

Every five years, the department hosts Marshallfest, a literary festival featuring a large variety of authors. Students assist in the Festival, meet the writers, etc. Also, the internship program distinguishes SMSU's program from others in the area, in that students document their internships through portfolios.

e. A Bookstore. The program has a bookstore that supports the curriculum, special events with visiting writers, and faculty and student authors.

The campus bookstore supports the program.

f. An Affiliated Literary Publication. The program is affiliated with a journal, press, or another literary publishing venue that can provide editorial and publishing experience.

The Yellow Medicine Review is affiliated with SMSU's program, and is the premiere literary journal featuring Native American work. Continuing to fund and support this magazine is vitally important to the reputation of SMSU's English degree program.

Overall Summary and Recommendations

SMSU has enjoyed a reputation as the strongest English program in creative writing in the region for many years. Even with the recent restructuring of the degree, it is meeting many of the AWP Hallmarks of an Effective BFA Program or BA Major in Creative Writing. The department did a very thorough self-study, and seem very aware of the needs of students and the needs of the program overall.

I was especially impressed by the extensive work that was done when the programs were merged into one degree. It was evident not only that diligent research was done on how to do this well, but that the new program and course outcomes were based on national guidelines, and ensure both rigor and excellence. Courses and programs are also being assessed regularly and well. I'm confident that the quality and rigor of the program are solid, and are being assessed appropriately.

When I read through the extensive binder of materials, and then visited the campus, I couldn't help but marvel at the large variety of offerings this small department manages. In addition to offering a wide variety of high quality courses, they boast a student literary magazine, a student newspaper, a nationally respected literary magazine, regular student and faculty readings, student internships, student capstone projects, a semi-annual regional writing festival, a large annual high school writing contest, a visiting writer series, a very visible role in the Marshall arts community, and faculty who publish regularly. What I see at SMSU is a faculty that is passionately dedicated to their work as professors, writers, and mentors to their students, and

who work well as a team to provide an excellent, well-rounded educational experience for those students. The faculty should be congratulated on their work.

As the materials I was provided with indicate, and as faculty, students, and administrators I spoke with indicate, there are many challenges that have come up since the last review, most having to do with shrinking enrollments and funding. While I've outlined recommendations I have regarding the Hallmarks in my above assessment, below I've outlined what I feel are the biggest challenges facing the department that were not directly addressed by the Hallmarks, along with recommendations of possible methods to address these challenges.

Enrollment

Enrollments are down overall at the University, and are also down in the English major. Below are several options for increasing enrollment.

Offering a Distance Learning Degree Option

With a shrinking population/demographic, it may be time for the department to consider offering the degree in a different format and/or in a satellite location, to supplement the enrollments at SMSU. Non-traditional adult students are a stable population, and with distance learning options, those students could be tapped from the entire country's population, if marketing was targeted correctly. Some possible solutions would be:

* Initiate a low-residency BA in English/Creative Writing degree program

* Initiate a "weekend college" BA in English/Creative Writing, housed at a location in the Twin Cities, aimed at working adults

Recruit Transfer Students from Area Community Colleges

Community college students have become a primary recruitment priority for many colleges in the Twin Cities. Half of Hamline's BFA in CW students most years transferred from Normandale and other schools. SMSU's English department should consider recruiting from local and statewide community colleges. These students are often budget-conscious (SMSU is inexpensive), highly motivated, and mature. 50% of all undergrads in the US are at community colleges, so this population has not been tapped to its potential.

* Arrange class visits to Intro to Creative Writing and literature courses at Minnesota West. One way to do this is to offer a free faculty reading. Distribute information on the degree program at SMSU and offer to meet with students individually.

* Arrange campus visits to the AFA in Creative Writing programs in the Twin Cities: Normandale, Anoka-Ramsey, and North Hennepin; bring current students or alums who can perform, speak to the value of the program, etc. One big selling point, other than the high quality and low price of the program, is how disability-friendly SMSU is; many community college students have disabilities, and this will appeal to them.

* Put together a full-ride transfer scholarship to major in English at SMSU, or modify the Creating Spaces scholarship to allow a community college category with a transfer scholarship.

Ramping Up Local High School Recruitment

As demographics indicate, the number overall of high school students is shrinking; however, many of these students want to take college classes while still in high school, so that population hasn't been tapped to its potential.

With a high percentage of concurrent enrollment courses being offered at area high schools, the department may be able to bring some of these students to campus to take classes as PSEO students or as Freshmen.

* Supervising concurrent enrollment faculty should create a flyer advertising courses and activities available on campus, and visit the concurrent enrollment classrooms at least once per semester to recruit students into those courses.

* Work with concurrent enrollment instructors to schedule a "visit day" when the class comes to campus for a tour, sits in on a college class, meets current students, etc.

The current writing scholarship contest has been a great way to give SMSU visibility, but the model is not resulting in students attending SMSU, as many of the winners don't use the scholarship.

* Work with the sponsoring organization of the Creating Spaces scholarship to change the guidelines. Focus the scholarship on low-income high school students interested in majoring in English, or community college transfer students. Instead of a writing competition, consider a more traditional essay competition, where the student writes about why they want to major in English, or submits a portfolio of creative work and papers.

* Continue the Creating Spaces contest, but offer a smaller cash prize instead; chances are that participation will not change, especially if the students who need the scholarship can apply for it another way (above point). Publish the winners in *Perceptions* and distribute the magazine to all high schools who participate.

* In the Creating Spaces program, include a short article on the benefits of PSEO at SMSU, what classes are available next term, and contact info for the chair/director.

Recruiting High School Students from the Twin Cities Metro

* Arrange high school visits in the Twin Cities, bringing current students or alumni who can perform, speak to the value of the program, etc. Consider targeting schools that specialize in serving students with disabilities (Lionsgate Academy, Groves Academy) as well as schools that specialize in serving students in the arts (Perpich, Academic Arts, PiM, etc).

Funding and Staffing

The overall campus financial situation seems to be in flux, and as a result, departmental funds, including the Visiting Writer fund, have been cut; program offerings have been reduced; class sizes have been increased; low-enrolled classes are more likely to be cancelled; and more. To improve the financial situation of the department, I'm making the following recommendations.

Advocate for a Campus Grants Officer

* I was shocked to find that there is no campus grant officer for SMSU; after consulting with Normandale's grants officer, I would make the recommendation that the department work with the Dean and other administrators, faculty in other departments, and students, to add a Grants Officer position. There are many grants available only to rural colleges, grants to fund campus-wide TRIO and STEM programs, arts programs, etc. Adding this position would bring millions of dollars in funds to SMSU. According to our grants officer, using consultants or faculty to write grants is more costly (and risky - faculty aren't experts in writing or administering grants) in the long run than having a full-time position (we have two at Normandale, who do bring in millions of dollars to the campus, and are necessary to both write and administer all the grants we receive).

Advocate for the Director of Creative Writing Reassigned Time Increase

* Especially in the absence of a grants officer, the Director is responsible for fundraising for the department, applying for grants, and doing other similar work. With the reduction to three credit hours, the Director will not have time to serve the current students AND grow the program. Increase the reassigned time for the Director of Creative Writing to six credits per academic year, with the expectation that the Director will apply for at least two grants to help fund the program.

Start a Community College Transfer Scholarship

* Work with the Foundation to reach out to relatives, friends, associates, and alumni of Bill Holm, Phil Dacey, and Susan McLean to create a transfer scholarship in their name(s). Even a "Go Fund Me" type campaign could possibly raise a significant amount of money. Beginning a community college competition that is advertised state-wide will bring more visibility to SMSU, and it would be very unusual for a community college student to not take a full-ride transfer scholarship (unlike what's happening with the high school scholarship). Students who didn't get the scholarship but who find out about the low tuition and high quality of the English program would likely enroll as well.

Program Enhancements

After consulting with faculty and students, I'm making these recommendations to strengthen current programming:

Marketing/Visibility

* Complete the departmental webpage.

* Work with the Foundation to create and maintain an email list of alumni, and/or create a social media campaign to communicate with alumni regularly (consider having a student do their internship with the Foundation to help with this).

* Send a quarterly email out to alums; solicit "Kudos" from current students, alums, faculty, and retired faculty, and list their accomplishments in the newsletter, along with current events, department news, etc.

* Investigate the possibility of students and/or faculty putting together a "Campus Visit" video to post on YouTube and be included on the department and AWP's website: https://www.awpwriter.org/guide/campus_videos

* Enter more contests to bring attention to SMSU's amazing work; examples: *Perceptions* could be entered into the AWP Program Director's Prize: https://www.awpwriter.org/contests/national_program_directors_prize_overview; student work can be entered into the AWP Intro Journals Prize (November deadline)

* Investigate grant opportunities to fund the Visiting Writers series and other department activities. Some possibilities include Amazon Literary Partnership,

* Consider ways to harness the success and reputation of Yellow Medicine Review. Focusing the next MarshallFest on Native writers? Initiating a scholarship for Native writers? Working with local tribes to fund a Native Visiting Writer every year?

Improving Graduate School Application/Admission Rates

Some faculty had expressed concerns that fewer students were expressing interest in, applying to, and attending graduate programs. Consider these possible steps:

* Make grad school a part of the Capstone course. Visit MSU-Mankato for a Good Thunder reading, and schedule a meet and greet with the director and current students to talk about the MFA.

* Have a MFA Portfolio Workshop, and/or emphasize to students how they can modify their senior portfolios to use as MFA application portfolios.

* Require students to apply to a graduate program as part of the Capstone, whether they think they want to go to grad school or not (they can always say no). Make grad school research a part of the course curriculum.

Improving Participation in *Perceptions* and *The Spur*

Students working on publications expressed the wish that more students would join in. Consider these possible steps:

* Embed both publications into classes instead of having them as extra-curriculars. The model we use at Normandale is that a class is primarily responsible for putting together the publication, supported by club members who want to volunteer to help. This ensures that a core of students getting grades take responsibility for the bulk of the work, and are supported by volunteers (usually students interested in taking the course eventually or students who have already taken the course and liked it). Embed *The Spur* in a journalism class, and add a computer component to meet the digital recommendation for the curriculum, for example; embed *Perceptions* in the Capstone or another required class, so all students eventually work on the magazine.

* Publish writing contest winners in *Perceptions*.

Thank you so much for the opportunity to study the SMSU English Department's program, to view the amazing work created by your students and faculty, and to meet with faculty, staff, students, and administration. I wish you the best as your department moves forward.

Response to Philosophy Major Discontinuance or Reorganization
February 5, 2018

TO: Provost Dwight C. Watson

CC: Dean Aimee Shouse
Dr. Neil Smith, Chair, Department of English, Philosophy, Spanish, and Humanities
Dr. Jeff Kolnick, Faculty Association President

FROM: Department of English, Philosophy, Spanish, and Humanities

On January 19, 2018, Dr. Stewart Day, Dr. Brett Gaul, and Dr. Maureen Sander-Staudt met with Dean Shouse to discuss the administration's recent decision to consider discontinuing or reorganizing Philosophy. At this meeting, we learned that the Philosophy major is being considered for discontinuation because of the small number of majors (currently 8).

For the following reasons, we urge the administration to keep the Philosophy major and allow us to see if our proposed changes will result in an increase of Philosophy majors and an even more positive impact on the university's budget.

Reasons to Keep the Philosophy Major

1. Philosophy is central to the quality and integrity of the institution and the university's mission. The program focuses on the development of critical thinking skills, the capacity for moral reasoning and wonder about our world, and an appreciation of the breadth and importance of the history of intellectual/philosophical inquiry. Collectively, these outcomes prepare all students to pursue an examined life. In a climate where the very notion of "truth" is subject to attack and uncertainty, the Philosophy major is a vital component of the liberal arts at SMSU.
2. Although the number of Philosophy majors is currently smaller than it has been historically, the program had a budget deficit of only \$517 in FY16 and a budget surplus of \$19,046 for FY17. Thus, it would seem that the discontinuance of the Philosophy major would have little to no cost savings, but a great potential loss to the integrity of our mission as a liberal arts university, our ability to recruit and retain students, and our ability to produce well-prepared graduates.
3. It should be noted that the number of current Philosophy majors and minors listed in the "Academic Program Discontinuance, Reduction, or Reorganization" document may be lower than the actual figures. No student is required to have a minor, and Philosophy is sometimes a major/minor of late discovery. (We have yet to hear back from Dean Shouse regarding whether students who have declared Philosophy as a second major are also counted as

Philosophy majors. If these students are not counted as Philosophy majors, the number of Philosophy majors is higher than the numbers provided in the “Academic Program Discontinuance, Reduction, or Reorganization” document.)

4. The Philosophy major requires only one standalone course that does not count in the Liberal Education Program (LEP) or for any other major or minor: PHIL 432: History of Philosophy: Metaphysics and Epistemology. This course is our capstone course and, because of its advanced subject matter, is not suitable for inclusion in the LEP. The course is offered only every other year.
5. The Philosophy major is already lean at only 31 credits, but we will look to create curricular efficiencies with other programs such as History. For example, History already allows students who are not seeking a Social Science licensure to substitute PHIL 331: History of Philosophy: Social and Political Philosophy as a History elective.
6. Not only is the Philosophy major lean credit-wise, but as far the number of Philosophy faculty goes, we are lean as well. We absorbed the retirement of Dr. Steve Kramer at the end of 2015-2016. Additionally, we did not request a sabbatical replacement for Dr. Maureen Sander-Staudt’s Spring 2018 sabbatical nor for Dr. Stewart Day’s 2018-2019 sabbatical.
7. Discontinuing the Philosophy major may adversely impact the program’s ability to offer classes like Philosophy of Religion and our various ethics courses. These classes are important because they directly address two areas of the National Survey of Student Engagement (NSSE) 2017 Snapshot data in which SMSU was lowest performing relative to other Minnesota universities: (1) “Discussions with people with religious beliefs other than your own” (-10), and (2) “Tried to better understand someone else’s views by imagining his or her perspective” (-11).
8. The Philosophy faculty are highly motivated to contribute to student and university growth as part of their service to the Philosophy major. This includes 5 independent studies in the past two years (with a total of 7 students, and 1 independent study in the planning stage) balanced and responsive service to the Liberal Education Program, the advising of 3 student clubs, and service to the Honors Program and numerous committees.

Proposed Changes to Increase the Number of Philosophy Majors and Positively Impact the Budget Even More

1. Teach more Philosophy courses as part of load and reduce or eliminate the use of overload and adjunct support.
2. Create additional curricular efficiencies like the ones we have with History (PHIL 331: History of Philosophy: Social and Political Philosophy counts as a History elective). For example, we are considering curriculum proposals to count courses such as HUMT 230: World Religions, HUMT 320: The Christian Heritage, and HIST 351: Origins of Islamic Civilization for the Philosophy major. Counting these courses for the Philosophy major will

make it easier for students to major in Philosophy and should increase the number of majors. Last year we created curricular efficiencies in the Pre-Law minor which helped spur a 500% increase in the number of Pre-Law minors.

3. Delete from the academic catalog elective courses for which we do not see much demand in the near future and whose deletion will not adversely impact other programs. These courses include PHIL 305: Law, Liberty, and Morality and PHIL 315: Philosophy in Literature. Currently, both courses count only as electives for the Philosophy major and minor.
4. Reach out to elementary, middle, and high schools in Marshall and the surrounding area to introduce pre-college students to philosophical concepts.
5. Increase our marketing and visibility. We would like to bolster our marketing efforts to help prospective majors and minors understand the benefit of Philosophy to practical careers such as law, health care, science, and others, via web page and course development, networking with advising and career services, as well as student and community outreach. We are looking to further increase our visibility to students earlier via our introductory courses and early level contributions to the LEP. Should our major be retained, we will trace our alumni career placement as part of our program review, and this data will be implemented into this marketing strategy.

Response to Possible Retrenchment of Philosophy Faculty

March 12, 2018

TO: Provost Dwight C. Watson

CC: Dean Aimee Shouse
Dr. Jeff Kolnick, Faculty Association President

FROM: Department of English, Philosophy, Spanish, and Humanities

In the document titled “Administrative Response to Program Discontinuance, Reduction, or Reorganization” that was distributed at the February 15, 2018, SmSUFA Meet and Confer, the SMSU administration proposed possible retrenchment of philosophy faculty, specifically, a position held by Dr. Maureen Sander-Staudt.

For the following reasons, we urge the administration **not** to retrench Dr. Sander-Staudt’s position.

1. The retrenchment of Dr. Maureen Sander-Staudt would be a great loss to the program, department, and university. With over 20 years of teaching experience, Dr. Sander-Staudt offers courses that uniquely serve the mission of SMSU in the areas of critical thinking,

diversity studies, ethics, and civic engagement. The sole female philosopher at SMSU in a discipline that is nationally only 16-20% female, Dr. Sander-Staudt is an internationally recognized scholar in feminist ethics and a pioneering theorist of the ethics of care. She offers dedicated service to SMSU, and sustains diverse and marginalized communities on campus and at large, as reflected in her past service to the following committees: Curriculum, Executive, Institutional Assessment, Liberal Education, LGBTQ, and Multicultural Issues. In addition to serving as a 6-year board member of the Women's Rural Advocacy Program (a four-county program on domestic violence), she is also the on-going chair of the Women's Studies and Whipple Scholarship committees, sole organizer for faculty New Works, statewide representative for the feminist issues committee, and advisor of three student clubs (LGBTQ, Feminist, and Philosophy). Her value and dedication to SMSU is reflected by her ongoing service to the university even while on sabbatical this semester—organizing and/or participating in: New Works, The Women's Poetry Reading, *Telling Women's Stories*, Gold College: "Famous Trials," "Action Day," (*MN Coalition for Battered Women*), "Men as Peacemakers," and the Whipple Scholarship award ceremony. Given her many contributions, we urge you to weigh the potential cost-savings of retrenchment against the tangible loss of Dr. Sander-Staudt to the institution.

In the administration's February 15 document, it was stated that a main criterion guiding the administration's decisions for program discontinuance, reduction, or reorganization was "[t]he impact on our ability to increase diversity, equity and inclusion." As demonstrated above, Dr. Sander-Staudt is widely involved in courses and programs included in this criterion. Losing her would undoubtedly hinder the university's efforts to increase diversity, equity and inclusion. Are her contributions in these areas not recognized and valued?

2. The rationale for why the Philosophy Program was targeted is as follows: "The three current full time faculty members in Philosophy account for 72 credits per year, over twice as many as are needed to offer the Philosophy major in any given year. Not all of these 72 credits are offered for the Philosophy program. For the current academic year, for instance, eighteen credits by Philosophy faculty went toward other assignments (release time, LEP 100, HUMN courses). Taking into account these other assignments (18 credits) and the current spring sabbatical (12 credits), that leaves 42 credits still available to offer for the Philosophy major and minors [72- (18+12) = 42]. The major is only 31 credits, and 3 of these credits can be taken outside Philosophy, thus there were enough faculty credits to offer the major. Thus, two faculty members with a total of 48 credits could offer the Philosophy major, and with a judicious use of credits, still offer a course outside of PHIL."

While we do not dispute the math, there are other majors with similar credit requirements within the College of Arts, Letters, and Sciences with three or more faculty members. As such, the ratio of full-time faculty credits available to the number of credits in a major is not a sufficient justification for retrenching Dr. Sander-Staudt's position.

Moreover, categorizing our work outside of the major merely as "other assignments" in the equation above devalues the important work we do for LEP 100/400, the Humanities Program, and the Honors Program. Philosophy is arguably at the core of liberal education.

Given this, and because LEP 100: First Year Seminar counts for the MnTC critical thinking goal, it makes a great deal of sense for philosophy faculty to teach LEP 100. Additionally, Dr. Sander-Staudt agreed to teach on-line sections of LEP 400 at the request of the administration. Thus, the fact that we teach courses in the LEP, Humanities, and Honors should not be data used against us as a reason to retrench Dr. Sander-Staudt. In fact, on February 23 faculty members were asked to offer *more* sections of LEP 100 for Fall 2018. Retrenching Dr. Sander-Staudt will only exacerbate the perennial shortage of LEP 100 sections. This could be a student retention issue.

As stated above, philosophy is arguably at the core of liberal education. Commitments to a number of areas of our LEP are not “add-ons” to the philosophy discipline, nor are they “political.” Aristotle was the first to develop principles of critical thinking, and formal logic has been taught for hundreds of years in philosophy departments. Ethics was a major focus for Plato and many subsequent philosophers. Philosophy of science was practiced by the “natural philosophers” Galileo and Newton, and more recently by the early American ecologist Aldo Leopold. Literary criticism was developed as long ago as Aristotle’s famous treatise on tragedy in his *Poetics*. Philosophy has been “global” since ancient times in China, India, and the Middle East. For its sustained and timely focus on basic questions about truth, knowledge, and value, commitments to the LEP cannot be maintained with the reduction in the philosophy program from three to two positions at SMSU.

3. We have heard that other reasons why the Philosophy Program was targeted include the fact that we absorbed a previous retirement and that we did not ask for sabbatical replacements for the sabbaticals of Dr. Maureen Sander-Staudt (Spring 2018) and Dr. Stewart Day (2018-2019).

While we were able to absorb the retirement of former department chair Dr. Steve Kramer because our department was merged with the English Department and one of us no longer needed to serve as department chair, we did not ask for sabbatical replacements for Spring 2018 or 2018-2019 because we knew the university was in a budget deficit. We have taken seriously the call for efficiency by successive administrations, and we resolved to make things work temporarily for Spring 2018 and 2018-2019 during these sabbaticals, even though these sabbaticals would require two faculty members to teach courses outside of their areas of expertise that they had never taught before. However, the fact that we resolved to make things work temporarily is *not* a sign that we can do without a faculty member permanently, and it should not be taken as such. We are disheartened that our good faith efforts to address the university’s budget problem by not requesting sabbatical replacements (and thus adding to the budget problem) have been used against us as evidence that we can do without a faculty member permanently.

4. Finally, the current budget crisis is undoubtedly serious, but retrenchment in philosophy is not a sustainable solution. Should the junior position be retrenched, this would prompt the need for a replacement hire and/or national search within several years. We argue that the Philosophy Program at SMSU needs three positions to meet its commitments. But if your decision is to further reduce the program, why not do so by absorbing a retirement in the program in the near future, expected following the 2020-2021 academic year? SMSU has a valued tenured and proven faculty member in Dr. Maureen Sander-Staudt. Retaining her now could avoid a national search of uncertain success in 2020-2021.

Conclusion

The document titled “Budget Discussion at Meet and Confers” that was distributed on January 16, 2018, states that “[d]ecisions regarding discontinuance, reduction, or reorganization will be made *after faculty input is carefully considered*” (italics used in original document). Given all that Dr. Maureen Sander-Staudt provides to the university, please consider that the budgetary advantage of retrenching her position is outweighed by her contributions to the university and the long-term negative impact of laying off a tenured faculty member—one who has had tenure for less than a year.

Report from the Spanish Program (Dr. Jose Losada Montero)

During the academic year 2017-2018, the Spanish program offered three SPAN 101 courses in the same academic year, two courses in Spring and one in Fall: 72 SMSU students took SPAN 101 in 2017-2018. Thanks to the offer of a greater number of courses in the beginner levels and significant curricular changes, the Spanish program has achieved greater effectiveness in its ratio 'credits offered/students registered' in comparison with former years. In Spring 2016, the Spanish program offered 16 credits in SPAN courses and had 51 students. In 2018 the Spanish program offered 12 credits in SPAN courses and had 54 students. In addition, in Fall 2017 the Spanish program, in an attempt to revitalize the Global Studies program, offered the course GLBL 199L, a course open to any SMSU student, called "Travel Writing". This course culminated with a thirteen day trip to Costa Rica.

Regarding the upper level courses and enrolled minors, the SMSU Spanish minor has been gradually growing since 2013 (47 enrolled minors) until 2017 (54 enrolled minors). In 2018 the numbers went down to 46. This decrease was due to the 3 credit release the Spanish professor had during his first probationary year. As a result, during Spring 2018 the Spanish program did not offer SPAN 205, a required course for enrolled minors to access the SPAN 3XX level courses. Not offering SPAN 205 in Spring 2018 impacted the numbers in the Spanish minor, and it will impact the numbers again in Fall 2018, since no new students will enroll in the 3XX level. Within the Spanish program we think numbers will stabilize in Spring 2019 and will restart a growing trend in Fall 2019.

There are several factors why SPAN 101 students do not continue in SPAN 102, or SPAN 102 students do not continue in SPAN 205. However, during the academic year 2017-2018 there has been a factor that has deeply impacted the continuation of the students in the Spanish program: 14 students enrolled in SPAN 101 and SPAN 102, students with the highest grades and performances, left SMSU to attend other Colleges and Universities. This has been a factor that until this year had not had an equal impact on the Spanish program.

During the course 2017-2018, Professor José A Losada Montero delivered a lecture called "The Rise and Americanization of Global Critical Thinking: The Case of Galician Studies" in the 49th Annual Convention of the Northeast Modern Language Association in Pittsburgh, PA. He also organized and chaired two panels at the same Convention called, "Class, Union and 'Workerism'. Critical Questions and Debates" and "Transnational Representations: National Disciplines Floating in Global Fluidity."

Professor Losada Montero also finished editing his manuscript "Rerouting Galician Studies: Intellectual Cartographies of the USA". This essay was published as the first chapter of the book *Rerouting Galician Studies: Mutidisciplinary Interventions*. New York: Palgrave-Macmillan, in December 2017, a volume that he co-edited with the Professor of Hofstra University, Benita Sampedro.

2017-2018 Writing Center Annual Report (Dr. Lori Baker)

Context

Dr. Lori Baker received 3 credits (1/8th of load) reassigned time to direct the SMSU Writing Center. This amount of reassigned time essentially enables the daily functioning of the Writing Center, with time spent towards budgeting, payroll, scheduling, ongoing training, minor revisions to the web site, and basic communication and publicity efforts.

The Writing Center relied on 11 undergraduate student tutors over the course of the academic year (see Appendix A). Four tutors returned from the previous year, and seven were newly trained.

During Fall 2017, both ENG 480 (one-credit course open to students in any major) and ENG 490 (three-credit course required of Communication Arts and Lit/Secondary Education majors) were offered; these courses provide training for the tutors, and the students in the courses contribute practicum hours (described further in sections that follow).

Emily Williamson was the student coordinator during the 2017-2018 academic year; she met with Dr. Baker bi-weekly and helped to coordinate the daily needs of the Writing Center.

Budget

The operating budget provided for the Writing Center was \$4396. This was the same initial budget on paper as the previous fiscal year, so there was no budget reduction in that sense. However, in FY 17 there was both a budget cut and a later infusion of funds that brought the budget back up: after an initial cut of \$445, an additional \$500 was provided by the Provost when the demand for services was high. Thus the previous year's real budget was \$4896. In essence, then, this past year's budget reflected a \$500 cut, as shown in the table below.

FY 16	\$4841
FY 17	\$4396 (-\$445 from previous year)
	<u>+\$500</u> mid-year from Provost's budget
	\$4896
FY 18	\$4396

The budget is largely used for student payroll; 80% of this past year's budget (\$3522) was spent on student payroll. The other major expenditure (\$715) is for our annual subscription to

WOnline; while this is fairly significant (16% of the budget), this subscription provides our scheduling software, online tutoring platform, and database functions, which help us generate reports and track usage. It helps substantially and provides an easy way for students to make appointments (all done online) and receive the help they need. The cost of this subscription has not gone up in many years despite the improvements they continue to make each year to the platform. We are frugal during the year to make sure that most of the budget is used for payroll and so incurred only minor copying charges for our bookmarks and table tents/PR. We will use the small amount of funds remaining to buy some office supplies.

In addition to using regular student payroll, we were fortunate to have two tutors with some work study funds to contribute. Their work study funds of \$360 provided 27.5 hours of tutoring. It is difficult to rely on work study funds, as by the time students become tutors in the Writing Center, many are entrenched in work study positions in other offices, where they are usually beloved and reliable employees already.

All paid tutors are paid the SMSU student salary. During this past fiscal year in January, that rose from \$9.50 to \$9.65 per hour, which had to be factored into the budget and affected the hours available slightly.

Significantly, in addition to paid payroll, during the fall semester we had seven practicum tutors who contributed hours as part of their requirements for either ENG 490 or ENG 480. Three students in ENG 490 contributed 97.5 unpaid hours (three students at 32.5 hours each) of tutoring and four practicum tutors in ENG 480 contributed 52 unpaid hours of tutoring per the practicum requirement in that course. This is a total of 149.5 practicum hours in Fall 2017.

Tutor Training

Tutor training occurs in two ways: through formal coursework and through ongoing staff meetings.

Training Courses

This past year, both ENG 480 Tutoring Writing (five weeks, one credit) and ENG 490 Contemporary Composition Theory and Pedagogy (semester-long, three credits) were offered. The first five weeks of ENG 490 are the same as ENG 480 and so the two courses are offered concurrently (with only the three credits of load taken by the instructor). These five weeks consist of baseline training for writing center tutors. Materials covered include basic writing tutorial best practices, writing process theory, one-to-one conference communication skills, an introduction to working with students for whom English is not their first language, and other skills essential to the tutoring of writing. ENG 480 students are required to complete a practicum element of tutoring for 13 hours (one hour a week after the first several weeks of class) during

that fall semester. ENG 490 students must complete 32.5 hours of tutoring (2.5 hours a week for 13 weeks). Students from these classes are then given priority to be hired on regular student payroll if they wish to apply to continue to work in the Writing Center.

Staff Meetings

Training continues in staff meetings and in informal methods, often with materials created by the student coordinator and available to the tutors in the Writing Center during any downtime. In the fall, we held two staff meetings, and I also treated the tutors to half-apps at Applebee's to celebrate the end of the semester together in December. In spring semester we held three staff meetings, culminating in a potluck to honor our graduating tutors. The agenda items over the course of the year included the following:

- A broad-ranging discussion with ENG 099 instructors (Melanie Gatchell and Steve Linstrom) who attended the meeting to discuss the needs of their students
- An equally engaging and interesting discussion with College Now English instructors (Eric Doise, Lisa Lucas Hurst, and Michael Albright) to inform the tutors how the College Now classes operate and to review what our tutors have noticed during those tutorials and what information could be relayed back to the high school teachers
- Assessment planning during which we set collective and individual goals for improvement
- Research tips and advice for interacting with the research librarians
- A review of safety issues and what to do in case of a crisis
- A review of the Writing Center web site after the changes that occurred during the university's web site revision
- A review of the videos that were created about the Writing Center for last spring's Writing and New Media course
- Mid-year review of our collective and personal goals to ensure the tutors were working on them
- Introduction of the revised appointment form questions and suggestions for editing
- Information about voice-to-text possibilities on the different technology platforms and an initial discussion about whether that would be useful during tutoring sessions, especially for some students who might like the scribing
- Training and information on gender-neutral pronoun or non-binary pronoun use and discussion about how that is important and relevant to (and essentially already a component of) our tutoring practices
- Discussion of the development of EMLS reading and speaking support (recruited a tutor to support Dr. Vierstraete's mentee student in this effort)
- Collective review of Emily's table tent design and other PR efforts
- Much of the usual ongoing review of how well the writing center is functioning, training on operational items, and addressing any questions or concerns
- Further review of the correct format for APA, with discussion about some preferences different instructors have
- Final assessment of how well we met our collective and individual professional improvement goals

Student Coordinator Meetings

In addition to all-staff meetings, Dr. Baker and student coordinator Emily Williamson met bi-weekly. Emily aided Dr. Baker in reminding the other tutors about submitting timesheets, helping to develop the agenda for staff meetings, creating materials such as bookmarks and table tents for PR, putting materials on the t-drive, and managing the Writing Center's email account and client report filing.

Awareness and Campus Education

Dr. Baker made use of multiple outlets to publicize the Writing Center and to continue to educate students and faculty on what the Writing Center tutors are able to do. This entailed announcements on email (with specialized emails sent to faculty identified as strong users of the Writing Center as well as emails sent to all faculty on the SmSUFA listserv), on SMSU Today, and at Faculty Assembly; the duplication of bookmarks and other handout materials; presentations to RN-to-BSN student groups each semester; and tutor participation in the fall Student Services fair and the spring Mustang Palooza. An additional activity this year was a Writing Center program in March in the Aquarius residence hall, where three of our tutors and Dr. Baker provided tutoring and information to the residents in the hall. Although Dr. Baker was not provided direct access to the Writing Center web pages, she directed LeeAnn Teig to make several brief edits.

Dr. Baker also hosted a table for past tutors at the all-school 50th reunion in October, which was a very enjoyable evening reminiscing and introducing some of the current tutors to past ones. The SMSU Writing Center is fortunate to have an endowed scholarship available for Writing Center tutors who are returning the following year. Because of the strength of the applicants, the faculty committee awarding the Walt Mann Memorial Scholarship for Fall 2018 decided to split the award in the following manner this year:

- \$400 Sariah Cheadle (to be awarded only upon her return in spring semester 2019, since she will be studying abroad in the fall)
- \$375 Emily Williamson
- \$250 Nicole Berning
- \$250 Madyson Yost

The committee also discussed some possible changes to the application questions to clarify the nature of the application essay and discussed creating a scoring guide to help review future applications.

Evaluation, Assessment, and Continuous Improvement

Assessment: Usage and Client Evaluations

The SMSU Writing Center again had a very successful year in terms of its usage rate. For most writing centers, assessment is related to usage statistics (data which the SMSU Writing Center online scheduler gathers). In addition to gathering data about usage statistics, the SMSU Writing Center also gathers client satisfaction data via a survey that the online scheduler administers (in

the form of an email containing a link to a survey). These statistics enable us to identify trends and learner needs and make improvements as necessary. What follows is a brief summary of assessment results as they relate to usage and client evaluations.

Fall 2017 Usage Statistics for the Writing Center

During the Fall 2017 term, the Writing Center provided **365** 30-minute tutorials in these categories:

- 163 face-to-face tutorials made by appointment; and
- 202 online appointments (includes both chat [35] and e-tutoring [167] appointments).
- This represents about the same percentage face-to-face (45%) as online (55%) as last fall's ratio.
- This reflects an excellent 85% usage rate (appointments made compared to appointments available); if we look at the usage rate from Sept. 18 (several weeks into the semester) through finals, it rises to 91.5%. From mid-term to the end of finals, the usage rate was 96%.

Fall 2017 Client Evaluations of the Writing Center

In Fall 2016, **46 clients** completed online evaluations with these results:

- 89% of those surveyed rated their session excellent to good.
- 91% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (78% strongly agreed).
- 94% said they would recommend the writing center to their peers.

These results are almost exactly the same as Fall 2016.

Spring 2018 Usage Statistics for the Writing Center

During the Spring 2018 term, the Writing Center provided **364** 30-minute tutorials in these categories:

- 183 face-to-face tutorials made by appointment; and
- 181 online appointments (includes both chat [31] and e-tutoring [151] appointments).
- This represents about a 50-50 split of face-to-face (50%) to online (55%) appointments, a slight decrease in face-to-face compared to Spring 2017 (53%) yet more face-to-face appointments percentage-wise than in fall. This might have to do with the number of required visits from off-campus/online programs such as in Education, fewer College Now English writing courses in the spring (as we saw more of these students online in the fall), or it could be due to the preferences of the students who use the services in the spring. We'll be able to track this more going forward.
- This reflects a 70% usage rate (appointments made compared to appointments available). If we look at the usage rate from Feb. 5 (several weeks into the semester) through finals, it rises to 76%.

Spring 2018 Client Evaluations of the Writing Center

In Spring 2017, **37 clients** completed online evaluations with these results:

- 97% of those surveyed rated their session excellent to good (none rated it fair or poor).
- 100% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (78% strongly agreed).
- 94.6% said they would recommend the writing center to their peers.

Our overall usage rates and evaluation results demonstrate that the SMSU Writing Center is a valued service that is well utilized.

Assessment: Improving the Appointment Form

In addition, in Spring 2018 we changed the appointment form in two ways to provide some additional data for us. We look forward to finding out how these answers might trend in the future, and we'll use the information to help guide our tutor training efforts as well.

- 1) We added a question about whether or not students were required to come to the writing center.
47% of students were required to visit, 48% not (the 5% missing look like they left it blank)
- 2) We created a checklist of things to choose from instead of an open-ended question about what they wanted help with.
Students could choose up to three items from the options. The full list of choices can be found in Appendix C, which shows them ranked in order of most to least. Clearly the most popular are still "overall review" and "punctuation and grammar," but the results also show that a number of students want help with organization and transition strategies, issues that reflect not only writing but critical thinking development. APA documentation is also a higher concern than MLA, reflecting the majority use of that particular documentation style. Fortunately, these issues were on our staff agendas or focused on in this past year's professional development goals described below.

Assessment: A Focus on Tutor Learning Goals and Improved Practices

Following the practice that Dr. Henning implemented, an additional assessment activity focuses on tutor learning and improvement goals. Improving tutor knowledge and resources is fruitful not only for the tutors but for the students they work with.

- 1) Each tutor creates a personal learning goal. We discuss ways they can track their progress, and at the final meeting of the academic year, each tutor writes a reflective paragraph summarizing their progress and results.
- 2) In addition, we also set collective improvement goals.

One way we improved the process this past year was by having the returning tutors set their personal learning goal at the start of *fall* semester, with the practicum tutors listening and

learning from what the returning tutors were doing. Then in January, any practicum tutors who were hired on regular payroll also set goals.

In reviewing this past year's learning goals, methods, and outcomes, one thing in terms of the process we can continue to improve upon next year is to work on how the tutors structure their methods and develop ways to create better tracking of their progress.

The full list of goals can be viewed in Appendix B. A few of the notable goals and results from their work include

- using the resources such as the whiteboards and iPad to create visuals for students and to connect them directly to resources they can use later
- increased reflection and purposeful approaches that keep them from falling into doing the same rote thing with every student

A common goal among several tutors was how to engage students who are required to come or otherwise unenthusiastic. Considering our initial findings from our appointment data about how many students are required to come, their findings were helpful for the group to consider. Their findings overlapped: each found that a slightly different approach in which they focused on the introduction, conclusion, and organization first seemed to make a difference (rather than reading through the whole paper right away as we standardly do). They had a good discussion about the tips and strategies they developed for themselves.

We also created some collective improvement goals, related to issues that the tutors identified that would help improve students' and tutors' experiences with the Writing Center. We set these improvement goals in the fall and reviewed them at the start of spring semester. The three collective goals and their related outcomes are as follows:

- Help improve students' perceptions and understanding of the online tutoring formats
 - Dr. Baker did more focused PR about the different types of appointments and standardized how she described the e-tutoring appointments as being "like an appointment for the paper" since the student did not need to be online compared to the chat
 - Dr. Baker changed some of the language on the appointment site to clarify the differences
 - More students remembered to attach their paper and we had fewer complications this past year
 - Tutors were trained to always look for an attached paper and respond to it even if the student had signed up for a chat or face-to-face appointment
 - One tutor had a demanding chat appointment in which the student was disrespectful; we debriefed this appointment and discussed as a group what responses should be in such situations
- Work with professors to inform them of scheduling availability (to decrease student anxiety, especially when required to come)

- Dr. Baker made announcements at SmSUFA in which she periodically updated faculty on openings on the schedule, demonstrated the scheduler, waitlist feature, and corresponding instruction video link, and requested any faculty who were requiring the Writing Center to visit with her first (though only 2-3 faculty did)
- Dr. Baker directed students who contacted her about not being able to get into the Writing Center to SmartThinking, walking them through the process to submit their work
- Faculty learned about the availability of SmartThinking at SmSUFA assembly; some instructors indicated they would pass that information on to students.
- Explore additional PR and education efforts
 - Dr. Baker met with a Marketing class group who took the Writing Center on as a client for a project. Unfortunately, their resulting project was never provided back to the Writing Center.
 - Librarians, 099 instructors, and College Now mentors came to our staff meetings to meet the tutors and discuss ways to interact and guide students about our services
 - Table tents were created and distributed throughout the library
 - Napkin holder signs for the Residential Dining area were created and will be put in place next fall
 - Three tutors and Dr. Baker participated in a Residence Hall program dedicated to the Writing Center
 - Dr. Baker increased her announcements at SmSUFA and on the SmSUFA listserv
 - One tutor went to three classes to give information about the Writing Center; Dr. Baker met with the incoming Rn-to-BSN students each term
 - Tutors participated in the Student Services Fair and the Mustang Palooza
 - Dr. Baker contacted the entire faculty body (in addition to English faculty and select student services personnel as in the past) about recommending students to be tutors
 - Some minimal updates were done on the web site, but this remains an area to improve

Technology Improvements and Challenges

As noted in last year's report, we were fortunate to procure an iPad, with funding provided by the English Department. The tutors again reported this year that they were grateful for the iPad, as they use it frequently during face-to-face sessions. They were able to look up citation information and other examples, look at students' papers online together, and access the scheduler to help students make return appointments.

This past year, we requested and TRC was able to provide a Mac desktop in place of one of the PCs. We've had a slight increase in the number of students who have sent us documents created in Pages (Apple's word processing program), and we have not been able to open those. While our instructions clearly state to upload papers in .doc, .rtf, or .pdf formats, students don't always see these instructions, and we are trying to accommodate students as much as we can. Although I

don't think we ended up having anyone submit this kind of paper format in spring semester after we had the Mac installed, it's good to know we have the capability moving forward. We also have some tutors who prefer using a Mac platform.

An ongoing challenge has been having usable t-drive access. Because the t-drive is a protected server, each term I have to send in a list of tutors qualified to have access. The Writing Center t-drive folder is only available to the tutors on the Writing Center machines. We've had quite a few headaches with the t-drive first being named incorrectly once it was installed (confusing the tutors as it was called "Creative Writing" instead of "Writing Center"), with some of the tutors getting access but not all of them, with having to have the t-drive installed on the Mac, and then having different instructions for how to access it on the different operating platforms. While I still want to pursue the goal of having all of our common documents and historical documents in a safe storage place on the t-drive, it simply didn't work well this semester. We might revert to flash drives for the tutors while I manage the t-drive just for archival purposes.

Summary and Looking Ahead

1) One of the primary needs of the Writing Center moving forward is enough money to operate to meet the needs of the students who want to use the Center. The high usage rates indicate that our appointment times are set fairly well and/or that the online e-tutoring option helps provide service to students at a distance as well as those local students who might not be able to come to a face-to-face meeting. The waitlist feature was definitely used, and students did a better job cancelling their appointments (rather than not showing up) so that waiting students could get in.

With all of that said, however, usage rates of 85% to 96% in the fall and 70% to 76% in the spring mean that a number of students who might like face-to-face appointments face difficulties getting in when they want to, especially during peak times in the semester. While we have played with the budget somewhat in terms of saving money so that we can add hours to the schedule during peak times, this doesn't always work for the tutors, who are students themselves and cannot afford to give more of their own time. Some centers try to staff so that they hit a 60-70% usage rate, as they are then able to offer enough hours to accommodate students who need them, and the tutors are more available for drop-ins. It is very rare in our Writing Center that a student can drop by and receive help without having scheduled an appointment first.

2) The availability of Smart Thinking online writing help paid for by MinnState was made known to faculty at the end of fall semester. It's possible that this affected some faculty who chose to require it rather than the SMSU Writing Center, although there is no data that I have regarding it, and the one faculty member who mentioned requiring it was not someone who routinely sent their students to the Writing Center in the past anyway. Dr. Baker herself explained SmartThinking and sent students to it who could not get into the SMS Writing Center.

It would be helpful to receive any stats about how much the writing portion of SmartThinking is used by SMSU students.

3) The additions of the “required to visit” question on the Appointment form will be useful moving forward to see how required visits impact the writing center. The checklist of options about what students want help with rather than an open-ended question on the appointment form will help inform tutor training and learning and our goal-setting next year.

4) This fall was the last year that ENG 490 was a three credit class. The EPSH Department plans to make this two credits and to require Communication Arts and Literature majors to take both the one-credit 480 and two-credit 490. Thus there will still be a total of three credits required for students in this major, but changing it in this way solves the potential conflict students in this major had when they wanted to begin tutoring by taking 480 the year before they would be able to take 490, since 490 is only offered every-other year.

5) One goal from last year, helping the tutors become more professionally engaged by getting them to attend and ideally present at writing center conferences, has not yet come to fruition. However, as students have gotten to know Dr. Baker more now in her second year after returning to direct the Writing Center, more have indicated interest in this kind of opportunity. Several of them had interest in attending the Midwest Writing Center Association spring conference, but unfortunately the timing conflicted with those tutors’ pre-student teaching requirement. We will keep working toward this goal.

6) Items that we would like to develop but have limited time available for include revamping the web site, addressing and conducting some deeper assessments, developing “fellows” programs with tutors aligned with specific classes or disciplines for whom we do a significant amount of tutoring, and/or developing other approaches in concert with those faculty. Another issue that arose this past year was the concept of working directly with faculty to address students who missed appointments related to their class. Some faculty have indicated wanting to be involved in this, so we are weighing whether or not that would be wise.

Appendix A

List of 2017-2018 Writing Center Tutors

Zoey Bartlett (fall semester)
Nicole Berning
Sariah Cheadle
Sara DeSmet (fall semester)
Nikolay Ivanov *
Tess Novack
Katherine Speiker *
Shelby Taylor (fall semester)
Sophia White *
Emily Williamson *
Madyson Yost

* indicates a returning tutor

Appendix B

2017-2018 Tutor Learning Goals, Methods, Outcomes and Reflection

Learn how to offer to work on organization instead of grammar/punctuation/proofreading initially requested by a student when structural flaws are evident

- Develop an approach to use with such students

Outcome and Reflection: Not all students are happy to hear such suggestions about structure, especially when short on time, but the approach was developed and successfully used. The approach entailed the following:

- 1) Let student know that structure significantly affects grade
- 2) Let student know that the tutor's suggestions are not their personal vision, that there are clear guidelines for academic writing
- 3) Provide an estimate as to how long it might take to fix the structure of a paper

The approach was shared and discussed among the rest of the tutors.

Help students who are required to make appointments have longer, more engaging experiences in the Writing Center

- Consider how setting the agenda for a student who is required to come might be the same and might be different from students coming on their own

- Develop a purposeful approach and reflect on how well it worked

Outcome and Reflection: The approach developed entailed traditional agenda-setting such as having students describe their paper and asking if there was anything specific they wanted to work on. However, rather than reading the entire paper at once, the tutor then focused on reading the introduction and conclusion and looked at the works cited page. This allowed students to ask more questions and point out areas in their paper that they wanted to focus on. The tutor's reflection is that students spent more time on the paper and generated more questions using this approach.

Connect with students in e-tutoring appointments better

- Find ways to help students in a positive way without having the time or chance to ask questions like in a face-to-face or chat appointment

Outcome and Reflection: To achieve this goal, the tutor imagined the e-tutoring students in front of her and constructed how the student might have answered her questions based on the paper in front of her. She created a persona of the student in her mind and held an imaginary dialogue to help her decide how to address concerns in the paper. Thinking of the writer as a real person in front of her helped her get beyond the anonymous and less engaging nature of e-tutoring.

Make appointments more beneficial for those required to come or who do not appear to want to be at the appointment

- Ask more questions and give more prompts to give the writer more to think about; one in particular was to ask if there were any "small" concerns

Outcome and Reflection: The tutor feels she has improved on this. During the previous semester, students who were required only stayed 10-15 minutes. However, using this approach, almost all of her appointments this semester lasted 25-30 minutes, and some went over. Two examples were provided of how she asked if the student had more questions or she asked for more clarification, and each student stayed the additional 15 minutes and got more out of the session. Specifically, reflecting back on what was asked and focused on, the tutor found that looking at the organization, introduction, and conclusion first and then looking at the citations, grammar, and transitions helped this process. This corresponds to a different tutor's similar goal and outcomes. Her tactic of asking for any "small" concerns often led to longer and more involved discussions, as it was an opening for students to bring up something in a non-threatening way.

Take more time to incorporate more resources into the appointments

- Use the whiteboard to draw an outline of the paper
- Look at Purdue OWL together on the iPad for citation questions
- Show links to other resources on the iPad

Outcome and Reflection: Drawing the outline on the whiteboard helped writers see and visualize the whole paper. Showing the example citations on the Purdue OWL and then working on a few examples together helped students; it helped to do some examples first. Showing some of the other sections of the Purdue OWL for other issues or writing tips seemed to help students a lot,

as it helped show them what they were doing wrong and they could see examples of how to fix it, rather than the tutor just telling them. When working with students online rather than face-to-face, she provided links to these resources.

Improve my ability to explain grammatical concepts, especially the ones I am not as familiar with myself

- Develop language and phrases to use

Outcome and Reflection: She considers herself mostly self-taught when it comes to grammar and has an innate sense of what is correct, so it has been difficult for her to explain some rules.

Overall the tutor felt she did a better job, although there were still things like comma placement that she struggled with. She thinks students actually understood better, and explaining things like comma splices and complicated citations helped her help herself as well.

Appendix C

Responses to New Appointment Form Question:

**“WHAT MAIN CONCERNS WOULD YOU LIKE TO FOCUS ON IN THIS SESSION?
CHECK 1-3 ITEMS.”**

* Note: this data is incomplete as this question was revised at the beginning of Spring 2018 but also tweaked during the semester with options about citation added. However, it provides a starting point for discussion and comparisons later. The responses are listed in order of most to least (which is different than the order they appear in on the appointment form).

Overall review	189 / 51.92%
Punctuation and grammar	176 / 48.35%
Organizing the paper/Paragraphing	113 / 31.04%
Proofreading skills	102 / 28.02%
Transitions	98 / 26.92%
Using correct citation format	97/ 26.65%
Developing my ideas and content	95 / 26.10%
Writing a thesis/focus	77 / 21.15%
APA documentation	69 / 18.96%

Writing an introduction and/or conclusion	65 / 17.86%
Integrating my sources with my own ideas	48 / 13.19%
MLA documentation	44 / 12.09%
Understanding the assignment	44 / 12.09%
Brainstorming my ideas	35 / 9.62%
Adapting my writing to my audience	31 / 8.52%
Other	17 / 4.67%

MINN STATE OPEN TEXTBOOK GRANT

In 2016, The English Program was granted nearly \$20,000 via a Minn State grant to develop a digital open textbook for our ENG 251: Writing in the Disciplines course. This is the 2017-18 update:

The English program's grant for the Open Textbook Project was extended through fiscal year 2018. We used these funds to complete more work on the open textbook, including collecting two more disciplinary perspective areas (Social Work and Literature), annotating more writing samples, writing articles/chapters for other sections of the textbook (for instance, Introduction to Writing in Professions), working with Minnesota State to create a video about the textbook project, and advertising the textbook.

While our current money runs out this year, we plan to apply for more grant opportunities in the future to sustain this project, maintain it, and help us add more content. The open textbook has been used in approximately seven sections of English 251. With 25 students in each course, that means 175 students each saved about \$140, for a total student savings of \$24,500.

The system office invited team members to present at the annual MinnState Shark Tank Event as an example of a successful past grantee. We shared the open textbook with interested MinnState faculty and administrators and also agreed to participate in the "Pay It Forward" funding opportunity, where other interested campuses could partner with us if interested.

Our project was included as an example of an open textbook written to serve the needs of students in a webinar created to promote OER for K-12 educators. This webinar (linked below) is currently being added to Youtube to create wider awareness of OER in Minnesota.

In August, we will be presenting a case study on the project at the E-Learning Summit and inviting contributors from other institutions of high education to contribute to the project. By inviting outside collaborators, we can greatly expand the disciplines covered in the textbook, while still maintaining editorial control.

For more information on the open textbook, see:

- <https://otb.smsu.edu>
- https://mediaspace.minnstate.edu/media/0_xti7dtbb
- [K-12 OER in Minnesota Webinar.mp4](#)
(The project is discussed at 37:40.)

THE SPUR UPDATE
(Dr. Ruthe Thompson)

The Spur business manager, ad representative, and an editor attended the Student Media Mega Workshop at University of Minnesota in July 2017. The workshop is sponsored by the College Media Advisers national association.

Four members of the editorial staff attended the 2018 National Student Media Convention in New York City in February. The bulk of their travel expenses were paid by a grant from the SMSU University Foundation. Spur editors were instrumental in writing the grant application.

THE HONORS PROGRAM
(Dr. Brett Gaul)

In 2017-2018 the Honors Program experienced its largest one-year increase in members in over a decade, perhaps even in the program's history, as 24 students joined the program. In November 2017 Director Gaul traveled to Atlanta, Georgia, with Honors Program students Fadumo Ismail, Cassandra Lee, Elizabeth Ripple, and Brooke Sorenson for the 2017 National Collegiate Honors Council's National Conference. The theme of the conference was "Just Honors." In March 2018 Director Gaul and five first-year honors students traveled to Graceland University in Lamoni, Iowa, for the 2018 Upper Midwest Honors Conference. The following students presented papers on the conference theme of "Future Stories": Gwyn Duus: "Dystopian Futures: Why They May Be More Fact Than Fiction"; Mandy Harris: "Obedience and Conformity: The Sociologists' Tales"; Bailey Jorgensen: "The Power of the Veil: Margaret Atwood's *The Handmaid's Tale*"; Katherine Knights: "Seeking A Happy Ending"; and Jenna Lambrecht: "*The Handmaid's Tale* and American Society."

FACULTY ACHIEVEMENT

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

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

Marianne Zarzana was selected for the Minnesota Campus Compact President's Civic Engagement Steward Award.

Neil Smith, Professor of English/Chair of EPSH

This was Prof. Smith's second year of a three-year term as Chair of the Department of English, Philosophy, Humanities, & Spanish. It was his sixth year as Chair overall. He continued to work with the Open Textbook for ENG 251. He also participated in the search committee for converting the English/College Now position to probationary.

He has published three ebooks with Bastei Entertainment this past year – *Castle Danger: Woman on Ice*, *Castle Danger: The Mental States*, and *The Cyclist*. His story "I Will Haunt You" appeared in the anthology *The Obama Inheritance* in October. He invited fellow contributor Danny Gardner to visit and read with him at the Lyon County Library and at SMSU (over the Internet).

Teresa Henning, Professor of English

See PWC Program Report

Amanda Bemer, Associate Professor of English/Director of PWC & Academic Writing

See PWC Program Report

Susan McLean, Professor of English

Susan McLean organized the Telling Women's Stories Contest and reading for student writers on Mar. 28, 2018, and a faculty, administrator, staff, and student reading of her own poetry for March 14, 2018, for Women's History Month, and is planning to give a reading of her new poems on April 25, 2018, as part of the Fine Arts Celebration. She also moderated a conversation with poets Maryann Corbett and Athena Kildegaard at the Marshall-Lyon County Library and SMSU on October 11, 2017, and taught a translation workshop at the University of Iowa on October 9, 2017. She had all the students from her Poetry Workshop read their poems at the Undergraduate Research Conference in December. She won a grant from the Southwest Minnesota Arts Council to fund assembling a manuscript of a third poetry book and submitting

poems from it to poetry contests and the manuscript to book contests. So far, she has been a finalist for the Howard Nemerov Sonnet Contest with her poem “Last Resort” and a finalist in a ballade contest at *The Rondeau Roundup*. In this academic year, her poems and translations have appeared or been accepted for publication in *Better Than Starbucks*, *Blue Unicorn*, *Lighten Up Online*, *Measure*, *The Classical Outlook*, *Light*, *Light: Poems of the Week*, *The Lyric*, *Mezzo Cammin*, *The Rotary Dial*, *The Rondeau Roundup*, *Star*Line*, *Able Muse*, and *The Asses of Parnassus*. She also published an essay about the poetry of Ed Shacklee in the journal *Light*. She served on the Women’s Studies Committee and the Cathy Cowan Award Committee, and will appear on a panel about publishing one’s writing at the Marshall Area Fine Arts Council on April 28, 2018.

Brett Gaul, Professor of Philosophy/Honors Program Director

Dr. Brett Gaul’s promotion to professor became effective at the start of the 2017-2018 academic year. During the year his chapters “Affirming the Consequent” and “Denying the Antecedent” were published in *Bad Arguments: 100 of the Most Important Fallacies in Western Philosophy*, eds. Robert Arp, Steven Barbone, and Michael Bruce (Wiley-Blackwell Publishing, 2018). Other scholarly activities included presenting his research “Critical Thinking Gains in LEP 100: First Year Seminar and HONR 140: Introduction to Honors” to SMSU on Assessment Day, presenting “‘The Trial of the Century’: Leopold and Loeb” to GOLD College, and serving as a textbook reviewer for W. W. Norton & Company.

Ruthe Thompson, Professor of English/Advisor to The Spur

Professor Ruthe Thompson advises the Spur student newspaper, where Editor-in-Chief Nicole Schwing won Student Government Association Club President of the Year, and the paper received a \$1500 gift from the Marshall Independent.

Her column, “The Strange Voting Habits of Lyon County” was published in the Marshall Independent April 13, 2017.

Jose Losada Montero, Asst. Professor of Spanish

See Spanish Program Report

Lori Baker, Professor of English

Dr. Baker achieved her goal of reaching students from across the state in need of ENG 365 Modern Grammar for Communication Arts and Literature licensure by teaching it fully online. She had five students enroll from widespread locations such as Bemidji, Winona, and Bethel in addition to SMSU students. This shows a recognition and meeting of a need of students across the state as well as recognition from other schools about accepting the class.

Judy Wilson, Professor of English

- Published the short story, “Braid,” in *South Dakota Review* (Vol. 53, N. 2)
- In October, attended the Returning the Gift Native American Literature Conference to promote the 10th Anniversary of *Yellow Medicine Review*. A group of past contributors gave a celebratory reading followed by discussion on the opening night of the event. The reading/discussion was moderated by our own Steve Pacheco.
- Published two more issues of *Yellow Medicine Review*. The Fall 2017 issue was guest edited by Terese Mailhot and Bryan Bearhart. The Spring 2018 issue was guest edited by Janet Marie Rogers.
- Two book launch/reading events have been scheduled for the latest Spring 2018 issue of *Yellow Medicine Review*, to be held on July 27th and July 28th in Santa Fe, New Mexico that I will be attending. The reading on the 27th will be held at the Museum of Contemporary Native Arts and the reading on the 28th will be held at the Sunrise Resort.

SELECT STUDENT ACHIEVEMENT

Again, we had a lot going on in this department, so this is a partial list due to what info I was given at the time the report was due.

Emily Errico, double major in Professional Writing and Communication and Literature, had her acting debut as one of the two lead roles in the Black Box musical, "The Last Five Years."

Emily Errico, Danielle Crowell and McKenzie Swanson won 1st, 2nd and 3rd place respectively in the Telling Women's Stories Contest.

*

Five freshman Honors Program students had papers accepted to the 2018 Upper Midwest Honors Conference in Lamoni, IA, March 22-24. The theme of the conference was "Future Stories."

Gwyn Duus: *Dystopian Futures: Why They May Be More Fact Than Fiction*

Mandy Harris: *Obedience and Conformity: The Sociologists' Tales*

Bailey Jorgensen: *The Power of the Veil: Margaret Atwood's The Handmaid's Tale*

Katherine Knights: *Seeking A Happy Ending*

Jenna Lambrecht: *The Handmaid's Tale and American Society*

*

Ethan Voss Took a research project he began in English 251 and turned that into a conference presentation for the Minnesota writing and English conference in the Twin Cities. Professors who attended his panel can attest to his polished presentation. This student graduated high school with an AA degree and is now Transferring to the University of Minnesota Twin Cities campus to pursue a degree in English. He plans to do graduate work toward becoming an English professor.

Alec Bond Memorial Scholarship (English)

- Donovan Phoenix
- Emma Grote

Leo Dangel Creative Writing & Literature

- MacKenzie Swanson

Walter L Mann Endowed Scholarship (Writing Center)

- Sariah Cheadle
- Emily Williamson
- Nicole Berning,
- Madyson Yost

University Gala Fine Arts Endowment (English)

- Sariah Cheadle
- Caleb Herrlich

EPSH DEPARTMENT

Addendum to EPSH Annual Report, 2017-18.

1. English Graduate Courses

Summer 2017

LIT 622 (Brit. Lit Survey) – 20 students enrolled

LIT 632 (American Lit Survey) – 18 students enrolled

Spring 2018

ENG 656 (MnWE seminar) – 6 students enrolled

ENG 680 (Autoethnography) – 7 students enrolled

2. Visiting Writers Program

Fall 2017

Athena Kildegaard and Maryann Corbett, with Susan McLean

Spring 2018

Danny Gardner (via Skype) and Neil Smith

FY 2018 ANNUAL REPORT

DEPARTMENT OF FINE ARTS AND COMMUNICATION

Section I – Description of Department

A – History & Structure

The Department of Fine Arts and Communication is a multidisciplinary unit made up of programs in Art, Communication Studies, Music, and Theatre. Prior to 1994, these programs were part of different administrative structures. The Art program was previously part of a department including philosophy, humanities, and foreign language. Communication Studies and Theatre programs were paired into their own department, and Music was a self-contained department. Efforts to reduce spending resulted in administrative reorganizations including the Department of Art, Music, Speech Communication, and Theatre. Over the past 21 years, the programs have come to embrace this structure and to seek collaborative ways contribute to the university and Southwest Minnesota communities. This commitment was solidified with the renaming of the department in 2012 to the Department of Fine Arts and Communication.

Although the department celebrates the work the programs do cooperatively, for practical reasons, much of the work of the department is done in a semi-autonomous way. The department has developed policies that guide the efforts of programs in areas related to the IFO/MnSCU Master Agreement such as distribution of Article 19B, contractual travel funds and coordination of procedures related to Article 25 tenure and promotion and review of Professional Development Reports as well as administrative issues such as curriculum proposals, website coordination, and student petitions. However, it has been clear to the department as a whole for many years that much of the work associated with the maintenance and growth of each program requires experience, training, and expertise that wouldn't be expected of faculty outside each program.

Although many decisions eventually are approved by the department, program coordinators lead the day-to-day operations of their program. Efforts such as curriculum design, planning course schedules, recruiting, financial budgeting and spending, scheduling of activities, assignment of teaching faculty, assessment, long-range planning, and reflection/accreditation are done at the program level.

B – Mission

Following the approval of the new department name in 2012, a subcommittee with representatives from each program crafted a new department mission statement. After several months of work and consultation with the department, the mission statement was completed.

The Department of Fine Arts and Communication offers undergraduate programs in Art, Music, Speech Communication and Theatre. The multi-disciplinary nature of the

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

This mission statement was designed to reflect the department's grounding in the Liberal Arts as well as professional education and practice. It also highlights the outreach efforts of the department. In addition to this statement, each program has a mission that guides their curriculum, instruction, and assessment.

It is the mission of the **Art Program** to develop students' understanding and abilities in the conceptual, formal, theoretical, critical, historical, and practical aspects of the visual arts and design. The objectives of the Art program are to enrich the educational experience of all students by providing them the opportunity to view, discuss and produce works of art and to provide quality baccalaureate degrees in art and art education. Also, the Art Program provides a vocational orientation to art through preparation in such areas as art education and graphic design.

It is the mission of the **Communication Studies Program** to provide curricula for students interested in developing communication skills, to challenge students to adapt to new and unique situations and to draw upon educational experiences to solve real-life problems. The philosophy of the Communication Studies Program emphasizes student initiative, creativity, and responsible involvement. Curriculum is structured to provide a solid philosophical, historical, theoretical and practical basis for whatever area of communication the student selects.

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

It is the mission of the **Theatre Program** to provide high quality liberal arts, professional and technical education for students interested in professional theatre or graduate study. It is a primary objective to offer a comprehensive understanding of theatre for the student who may wish to pursue teaching, directing, acting, designing, costuming or playwriting and to challenge the student's initiative, creativity and responsible involvement in the Program.

C – Activities

This year, the primary collaborative activity of the department was the 12th Annual *Fine Arts Celebration* which ran from April 1th to May 4th. This series included work from the faculty and students of each program in the department as well as those from the Creative Writing Program in the English Department. The SMSU Library also collaborated in hosting and publicizing events. This annual festival features events that highlight different methods of delivering and considering the fine arts in society.

A Final Note:

It has been a pleasure to serve as the Chair of the Fine Arts & Communication Department for the last three years. The amount of time and hard work that goes into the creative and scholarly activity that all of the faculty and their students do above and beyond the traditional lecture style classroom is astounding. They learn their crafts by doing, and as this report shows, they do it often and they do it well. Their public performances and art show off SMSU's Fine Arts and Communication tradition in the best way possible and I'm very proud of them all.

*Sincerely,
Pat Brace, Chair*

2018 ANNUAL REPORT INFO FROM MUSIC

Prepared by Stephen Kingsbury, Music Program Coordinator

Section I – Description of Department

B – Mission

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

C – Activities

This year, the primary collaborative activity of the music program was the Twelfth Annual *Fine Arts Celebration*...

Music:

- 4 SMSU Student Recitals (8, 4, 9, & 9 student performers)
- 1 Faculty Cabaret Performance
- 2 SMSU Jazz Ensemble Concerts
- SMSU/Community Concert Band Performance
- 2 Southwest Minnesota Orchestra Performances
- SMSU Chorale Concert
- Men's Glee Club & Bella Voce Concert
- Spring Sing (performance by all students in applied voice instruction)
- 1 Junior and 4 Senior Recitals

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

Music Program

The Jazz Ensemble collaborated with the Student Activities Office and the Spanish Program to bring an Argentinian Tango Trio to SMSU for a performance and clinics in September

The Southwest Minnesota Orchestra collaborated with Dr. Stephen Kingsbury, Dr. John Ginocchio, soloists Ryan Hugh Ross and Siân Cameron and the SMSU Chorale for their 50th Anniversary Gala Concert in September 2017

The SMSU/Community Concert Band collaborated with the Marshall Area Storytellers for their performance "Narrative Resonance"

The Jazz Ensemble collaborated with the Dakota Jazz Collective for "My Favorite Things" Combined Pep Band performances at Litchfield High School and Champlin Park High School

Jazz Ensemble and Chorale performances for the University Gala.

SMSU Singfest collaboration between the Chorale and area school choral programs

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

SMSU Chorale performance with renowned professional organist, Dr. Stephen Hamilton

The Music Program collaborated with the Office of Diversity and Inclusion to bring the "Langston Hughes Project" and Ronald McCurdy to SMSU.

D – Academic Personnel

The **Music Program** consisted of three tenured, full-time professors, and nineteen adjunct faculty teaching Applied lesson courses and other LEP and major courses as needed.

Professor John Ginocchio: Full-time, tenured (on Sabbatical Spring 2018); Doctor of Arts in Music; Director of Bands, Music Program Coordinator; Instrumental Methods,

Contemporary Issues Seminar, Jazz Ensemble, Concert Band, Pep Band, Applied Trombone, Applied Instrumental Conducting, Independent Study, Junior and Senior Instrumental Recitals, and Public Performance Studies.

Associate Professor Stephen Kingsbury: Full-time, tenured; Doctor of Musical Arts; Director of Choral Activities, Interim Music Program Coordinator (Spring Semester); all choirs, Music Theory I & II, Public Performance Studies, Junior Proficiency Exam, Conducting, Junior Vocal Recital, Junior Instrumental Recital, Choral and Vocal Literature, Applied Choral Conducting, Independent Study, Senior Vocal Recital, Senior Instrumental Recital, Vocal Pedagogy

Professor Daniel Rieppel: Full-time, tenured; Doctor of Musical Arts; Director of Keyboard Studies; Southwest Minnesota Orchestra, Class Piano I & II, Applied Piano/Piano Proficiency, Form and Analysis, First Year Seminar

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

Instructor Danae Nelson: Adjunct, Bachelor of Arts in Music; Applied Piano, Class Piano III; Piano Competency (Co-Taught with Dr. Rieppel)

Instructor Yu Jung Bae: Adjunct, Doctor of Musical Arts; Intro to Music, Applied Voice

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

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

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

Instructor Matt Loyd: Adjunct; Doctorate in Teaching and Learning; Applied Trombone

Instructor Te-Chiang Lui: Adjunct; Master of Music; Applied Violin

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

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

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

Instructor Ralph Hepola: Adjunct; Bachelor of Music Education; Applied Tuba

Instructor Kirsti Petraborg: Adjunct; Doctor of Musical Arts; Applied Violin, Applied Viola

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

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

Instructor Jim Tabaka: Adjunct; Master of Arts in Musicology; Popular Music

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

Instructor Chris Waage: Adjunct; Doctor of Musical Arts; Bands, Advanced Instrumental Methods

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

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

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

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

Professor John Ginocchio:

- Conductor of the SWMBDA 11-12 Honor Band in January
- Presented a session on Composition in the Rehearsal Classroom at the Minnesota Music Educators Association Midwinter Inservice
- Wrote an article for the “Programa Revista de Festes de Moros i Cristianos” for Cocentaina, Spain (to be published in the program for the August, 2018 festival)
- Spent six weeks in Spain studying the music of the Festival of Moors and Christians
 - Received an “Established Career Artist” grant through the Southwest Minnesota Arts Council in support of the study travel
 - Spoke with composers, band directors, and musicians in 9 different communities in the Generalitat de Valencia
 - Attended the oldest and largest Festival of Moors and Christians in Alcoy, Spain
- Collaborated with the Spanish Club and the Student Activities Office to host an artist residency by tango artist, Eduardo Tami
- Brought the Dakota Jazz Collective to SMSU to perform with the Jazz Ensemble as part of the Guest Artist Series
 - Received a grant from U.S. Bank to support the residency

Associate Professor Stephen Kingsbury

- Guest conducted at the following schools:
 - Wabasso High School February 26, 2018
 - Tracy Area High School February 28, 2018
- Invited to adjudicate five large group and solo and ensemble festivals
- Served as Mass Choir Conductor and Choral Ensemble Clinician for the Jr. High and Elementary Choral Festival- Murray County Central High School, Slayton, MN (March 23, 2018)
- Served as the Mass Choir Conductor and a Choral Ensemble Clinician for the Big Sing Men’s Choral Festival, Held on the campus of SMSU, Marshall, MN (April 27-28, 2018)
- Served as a peer reviewer for an article on “James MacMillan’s Mass of the Blessed John Henry Newman and the Culture of Liturgical Music-Making in the Scottish Catholic Church” for the *Yale Journal of Music and Religion*
- Reviewed a book on James MacMillan for the British publishing house of Boydell & Brewer, Ltd. that they were considering for publication.
- Co-presented a talk entitled “‘I Do Not Think it Means What You Think it Means’: Negotiating Shared Disciplinary Jargon” with Associate Professor Maria Kingsbury at the Bi-Annual National Convention of the Rhetoric Society of America.

Professor Daniel Rieppel

- Southwest Minnesota Orchestra performed concerts that celebrated SMSU's 50th anniversary of its founding on October 1 and May 1. The October concert included compositions by American composers: Lothringer, Whitcomb, Gershwin (where SMO Music Director Dr. Daniel Rieppel ceded the podium to his colleague Dr. John Ginocchio and took to the piano bench as soloist in Rhapsody in Blue) and Aaron Copland, whose Old American Songs featured the GOLD recipient for the anniversary year—Dutch-American baritone Ryan Hugh Ross, SMSU alum from 2007. The May 1 concert included music of once again of Copland and Whitcomb, as well as the premiere of “Song of the Prairie”, a song-cycle comprised of music from four SW Minnesota composers based on the poetry of four poets associated with SW Minnesota. The poets were Bill Holm, Philip Dacey, John Rezmerski and Susan McLean; the four composers were Peter Lothringer, Jesse Lee, Jocelyn Hagen and Daniel Rieppel. A tribute to the recently-deceased composer and SMSU emeritus music professor Dr. Robert Butler Whitcomb and adjunct professor Dr. Julieta Alvarado-Rieppel (whose first death anniversary was the next day) also happened at that concert; Dr. Whitcomb's final composition was commissioned by Dr. Alvarado, who premiered it five years earlier—the middle movement, entitled “Threnody” provided an appropriate tone for this somber observance.
- Other notable performances would include a song recital with Dr. Anna DeGraf, as well as appearances in NYC-Brooklyn as a soloist and collaborative artist for the semi-annual “Chiron Festival”.

Notable Adjunct Instructor Accomplishments:

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

- May – July 2017 – Vocal Director for “Sister Act, the Musical” with Prairie Repertory Theatre (Brookings, SD)
- October 22, 2017 – Choir Director – Buffalo Ridge Chorale, “Melodies of Peace”
- January 29, 2018 – “Music on Music” recital at SMSU with Dan Rieppel
- February 5, 2018 – “Music on Music” recital at SDSU with Mary Walker
- March 10, 2018 – Anita in “West Side Story”, Mankato Symphony
- May 1, 2018 – “Sounds of Southwest Minnesota” – SMAC grant project (under my name) - premiered four new orchestral songs written for me
- May 2018 – Take Note women's a cappella chorus performances in Granite Falls and Clarkfield MN (conductor)
- May-July 2018 – Vocal director for “The Little Mermaid” and “Bye Bye Birdie” with Prairie Repertory Theatre (Brookings, SD)

Dr. DeGraff organized two masterclasses for students at SMSU in coordination with her professional work and drawing on connections with other professional musicians. A vocal masterclass was given by Drew Neneman on October 18th. Drew is from Omaha, Nebraska where he is Music and Liturgy Director at St. Leo the Great

Catholic Church and instructor at SNJ Studio of Music where he keeps a private voice studio serving young adults from 14 districts in 2 states. A vocal masterclass was also given by professional vocalist and choral conductor Dr. Zac Colby, on February 28.

Dr. DeGraff was also responsible for the production and administration of the Golden Melodies: A vocal recital honoring SMSU’s 50th Anniversary” concert on 11/18 and the annual “Spring Sing” on 3/24.

Dr. Yu Jung Bae performed a faculty voice recital with guest performer Young Chul Park, tenor

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

Section II – Current Year’s Activities

A – Teaching and Learning

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

Music Program			
Activity	Date & Location (Special Audiences)	Classes/Organizations Involved	Participants
Band Camp	8/15-18 FA 135	Pep Band	Music majors; Non-majors; Community members
Performance for Freshman Convocation	8/18	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	8/31 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	9/16 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Argentinian Tango Residence	9/21-22 Music and Spanish Rooms	Jazz Ensemble	Music majors; Non-majors

Guest Concert: Argentinian Tango Performance	9/22 Fine Arts Theatre	Jazz Ensemble	Music majors; Non- majors
Pursuit of Excellence Marching Band Festival	9/23 REC and other clinic locations on campus and at Marshall H.S. (H.S. Band parents and local community)	Pep Band; 20 high school bands from MN, SD, IA, NE	Music majors; Non- majors; Community members; competing H.S. band members
University Gala	9/30 RA Facility (SMSU scholarship donors)	Jazz Ensemble; Chorale	Music majors; Non- majors; Community members
SMSU Homecoming Parade	9/30 downtown Marshall	Pep Band; Choarle	Music majors; Non- majors; Community members
Performance for SMSU Football	9/30 REC	Pep Band	Music majors; Non- majors; Community members
Performance: Southwest Minnesota Orchestra 50 th Anniversary Gala Concert for SMSU	10/1 SCCPA	Southwest Minnesota Orchestra; Chorale	Music majors; Non- majors; Community members; Professional, paid musicians
Outreach Performance for Litchfield High School Football	10/13 Litchfield H.S.	Pep Band	Music majors; Non- majors; Community members; High School Band Members
SMSU SingFest	10/16 Fine Arts building and Theatre	Chorale; area high school choirs	Music majors; Non- majors; Community members; area high school choir members
Vocal Masterclass with Drew Neneman	10/18 FA 132	Chorale, Vocal Ensemble, Applied Voice	Music majors; Non- majors; Community members
Performance of Jazz Ensemble at Milroy School	10/18 Milroy School	Jazz Ensemble	Music majors; Non- majors; Community members
Performance for SMSU Football	10/19 REC	Pep Band	Music majors; Non- majors; Community members
Men's Glee Club and Bella Voce concert "In Dreams"	11/2 First Lutheran Church	Men's Glee Club; Bella Voce; Applied	Music majors; Non- majors; Community members

		Choral Conducting Students	
Performance for SMSU Football and "Play Like a Mustang"	11/4 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members; area high school students
SMSU Chorale concert "Building Dreams: A Concert in Honor of the 50 th Anniversary of SMSU"	11/7 First Lutheran Church	Chorale	Music majors; Non-majors; Community members
Faculty Recital: Dr. Kirsti Petraborg and Dr. Daniel Rieppel "Commemorating the 500 th Anniversary of the Reformation"	11/9 Campus Religious Center	Dr. Daniel Rieppel and Dr. Kirsti Petraborg	Music majors; Non-majors; Community members
Student Recital	11/15 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Performance for SMSU Men's Basketball	11/15 RA	Pep Band	Music majors; Non-majors; Community members
Concert Band concert "Narrative Resonance"	11/16 FA Theatre	SMSU/Community Concert Band; Applied Instrumental Conducting students	Music majors; Non-majors; Community members
Senior Recital: Dan Christiansen, trombone	11/18 CH 201	Applied Trombone; Senior Instrumental Recital	Music majors; Music minors; non-majors; faculty
Vocal Music Concert "Golden Melodies: A vocal recital honoring SMSU's 50 th Anniversary"	11/18 First Lutheran Church	SMSU Applied Voice Students	Music majors; Non-majors; Community members
Performance for SMSU Women's Basketball	11/18 RA	Pep Band	Music majors; Non-majors; Community members
Mustang Pep Band in Concert	11/20 FA Theatre	Pep Band	Music majors; non-majors; Community members
Student Recital	11/15 FA Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors

Choirs Concert “Good Cheer: An SMSU Choirs Holiday Concert”	11/30 First Lutheran Church	Men’s Glee Club; Bella Voce; Chorale	Music majors; Non- majors; Community Members
“TubaChristmas”	12/2 Student Center	Applied Low Brass students; area low brass players	Music majors, non- majors; Community members
Choirs Concert “Sing Noel”	12/2 Abbey of the Hills, Marvin, South Dakota	Men’s Glee Club; Bella Voce; Chorale	Music majors; Non- majors; Community Members
SMSU Jazz Ensemble with guest group The Dakota Jazz Collective “My Favorite Things	12/4 FA Theatre	Jazz Ensemble	Music majors; Non- majors; Community members; Guest Performers
Vocal Master-class	12/5 FA 132	Applied Voice	Music majors; non- majors
Performance: Southwest Minnesota Orchestra “Holiday Cheer!”	12/5 Holy Redeemer Church	Southwest Minnesota Orchestra	Music majors; Non- majors; Community members; Professional, paid musicians
Student Recital	12/6 FA Theatre	Public Performance Studies; Applied Lessons	Music majors; Non- majors
Instrumental Master- class	12/6 FA 135	Applied Lesson	Music majors; non- majors
Performance for SMSU Basketball	1/12 RA Facility	Pep Band	Music majors; Non- majors; Community members
Performance for SMSU Basketball	1/13 RA Facility	Pep Band	Music majors; Non- majors; Community members
Combined Pep Band with Champlin Park Band	1/23 Champlin Park H.S.	Pep Band; Champlin Park Band	Music majors; Non- majors; Community members; CP band members
Faculty Recital: Dr. Anna DeGraff with Dr. Daniel Rieppel “Music on Music”	1/29 First Lutheran Church	Applied Voice	Music majors; Non- majors; Community members
Performance for SMSU Basketball	2/2 RA Facility	Pep Band	Music majors; Non- majors; Community members

Performance for SMSU Basketball	2/3 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance by a chamber ensemble from the SMSU Chorale at the Annual fundraising banquet of the Wabasso Music Boosters	2/3 Vesta Community Center	SMSU Chorale	Music majors; Non-majors; Community members; Students at faculty from Wabasso High School
Guest Performance: Langston Hughes Project with Dr. Ronald McCurdy	2/5 LL Conference Center	Jazz	Music majors; Non-majors; Community members
Performance for Mustang Boosters Club, "Gold Rush Raffle"	2/9 Conference Center	Pep Band	Music majors; Non-majors; Community members
SMO: Concerto de Camera	2/13 First Lutheran Church	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members; Professional, paid musicians
Performance for SMSU Basketball, "Play Like a Mustang" event	2/16 RA Facility	Pep Band	Music majors; Non-majors; Community members; area high school students
Performance for SMSU Basketball	2/17 RA Facility	Pep Band	Music majors; Non-majors; Community members
SMSU All-State Audition Workshop	2/17 Music Faculty Offices	Music Faculty	Area High School Students
Performance for SMSU Basketball	2/21 FA Facility	Pep Band	Music majors; Non-majors; Community members
Minnesota Music Educators Association Midwinter In-Service	2/22-2/24 Minneapolis Convention Center		Music majors
Vocal Masterclass with Dr. Zac Colby	2/28 FA 132	Chorale, Vocal Ensemble, Applied Voice	Music majors; Non-majors; Community members
SMSU Music Program &	3/3 Fine Arts building	Various music majors as assistants	Music majors

Scholarship Auditions			
Vocal Masterclass with Young Chul Park	3/14 FA 132	Chorale, Vocal Ensemble, Applied Voice	Music majors; Non-majors; Community members
Faculty Recital: Dr. Yu Jung Bae with Young Chul Park "Romantic Breeze"	3/14 Holy Redeemer Church	Applied Voice	Music majors; Non-majors; Community members
Junior Recital: Patrick Rowe, baritone	3/17 First Lutheran Church	Applied Voice; Junior Vocal Recital	Music majors; Music minors; non-majors; faculty
SMSU Jazz Ensemble performance at Lamberton Jazz Festival	3/20 Red Rock Central H.S.	Jazz Ensemble	Music majors; Non-majors; Community members
Spring Sing Concert	3/24 First Lutheran Church	Applied Voice Students	Music majors; Non-majors; Community members
All-City Jazz Festival	3/26 SCCPA	Jazz Ensemble; Marshall H.S. & M.S. Jazz Bands	Music majors; Non-majors; Community members; Marshall band members
Student Recital	4/4 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Junior Recital: Margaret Wolverton, soprano	4/7 First Lutheran Church	Applied Voice; Junior Vocal Recital	Music majors; Music minors; non-majors; faculty
SMO Annual Children's Concert	4/10 SCCPA	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members; Professional, paid musicians
Student Recital	4/11 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Choir Concert: Men's Glee Club and Bella Voce: Music of the Spheres	4/12 First Lutheran Church	Men's Glee Club; Bella Voce; Applied Choral Conducting Students	Music majors; Non-majors; Community members
Senior Composition Recital: Paul Schell	4/15 CH 201	Applied Composition; Senior Composition Recital	Music majors; Music minors; non-majors; faculty

Jazz concert	4/16 FA Theatre	Jazz Ensemble	Music majors; Non-majors; Community members
Choir Concert: SMSU Chorale: Raising Sparks: Voices from the Margins	4/17 First Lutheran Church	SMSU Chorale	Music majors; Non-majors; Community members
Student Recital	4/18 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Concert Band concert SMSU/Community Concert Band	4/19 FA Theatre	Concert Band	Music majors; Non-majors; Community members
Senior Recital: Taylor Engel, baritone	4/21 First Lutheran Church	Applied Voice; Senior Vocal Recital	Music majors; Music minors; non-majors; faculty
Senior Composition Recital: Dan Christiansen	4/22 FA 132	Applied Composition; Senior Composition Recital	Music majors; Music minors; non-majors; faculty
Senior Recital: Noah Anderson, voice and guitar	4/23 Black Box Theater	Applied Voice; Applied Guitar; Senior Vocal Recital; Senior Instrumental Recital	Music majors; Music minors; non-majors; faculty
Spring Master-class (Non Majors)	4/24 FA 132	Applied Lessons	Non-majors
Student Recital	4/25 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Spring Master-class (Majors and minors in secondary areas)	4/25 FA 132	Applied Lessons	Music majors & minors (secondary instruments/voice)
Music Juries	4/30 & 5/1 FA 132	Applied Lessons	Music majors & minors
SMO Spring Concert	5/1 SCCPA	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members; Professional, paid musicians
Junior Proficiency Oral Exams	5/2 FA 126	Junior Proficiency	Music major
SMSU Commencement	5/5 RA Facility	SMSU/Community Concert Band; Men's Glee Club; Bella Voce; Chorale	Music majors; Non-majors; Community members

Based on information collected during the NASM Self-Study in 2017, the faculty in the **Music Program** received approval from SMSUFA and the administration to make changes to the B.A. and B.S. degrees starting in the fall of 2018. The changes removed an underutilized course from the curriculum. Its place, a new course, Foundations of Aural Theory, was created and added to the major. The course and curriculum change is designed to help students better develop their aural theory skills in their first semester on campus, thereby boosting the skill development in subsequent semesters of theory study.

The program is also working on responding to the suggestions made by the National Association of Schools of Music as part of the re-accreditation process. The commission made four recommendations, two of which have already been implemented, and two of which will be addressed early in the fall.

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

Music Students

LauraLee Johnson, Ryan Ohm, and Illana Peter were selected as members of the 2018 Minnesota Intercollegiate Band that performed at the MMEA Midwinter Inservice.

Noah Anderson, Emily Berscheit, Kaila Halpine, Samantha Hotzler, Malorie Hudson, LauraLee Johnson, Sarah Lage, Ryan Ohm, Illana Peter, Paul Schell, Jack Walker, and Maggie Wolverton attended the MMEA Midwinter Inservice helping with the SMSU booth as well as attending sessions and concerts.

Madalyn Sagedahl worked on staff with the Marshall Tiger Marching Band last fall.

Dan Christiansen, Paul Schell, Noah Anderson, and Taylor Engel successfully completed Senior Recitals, and Patrick Rowe and Margaret Wolverton completed Junior Recitals.

Noah Anderson was the recipient of this year's Whipple Scholarship.

E – Service to University

Music Program

Performances for the University Gala and for Commencement.

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

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

Contest Study Guide, and the Minnesota Choral Directors Association “Star of the North” newsletter.

F – Services to the Community at Large

Music Program

- Provided free music performances for the community to attend as well as outlets for participation and life-long music making in Marshall and the surrounding area.
- Offered the All-State Audition Workshop free of charge to all high school students in the area.
- Offered the Minnesota Area Conducting Workshop free of charge to all music educators/directors in the tri-state area.
- Singfest was open to all area high schools to participate.
- The program hosted faculty and guest recitals/concerts by: Dr. Anna DeGraff; SMSU Alumnus, Ryan Hugh Ross; Yu Jung Bae with Young Chul Park; an Argentinian Tango Ensemble; : Dr. Kirsti Petraborg and Dr. Daniel Rieppel; The Dakota Jazz Collective; and Dr. Ronald McCurdy
- The Pep Band offered opportunities for high school musicians to play with the band through “Play Like a Mustang” and their combine pep band events at Champlin Park and Litchfield High Schools
- Members of the SMSU Chorale performed for the Wabasso Music Boosters’ annual fundraising dinner in Vesta
- Activities related to the Guest Artist Series were open to community

G – Assessment

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

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

Student Outcomes:

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

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

Student Outcomes:

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

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

Student Outcomes:

- 3A. Students will identify significant composers, stylistic movements, and representative works from the history of western music.
- 3B. Students will recognize relationships between music and the historical period and/or culture from which it was derived and hypothesize on current and future relationships.

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

Student Outcome:

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

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

Student Outcomes:

- 5A. Students will apply common conducting patterns, cueing gestures, dynamic indications, and expressive movements to fit music of a variety of styles.
- 5B. Students will translate conducting skills to rehearsal and performance settings with different types of genres and ensembles.
- 5C. Students will demonstrate the score analysis and score preparation skills needed to lead an affective rehearsal.

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

Student Outcome:

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

The music faculty continues to examine the course matrix that includes the goals/standard language from the SMSU Music Program, the Minnesota Transfer Curriculum, the Minnesota Board of Teaching, and the National Association of Schools of Music. This matrix, in conjunction with assessment data will guide future curriculum changes. During FY 18, much of this work was put on hold due to the spring semester sabbatical of our program coordinator, although the Music Program's PAL did work with the University Assessment Committee to

ensure that we are up-to-date with expectations for implementation of our assessment plan. However, the larger-scale work will resume in the fall through an examination of what we have learned during the self-study and feedback from the Visitor's Report and the NASM Commission to develop short and long range goals for the continued improvement of the program.

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

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

Fall Master-classes	<i>N</i>	<i>Range</i>	<i>mean score</i> (out of 4)
Majors/minors (upper division)	8	3.6—4.075	3.959
Majors/minors (lower division)	15	3.6—4	3.832
Majors/minors (secondary lessons)	8	3.7—4	3.888
Non-majors	19	3.3—4.075	3.834
Spring Master-classes	<i>N</i>	<i>Range</i>	<i>mean score</i>
Majors/minors (secondary lessons)	9	3.8—4.1	3.933
Non-Majors	23	2.42—4.24	3.717

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

Spring Juries	<i>N</i>	<i>Range</i>	<i>mean score</i>
Majors/minors (upper division)	1	4	4
Majors/minors (lower division)	18	2.4—4.15	3.753

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

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

During FY 18, one student successfully completed one section of their Junior Proficiency that was not successfully completed in FY 17 (Student #1). In addition, six students attempted their Junior Proficiencies for the first time. Of those six, five successfully completed all parts of the proficiency (Students #2, #3, #5, #6, and #7). The remaining student (Student #4) took the proficiency in the fall, only passing two sections. This necessitated the student retaking the entire proficiency in the spring, where they again successfully completed two of the four sections. This student will be allowed one more attempt at the proficiency, which they will take next fall. Below is a summary of each student's assessment in each of the four sections of the test.

Student	Prepared Works	Sight Reading	Technique	Oral Exam
Student #1	(2017)	Pass	(2017)	(2017)
Student #2	(Theory/Composition emphasis requires different criteria)			
Student #3	Pass	Pass	Pass	Pass
*Student #4	Fail	Fail	<u>Pass</u>	<u>Pass</u>
*Student #4 (second attempt)	Fail	Fail	<u>Pass</u>	<u>Pass</u>
Student #5	Pass	Pass	Pass	Pass
Student #6	Pass	Pass	Pass	Pass
Student #7	Pass	Pass	Pass	Pass

**This student did not pass 2 sections and will need to retake the full proficiency exam.*

Underlined scores must be retaken

Bolded scores do not meet standards

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

During FY 18, two students successfully completed Junior Recitals and five students completed Senior Recitals.

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

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

Music Theory Assessment	<i>N</i>	<i>Range</i>	<i>mean average score</i>
Pre-Test (Fall 2017)	7	3%-24%	10.6%
Post-Test (Fall, 2017)	5	66%-88%	76.8%

Individual Student Comparison	Pre-Test	Post-Test
Student #1	13%	88%
Student #2	11%	78%
Student #3	16%	82%
Student #4	1%	66%
Student #5	5%	70%

Major Field Test—Each year we administer the Major Field Test in Music as a way of determining progress towards Goals 2 and 3. This exam measures Listening Comprehension, Written Music Theory, and Written Music History. This year we had four students who completed the exam.

Individual Student Comparison	Listening Comprehension	Written	Written Theory	Overall Hisotry	National Score
Percentile					
Student #1	34	35	28	130	6th
Student #2	52	66	46	156	67th
Student #3	65	68	64	168	87th
Student #4	84	78	75	182	97 th

Our goal with the MFT is for at least 50% of our students to score in the 50th percentile or better. This year we had 75% exceed that mark.

Conducting Assignment—The conducting project is administered to students as a summative assessment in MUS 366. It measures a student's gestural proficiency, as well as their ability to plan for and implement an ensemble-based rehearsal. It is expected that all students will be

scored at the Proficient (99-108 pts) or Competent (63-98 pts) level overall and have no Unacceptable ratings. Everyone in the class scored Competent or better.

Applied Conducting Assignments—This year, one student successfully completed Applied Instrumental Conducting and two students completed Applied Choral Conducting. These courses are designed to further develop conducting skills learned in MUS 366, but also to provide practical opportunities in which to build rehearsal and instructional skills. In consultation with the instructor, each student selects a piece of music that they will rehearse and conduct with the SMSU/Community Concert Band, the Men’s Glee Club, or Bella Voce. Successful performances with the ensembles serve as another indicator of student achievement in Goal 5 (Conducting Skills).

Conducting Skills Exam—This year the conducting skills exam was administered in the final weeks of the spring semester to 9 students in MUS 366.

Conducting Skills Exam	<i>N</i>	<i>Range</i>	<i>mean score</i>
Students	9	52%-99%	72.2%

Although the mean score was a bit below our goal of 75%, this score was raised by two students who did particularly well. The remaining seven students performed below target. Obviously, this is something that will have to be addressed in the future.

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

Fall Student Semester Summaries *N=14*

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—14 N—0	PPS; Ensembles; Lessons;	My progress—A to C Text/materials—C Course Content—C
2	Y—10 N—4	Applied Conducting; Applied Composition; Music Theory I and III; Independent Study; Applied Lessons	My progress—C Text/materials—C Course Content—C

3	Y—0 N—14		My progress—N/A Text/materials— N/A Course Content— N/A
4	Y—6 N—8	Vocal Pedagogy; Instrumental Methods; Applied Conducting	My progress—C Text/materials—C Course Content—C
5	Y—2 N—12	Applied Conducting	My progress—A to C Text/materials—A to C Course Content—C
6	Y—2 N—12	Class Piano; Music Theory; Applied Composition	My progress—C Text/materials—C Course Content—A to C

Spring Student Semester Summaries *N=20*

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—20 N—0	Primary lessons; Secondary lessons; PPS; Ensembles; Recital; Composition; Class Piano	My progress—C Text/materials—C Course Content—C
2	Y—14 N—6	Form & Analysis; Music Theory II; PPS; Applied Composition; Senior Composition Recital	My progress—A to C Text/materials—A to C Course Content—A to C
3	Y—7 N—13	Choral and Vocal Literature; Survey of World Music; Applied Composition	My progress—A to C Text/materials—C Course Content—C
4	Y—7 N—13	Ensembles; PPS; Advanced Instrumental Methods: Primary Lessons; Applied Composition; Conducting; Choral and Vocal Literature	My progress—C Text/materials—A to C Course Content—C
5	Y—1 N—17	Conducting; PPS; Applied Conducting; Applied Composition; Senior Composition Recital; Theory; Ensembles	My progress—A to C Text/materials—A to C Course Content—C
6	Y—3 N—17	Applied Composition; Secondary lessons; Senior Composition Recital	My progress—C Text/materials—A Course Content—A to C

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

1. Overall, students continue to appear to be satisfied with their level of progress in Goal 1 (Performance Skills), with the majority of students ranking their progress as Considerable. They seem to believe that the materials used and the content of the Goal 1 related courses are beneficial to their progress.
2. Students seem to continue to be relatively satisfied with their progress in developing their Theoretical skills (Goal 2), with most of them rating their development as Considerable. They also give similar ratings for the effectiveness of texts and content. Furthermore, students appear to recognize the primary courses where these skills are taught as well as noticing that similar skills are reinforced in courses throughout the curriculum. The faculty continues to monitor student progress in this goal and may make some curricular adjustments in the next year or two if the data backs it up.
3. Goal 3 was not overtly addressed in the fall, although it was addressed by one dedicated course, as well as two ancillary courses in the spring. Students indicated that they felt good about their progress, the course materials and the course content.
4. Goals 4, Pedagogy, represents skills and content which tend to be course specific, and these courses tend to be upper-division courses, so few students indicated work in these areas. Again, students appeared to be satisfied with these courses.
5. FY18 is a year in the cycle where we address goal five through dedicated courses such as MUS 366, Conducting, Applied Choral Conducting and Applied Instrumental Conducting. Students who took those courses indicated adequate to considerable growth in this goal through these courses.
6. Few students appeared to recognize courses in which technology content was included, but those that did recorded adequate to considerable development in this area. The faculty will continue to find avenues for introducing technology content to students.
7. Several courses that were offered were designed to address specific goals. Based on student responses and the number of students on these course rosters, it appears that students recognize the role of these courses in their progress toward each goal. It seems that efforts to communicate these roles to students through syllabus design, course instruction, and assessment design have been affective.
8. Many of the courses listed by students under various goals are not designed to focus primarily on that particular goal. However, the faculty endeavors to help students integrate material learned in one course into their understanding of new content and development of new skills. It appears that students recognize this effort.

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

Art Program: FY 2018

Prepared by Pat Brace, Art Program Coordinator

It is the mission of the **Art Program** to develop students' understanding and abilities in the conceptual, formal, theoretical, critical, historical, and practical aspects of the visual arts and design. The objectives of the Art program are to enrich the educational experience of all students by providing them the opportunity to view, discuss and produce works of art and to provide quality baccalaureate degrees in art and art education. Also, the Art Program provides a vocational orientation to art through preparation in such areas as art education and Graphic Design.

This year we faced the challenge of having our 2-D faculty member, Professor Bob Dorlac, announce his retirement early on in the fall semester. We were fortunate to have our request for a replacement approved as a one year Fixed term, and conducted the search throughout the spring semester. We had an excellent pool of candidates, bringing three to campus in May. MFA Annie Wedler was hired and we look forward to her joining us in the fall.

1: Collaborations:

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

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

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

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

d. Individual Art faculty are involved in projects that ensure quality for many programs on campus. For example this year Professor Dorlac worked with the Sociology and Music programs on an Interdisciplinary project where the students created posters to illustrate various sociological theories, which were explained by the Sociology students and then music fitting the theories was performed. Professor Hale collaborated with Denise Gochenouer in the Marketing Department on a marketing research paper which was part of the URC and then presented at an international conference in England. He is also continuing work with the Culinology professors on his planning for a student travel opportunity to S. Korea. Dr. Brace gave a lecture on WWI Propaganda posters as part of a Gold College class using the WWI Commemoration Series with professors from History, Music, and Comm. Studies.

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

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

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

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

i. *Fine Arts Celebration*: After several non-Art faculty asked about exhibiting in the Annual Faculty Art show last year, we decided that we would alternate every other year a show for non-Art faculty and staff with one reserved only for Art Faculty. In 2018 it was the Art Faculty's turn. Bob Dorlac showed paintings and prints, Alma Hale showed photography with typography, Pat Hand showed sculpture and drawings, John Sterner showed paintings and Pat Brace showed jewelry.

2: Accomplishments by Faculty:

Program activities:

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

Recruiting Opportunities: On behalf of the Program, Professor Hale worked with MAFAC to develop a joint opportunity for us to have a show for High School students which we will co-sponsor. He is working with the SMSU Foundation to explore scholarship opportunities for the winners.

Reviewed credentials of current College Now HS teachers teaching our Art courses to assess their readiness for the new HLC guidelines that will be put in place soon.

All full time Art faculty take turns attending the various recruiting days on campus as well as helping with the new and transfer student advising days through the year and in the summer.

Individual Faculty Accomplishments

Dr. Patricia L. Brace

- Chair of the Department of Fine Arts and Communication; coordinated schedule of events for

SMSU Fine Arts Celebration

- served as co-Parliamentarian for SmSUFA Faculty Assemblies
- served on Women's Studies Committee
- chaired Cowan Award Committee
- chaired 2-D Art position Search committee
- judged at one collegiate Forensics Tournament

Presentations:

- 2018 Reader, Women's History Month Annual Poetry Reading
Reader: *Read Me a Book: Beloved Stories from My Childhood* Children's Literature Event, sponsored by SMSU Theatre & the Public & McFarland Libraries

Creative Work:

- 2018 "Gone a' Viking: A Scandinavian Odyssey" Jewelry show: Participated in SMSU Art Faculty show as part of Fine Arts Celebration. Created 57 works inspired by 2017 study travel to Sweden, Norway and Denmark with focus on Viking era.

Alma Hale

- served on SMSU Curriculum Committee
- served on the Whipple Scholarship Committee
- served on 2-D Art position Search committee
- served on the MAFAC Board of Directors, and chaired the Exhibition Committee on that board, which includes scheduling shows as well as designing the posters for each one
- collaborated with Denise Gochenouer in the Marketing Department on a marketing research paper which was presented at an international conference in England.
- Served as adjudicator of High School Art Festival in Alexandria, MN
- Took students to visit art galleries in the Twin Cities
- held Graphic Design Advisory Council meetings in fall and spring semesters
- designed poster for the 2018 Faculty & Staff Art Show
- working on international student travel project to S. Korea
- Memberships in online photography forums, including *jpegmag.com*, *flickr.com*, and *viewbug.com*.

Bob Dorlac

- Served on Whipple Scholarship Committee and Honors Review Board
- served on 2-D Art position Search committee
- Served on a Southwest Minnesota Arts Council panel
- Participated in exhibitions at the Groveland Gallery, Minneapolis, MN
- Coordinated art residency of visiting former faculty artist Michon Weeks
- Participated in SMSU Art Faculty show as part of Fine Arts Celebration

Pat Hand

- 3-D Adjunct
- Taught elementary school students in Ceramics Workshops
- Had a solo show, "Key Art" of her drawings, paintings and sculpture at the MAFAC Gallery in downtown Marshall
- Participated in SMSU Art Faculty show as part of Fine Arts Celebration

John Sterner

- Art Education Adjunct
- Participated in “High School Teachers Make Art” show at MAFAC Gallery
- Participated in SMSU Art Faculty show as part of Fine Arts Celebration

Don Sherman

- College Now Adjunct
- Participant in Annual Fall Arts Meander Upper Minnesota River Art Crawl, a self-guided tour of artist studios, galleries and shops.

3: Accomplishments by Art Students:

- Art Club participated in the “freshcheckday” for second year in a row sponsored by SMSU Counseling & Testing Services by creating a giant brain coloring book style and allowing participants to fill it in with words and or colors as “Paint Your Art Out.”
- Art Club sponsored pizza lunch and discussion over noon hour for visiting Artist Michon Weeks
- 13 senior students presented their work in Senior Exhibitions at the end of the Fall and Spring semesters, including a public reception and presentation of their work to the Art faculty.

4: Curriculum Work/Changes:

The Art program curriculum consolidation of our course offerings due to the reduction in full time faculty within the Program continues to be a problem. We do not have a full time 3-D person and only have 10 credits of adjunct to cover 24 credits of work. The stacking of 100 and 300 level studio courses and reducing the number of LEP choice ART 100, 102 and 103 sections offered per year is necessary in order for all of our majors to have the upper division courses they need to graduate.

- Changed rotation/frequency of course offerings to reflect reduction in staffing.
- Revised rubric used for Sophomore, Junior and Senior Reviews to better align it with our Program goals and objectives
- Worked on Program Advising sheets
- Worked on course outlines to post on SMSU web site

5: Assessment Report:

a) All three Full time Art faculty attended the fall Assessment workshop and found the presentation very helpful in terms of the kinds of things we needed to be focusing on in our overall Program Assessment Process. Subsequent meetings with Nadine Schmidt and Assessment coordinator Jeff Bell, as well as our review session with Provost Watkins and Librarian Kate Borowski showed us that we have already been doing good data collection with the whole Sophomore, Junior and Senior review process. Our next steps are working on how to present the data so it shows what we have accomplished in a measurable way.

b) On the recommendation of Dr. Bell, this year we have again revised the Sophomore, Junior and Senior Review rubrics, simplifying the Likert scale in an attempt to make it easier to look for trends and problem areas in the way we are delivering the curriculum in terms of the desired SLOs. Conceptualizing the scale as beginning/emergent/mastered so that we are all on the same

page in how we are using it was very helpful. Hopefully this will make the analysis of the assessment data more efficient as we move forward on creating a process to do so.

c) We also have continued to use the *Art Major Senior Exit Survey* instrument, used after the Senior Reviews and the majority of the responses fall into the Excellent and Good categories, with the same concerns about variety and availability of courses, quality of facilities and making more studio and lab spaces available to art majors falling into the Fair to Good categories. This continues to be a staffing, budget and space issue.

2017-18 Annual Report Information – Theatre Program

Prepared by Nadine Schmidt, Theatre Program Coordinator

1. Collaborative efforts with other programs, departments, campuses, community/professional entities
 - Partnered with Normandale Community College to offer the inaugural year of our Theatre BA Partnership. Three students officially began the BA program, with several more registering for SMSU credits as special students with plans to officially enter the program as they get closer to completing their AFA.
 - Collaborated with Ameriprise Financial, SMSU Conferencing & Events, and Chartwells to provide a special *How to Talk Minnesotan* dinner theatre performance on October 26 for 159 Ameriprise Financial clients.
 - Partnered with Marshall Community Services and Marshall Area Stage Company to offer the first annual SMSU Children’s Theatre and High School Workshop in June. After two weeks of preparation and rehearsal, the Children’s Theatre performed *Disney’s The Aristocats* and the high school students presented a musical theatre cabaret.
 - Collaborated with SMSU’s McFarland Library, the Marshall-Lyon County Public Library, as well as faculty, administrators, staff, students, and community members to present *Read Me a Book: Beloved Stories from My Childhood* on April 10 in honor of National Library Week and to present readings on September 26 and 27 in commemoration of Banned Books Week.
 - Collaborated with the Office of Diversity and Inclusion and Access, Opportunity, Success to present a staged reading of *Facing Our Truth: 10-Minute Plays on Trayvon, Race, and Privilege* for MLK Week and a staged reading of *Fences* for Black History Month.
 - Collaborated with the Student Hospitality Opportunities (SHO) to offer dinner theatre events in conjunction with *How to Talk Minnesotan* and *One Man, Two Guvnors*.
 - Collaborated with SMSU Drama Club to provide Second Grade Workshops in Theatre for Park Side Elementary school students.
 - Theatre students in the Stage Makeup class participated in the multidisciplinary Undergraduate Research Conference.
 - Provided entertainment for the University Gala, and Professor Mike Lenz served as emcee for the event.

- Partnered with our sister programs in Fine Arts and Communication for the Fine Arts Celebration.
- Provided technical support for various events held in the Theatre spaces and sponsored by other groups such as Admissions, Student Activities, Music, Drama Club, Take 2 Improv, etc. (Lenz)

2. Faculty Individual Notable Accomplishments.

a. Nadine Schmidt – Individual Faculty Information for Annual Report

Additional information about these items is included in my 2-year Summary Professional Development Report.

1. New teaching work done this year (new classes, revised classes, new assessments created)

I adapted my LEP 400 Apocalypse TV class for online asynchronous delivery.

2. Scholarly and creative activity

Directed Hamlet with an experimental directorial approach (switching roles throughout the performance), October-November 2017

Directed a staged reading of Facing Our Truth: 10-Minute Plays on Trayvon, Race, and Privilege for MLK Week, January 2018

With Bare Bodkins Theatre, performed in Macbeth as First Witch, Malcolm, Murderer and Seyton in Summer 2017. Currently in rehearsals as Titania, Theseus, and Snug in A Midsummer Night's Dream (performing July 5-8, 11-13 and 15, 2018).

Served as Dialect Coach for One Man, Two Guvnors, January-February 2018

Served as Improv Consultant for The Awesome 80s Prom, April 2018

Served as a KCACTF production respondent for 3 productions in South Dakota and Minnesota throughout the year (also applies to item 5)

Performed as Marlene in a scene from Top Girls for the KCACTF Region 5 Faculty Acting Showcase in January 2018

Dramatic reader for We Were Tired of Living in a House, for Read Me a Book: Beloved Stories from My Childhood, April 10, 2018, SMSU Whipple Gallery and Marshall-Lyon County Public Library

Dramatic reader of a passage from The Handmaid's Tale for Banned Books Week, September 26-27, 2017, SMSU Whipple Gallery and Marshall-Lyon County Public Library

3. Continued professional growth

Attended Professional Development Days (also relates to item 4)

Attended productions at the KCACTF Region 5 Festival in January 2018

Facilitated Post Mortems for 6 Theatre and Drama Club productions throughout the year

4. Commitment to student growth

Served as advisor for the Drama Club

Advised Theatre students, including those on our campus and students in the SMSU-Normandale Theatre BA Partnership

Coordinated 2 guest artist residencies: Tom Woldt as director of One Man, Two Guvnors, and Mike Speck as fight choreographer for Hamlet

Coordinated logistics of the KCACTF regional festival trip and the KCACTF responses to our productions

Coached 3 students and their partners for the Irene Ryan Acting competition at the KCACTF Region 5 Festival, December 2017-January 2018

Coached students for professional auditions

Wrote recommendation letters for 3 alumni applying to graduate school

Served as liaison for the Fine Arts Living and Learning Community

5. Service to university, community, & profession

After fulfilling the role informally for several years, was officially designated as the Program Assessment Liaison (PAL) for Theatre

Coordinated campus implementation of the ongoing statewide Theatre Transfer Pathways project by completing Pathway Maps for 9 degree programs at 7 community colleges

Participated in student recruitment and registration events and activities throughout the year

Served as a member of the Committee for Institutional Assessment and the Academic Advising Workgroup throughout the year

Served as alumni liaison for the Theatre Program, by creating and managing an alumni Facebook group throughout the year, creating and updating lists of alumni employment, and coordinating the Theatre All-Alumni Weekend in April 2018

Coordinated the Faculty Acting Showcase for the KCACTF Region 5 Festival, November 2017-January 2018

Served as a preliminary round respondent for the Irene Ryan Acting Scholarship competition at the KCACTF Festival

b. See individual PDRs for other Faculty Notable Accomplishments

3. Notable accomplishments by adjunct faculty members that should be in the report
Not applicable – no adjunct faculty
4. Notable accomplishments by students to be highlighted.
 - In summer 2017, senior Morgan Benson completed a professional, paid internship with Black Hills Playhouse in South Dakota, and senior Jenna Miller completed a professional, paid internship with the Weathervane Theatre in New Hampshire.
 - Dillon J. Baxendell, one of the first students in the SMSU-Normandale Theatre BA Partnership Program, won a Stagecraft Institute of Las Vegas (SILV) Award from KCACTF Region 5. Dillon will receive a one-week SILV master class in the specialty area of his choice.
 - Sariah Cheadle and Jordan Stangeland were selected to present their Undergraduate Research Conference posters at the state capitol in St. Paul on February 28. Sariah also won the Library Research Award for the URC.
 - Jenna Miller was awarded a KCACTF Region 5 commendation for achievement in stage management for her work on *Hamlet*.
5. Curriculum work (and how it relates to the upcoming HLC accreditation AND/OR in what way is it guided by previous assessment)
 - We implemented the first year of the Theatre BA Partnership with Normandale Community College. A new program always necessitates some adjustments, and this year we adapted course delivery methods and advising to accommodate students on

the Normandale campus by using tools such as Brightspace D2L, Kaltura, AdobeConnect, and other technology, as well as email and phone calls.

- In the ongoing statewide implementation of Transfer Pathways, we completed Theatre BA Pathway Maps with Anoka-Ramsey, Century College, Minneapolis Community and Technical College, Minnesota State Community and Technical College, Normandale (for 2 AFA programs), North Hennepin, and Riverland (for 2 AFA programs).
- We went through the curriculum process to delete 2 courses that haven't been taught in 15-20 years (THTR 345 Speech for the Actor and THTR 281 Acting in the Classroom), and we completed our remaining course outlines.

6. Assessment

- a. Progress of Program Assessment Plan development – As a result of what we learned during Assessment Day, we determined that we needed to revise our Program Goals Student Learning Outcomes to make them more specific and measurable, and to align some of them more closely with the MnTC/LEP goals and outcomes (keeping in mind the likelihood that in the upcoming revision of the LEP goals/outcomes, they will become more similar to the existing MnTC goals/outcomes, and keeping in mind that some of the MnTC goals/outcomes are not expressed in a specific and measurable way). Our goal and SLO revision will also mean revising our course maps, timetable, and other assessment-related documents. The overall process is underway and should be finished by the end of the summer or very early in the Fall semester. On February 21, we had a very helpful meeting with Provost Watson, who is our liaison team leader, and his insights, advice, and feedback will be useful to us as we complete the overall revision process.
- b. Short summary of assessments from this past year (does not need to be too detailed) – We met once each semester to discuss our courses, and how our students overall, and each of our majors and minors, were progressing towards our learning outcomes. We are working on a rating sheet or some other document to capture the results of our conversations and decisions. During this year, we determined that we need to strengthen our students' understanding of how to pursue professional Theatre/film/TV work and how to transfer their Theatre skills into other professional arenas, as well as a need to help them strengthen their research skills. We discussed ways to incorporate these issues into existing coursework, as well as some extracurricular possibilities. We discussed creating a zero-credit Annual Review and adding it to our major, so that we can share feedback with students about how they are doing in reaching the learning outcomes.
- c. How do the results of these assessments relate to your program goals? Each of the issues in item b relate directly to one of our goals/outcomes.
- d. Further comments – It continues to be a challenge to find time to dedicate to assessment. After informally fulfilling the role for several years, Professor Schmidt was designated as the Program Assessment Liaison (PAL) and attended the meeting of PALs on April 12.

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

- Most of the events and activities delineated under items 1 and 7 constitute service to the university, Marshall, and/or the region.
 - Professors Tabaka and Lenz continue to operate a loan/rental program for costumes, sets, props, used by area schools and organizations
8. List all activities of the program for the year including the following information:
- a. Name of event/activity
 - b. Date, Location, and any Specialized Audience (if appropriate)
 - c. All classes and student organizations involved
 - d. Types of participants (majors, minors, non-majors, community members)

From most recent to least recent:

SMSU Children’s Theatre and High School Workshop

June 4-16, 2018, SMSU Theatre facilities

Professors Tabaka and Lenz, Marshall teachers Dan Smith, Denise Smith, and Cheryl Jeska, 47 area K-8 students in Children’s Theatre, and 7 students in the High School Workshop. The Children’s Theatre students performed *Disney’s The Aristocats* on June 15, and the high school students presented a musical theatre cabaret on June 15 and 16.

Presentation at the Marshall Middle School After-School Program about SMSU Children’s Theatre

May 9, 2018, Marshall Middle School

Professors Tabaka and Lenz, Marshall Middle School students

Theatre Banquet

April 30, 2018, Marshall Golf Club

Approximately 30 attendees, including students (Theatre and non), faculty, staff, alumni, and community members.

Directing Class Scene Showcase

April 26 and 29, 2018, Black Box

THTR 350 Directing I class

Professor Schmidt, 11 Directing class students, and 11 volunteer actors (students Theatre and non, and alumni) participated, plus a few student and community audience members

Drama Club 11th Annual Playwriting Festival

April 25, 2018, Black Box

Students (Theatre and non) as writers, performers, and audience members

9th Annual Fashion Runway

April 24, 2018, FA Theatre lobby

Professor Tabaka coordinated and 9 students (Theatre and non) and community members participated

Dave Schmalz and Ellen Karsten workshop on working in film and television

April 24, 2018, Black Box

Hollywood-based SMSU Theatre alum and professional video assist operator Dave Schmalz and professional actor Ellen Karsten; attended by approximately 30 students (Theatre and non), faculty (Theatre and non), staff, alumni, and community members.

Theatre All Alumni Weekend

April 21-22, Theatre facilities

Attended by 16 alumni and friends from the charter class to recent years, plus 5 current and emeriti faculty, and 15 current students, friends, and family

The Awesome 80s Prom and Production Post Mortem

April 12-13 (14 canceled due to blizzard), 20-22 (extra performance added on final evening to make up for cancellation), Post Mortem April 24, 2018, SMSU Conference Center Lower Level

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews Directed by Professor Tabaka; designed by Professors Tabaka and Lenz; produced by Professor Schmidt. Cast of 20 included students (Theatre and non), faculty, and community members. Performances attended by 500 students, faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Student Academy Awards showing of award-winning films

April 18, 2018

Coordinated by Professor Tabaka, students attended

Read Me a Book: Beloved Stories from My Childhood

April 10, 2018, Whipple Gallery and Marshall-Lyon County Public Library

Professor Tabaka coordinated, 11 readers including administrators, faculty, and staff; audiences included students, faculty, staff, administrators, and community members.

Drama Club Terrific Tigers activities and performance

March 23, 2018, Park Side Elementary School

Six Drama Club members (majors and a minor), approximately 200 Park Side students and teachers

Drama Club's production of *The Last Five Years* and Production Post Mortem

March 22-25, Post Mortem March 27, 2018

Director, designers, cast and crew of students (Theatre and non); audiences included students, faculty, staff, community members. Post Mortem attended by cast, crew, and Theatre faculty.

Spring Break New York trip

March 2-8, 2018

THTR 315 The New York City Experience

Professor Tabaka coordinated, 10 students (SMSU Theatre and non-Theatre, Normandale, Marshall High) participated

Second Grade Workshops

February 20, 2018

Professors Tabaka and Lenz, Drama Club members, Park Side Elementary 2nd graders

***Fences* staged reading in honor of Black History Month**

February 20 and 27, Black Box and Marshall-Lyon County Public Library

Professor Tabaka directed a cast of 7, including the Provost, students (non-Theatre), faculty, and staff. Audiences included students, faculty, staff, administrators, and community members.

***One Man, Two Guvnors* and Production Post Mortem**

February 15-17, 22-25, Post Mortem February 27, 2018

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews. Guest artist Tom Woldt directed; designed by Professors Tabaka and Lenz; dialect coaching and producing by Professor Schmidt. Crew of Theatre and non-Theatre students. Cast of 16 included students (Theatre and non), alumni, and community members, and the band included 3 community members and one alum. Performances attended by 496 students, faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Workshop for Collegiate DECA

February 10, 2018, Black Box

Professors Tabaka and Lenz, 3 Theatre students, approximately 20 DECA members

Ten Thousand Things Theatre's production of *Park & Lake*

February 6, 2018, Student Center Upper Level

Professor Lenz provided tech support and Professor Schmidt provided coordination support for this professional touring show. Audience included students and faculty.

***Painting the Stage with People: Garland Wright* book discussions with author Tom Woldt** February 3 and 6, 2018, Marshall-Lyon County Public Library, Whipple Gallery
Coordinated by Professor Tabaka, presented by guest artist Tom Woldt, attendees included students (Theatre and non), faculty, staff, and community members

Inside and Out: Clothing of the Lutheran Reformation

January 30, 2018, Whipple Gallery and Marshall-Lyon County Public Library

Presented by Professor Tabaka, with attendees including students (Theatre and non), faculty, staff, and community members

Kennedy Center American College Theatre Festival (KCACTF) Region 5

January 21-27, 2018 (with preparation throughout Fall semester), Des Moines, IA
15 students (Theatre and non), 4 faculty and staff

Professor Tabaka was honored with the KCACTF Gold Medallion, the highest award KCACTF bestows, to those "that have made extraordinary contributions to the teaching and producing of theatre and who have significantly dedicated their time, artistry and

enthusiasm to the development of the Kennedy Center American College Theater Festival”. In addition to Jenna Miller’s stage management commendation and Dillon Baxendell’s SILV award mentioned in item 3, Professor Lenz received a commendation for achievement in sound design and live guitar for *Hamlet* and the joint SMSU-Marshall High School production of *Into the Woods* received a commendation for achievement in community collaboration and engagement. Students participated in competitions, workshops, auditions, interviews, and other events. Students and faculty saw numerous productions from around the region. Faculty coordinated and assisted with various events.

Facing Our Truth: 10-Minute Plays on Trayvon, Race, and Privilege

January 18, 2018 (2 performances), Black Box

Professor Schmidt directed a cast of 11 students and staff; Professor Lenz provided technical support and live guitar; student Furaha Rypa assistant directed. Approximately 50 students, faculty, staff, administrators, and community members attended this event that was part of MLK Week.

Auditions for The Awesome 80s Prom and The Last Five Years

January 13, 2018, FA Theatre and Black Box

Students (Theatre and non), faculty, and community members auditioned

Auditions for One Man, Two Guvnors

December 8-9, 2017, FA Theatre

Guest director Tom Woldt conducted; Professor Schmidt and Theatre major/stage manager Cat Schmidt assisted; students (Theatre and non), faculty, alumni, and community members auditioned.

Drama Club’s production of Guys and Dolls and Production Post Mortem

December 5-8, Post Mortem December 12, 2017, Black Box

Cast included students (Theatre and non), alumni, and community members.

Performances attended by students, faculty, staff, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

37th Annual Holiday Bacchanal

December 5, 2017, FA Theatre lobby

Approximately 35 participants and audience members, including students (Theatre and non), faculty (Theatre and non), staff, and retirees

Hamlet and Production Post Mortem

November 14-19, Post Mortem November 21, 2017

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews Professor Schmidt produced and directed a cast of 10 that included students (Theatre and non) and community members; designed by Professors Tabaka and Lenz. Crew of students (Theatre and non). Performances attended by 241 students, faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Missoula Children's Theatre Q&A

October 26, 2017, Black Box

Two MCT actor/directors on tour in Marshall conducted a Q&A about life as a professional touring actor, with approximately 7 Theatre students in attendance.

Halloween Costume Sale

October 22-26, 2017, Dressing Rooms

Professor Tabaka coordinated; THTR 100 students and Drama Club provided support.

Stage combat workshops

October 21-22 and November 4-5, 2017, Black Box

Professor Schmidt coordinated; led by Mike Speck, guest fight choreographer for *Hamlet*. Attendees included the *Hamlet* cast, and 8 other students (Theatre and non) and alumni.

***How to Talk Minnesotan: The Musical* and Production Post Mortem**

October 19-21, 26-29, Post Mortem October 31, 2017, FA Theatre

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews Professor Lenz directed a cast of 6 students (Theatre and non). Designed by Professors Lenz and Tabaka; produced by Professor Schmidt. Crew of students (Theatre and non). There were 1,408 attendees, including students (Theatre and non), faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Theatre All-Alumni Group Gathering for 50th Anniversary

October 1, 2017, Theatre facilities

Approximately 75 alumni, current students, and current and emeriti faculty gathered for a group photo and some reminiscing.

Isiah Whitlock Jr workshop

September 29, 2017, Black Box

SMSU alum and professional film, television, and theatre actor Isiah Whitlock led workshop sessions for approximately 30 students (Theatre and non), alumni, faculty (Theatre and non), staff, and community members.

Banned Books reading

September 26-27, 2017, Whipple Gallery and Marshall-Lyon County Public Library

Professor Tabaka coordinated, 12 readers including Theatre students, faculty, staff, and community members

Auditions for Fall Theatre and Drama Club shows

August 29, 2017, FA Theatre and Black Box

Professors Schmidt and Lenz and Theatre student directors conducted, with assistance from Theatre student stage managers. Students (Theatre and non), faculty, staff, alumni, and community members auditioned

Washington Pavilion job opportunities presentation

August 29, 2017, Black Box

Matt Cook from the Washington Pavilion in Sioux Falls informed approximately 10 students about job opportunities working load-ins and load-outs for touring shows.

SMSU Theatre Alumni & Former Students Facebook group

Created August 2017 for the 50th anniversary and ongoing

An active page that currently has 272 members, including alumni and former students who were majors, minors, non-Theatre students, as well as community participants and current and emeriti faculty

Additional Theatre events and activities throughout the year:

- Weekly production meetings for each SMSU Theatre production
- Participation in Mustang Days, Admitted Student Days, Registration sessions, Professional Development Days, Assessment Day, and All University Conversations.

Additional Drama Club events throughout the year:

- Drama Club Picnic
- Penny Wars fundraiser for Relay for Life
- Take 2 Improv shows
- Christmas caroling at area elder homes
- Homecoming Parade participation
- Weekly production meetings for Drama Club productions

Communication Studies Program 2018 Annual Report

Prepared by Mark A. Fokken, Program Coordinator

This document reflects the major activities of the Communication Studies Program and its faculty members over the 2017-18 academic year. This has been a very productive year for the program. The largest task of the program this year was the completion the 5-year program review self-study and site visit. In addition, the program continued to revise curriculum, work on assessment plans and work through staffing challenges posed by a general fiscal crisis across the university. This report is by no means a comprehensive account but does include several highlights of the program's activities.

INDIVIDUAL FACULTY INFORMATION:

1. Professor Mark Fokken:

- a. New Teaching work done this year: This year I've made a few important changes to my regular teaching load. These include:
- COMM 360 Organizational Communication: This is a course that is in my traditional load but this time there were a number of enhancements based on some research I had done during my sabbatical travels in Germany. The intercultural communication elements of the course were significantly enhanced and I was able to bring much of the knowledge I had gained of international business to my lectures in the course.
 - COMM 200 Small Group Communication: This year a major component of the course was redesigned to incorporate more experience with formal group project management. Our ongoing assessment of our majors had revealed that our juniors and seniors were not as proficient as we needed them to be at managing projects and assessing progress. To incorporate more group project management, I added a new unit on project management (using goals, timelines, Gantt charts, assessment, etc.) and adapted the existing group development analysis paper from an individual assignment to a group project. Another exciting experiment I did with this class in the Spring semester of this year was to use the new collaborative/active learning classroom. Some of my course evaluations for this class suggested more active learning experiences and also to have groups sit together more often to build cohesion.
 - COMM 310 Persuasion: This year in Persuasion I captured my lectures using Adobe Connect so I could not only use them for self-evaluation but also so that students could access them on-demand. It worked out quite well (once I got the bugs worked out) and students, especially those who had to miss class, really appreciated them.
 - In general, my courses continue to be enhanced by the use of D2L and other learning platforms such as KalturaMedia Space. Having taught online for several years now, I am continually looking for new ways to use these tools to enhance student learning.
- b. Scholarly activity:
- Served as the College and University Representative to the Comm. and Theatre Association Board of Governors.
 - Presented for a GOLD College Class on WWI in the Fall of 2017.
 - Presented at the 4th annual College Now Institute in August of 2017.
 - Presented a poster at SMSU's Spring 2018 Assessment Day on the PRCA assessment data and analysis from COMM 110.
 - Was a guest lecturer for the DECA club in fall of 2018 on "Leveraging the power of constructive conflict."
 - Engaged in several opportunities to practice my professional presentation skills. Served as emcee for freshman convocation, co-hosted announcing duties for the SMSU Homecoming parade Studio One production, provided voice-over talent for 3 student productions, participated in programmatic and college now promotional videos, etc.
- c. Continued Professional Growth: Continued to review articles, journals, publications, textbooks, etc. to inform my instruction in classes. I've also maintained memberships

- in several professional organizations on a national and regional level. In addition, I attended the following conferences/professional development opportunities:
- Professional Development Day, August 2017, SMSU
 - Instructional Technology Day, August 2017, MNWEST-Granite Falls
 - Comm. and Theatre Association of MN Conference, Sept. 2017, St. Cloud
 - Professional Development Day, January 2018, SMSU
 - Assessment Day, February 2018, SMSU
- d. Commitment to Student Growth:
- Mentored the assistant high school tournament director Doria Drost.
 - Served as academic advisor to approximately 12-15 students in the major.
 - Assisted in the professional development of students including job searching, letters of recommendation, etc.
 - Advised undeclared students during April days
 - Served as a coach/judge for DECA club in preparation for their regional competition in Spring of 2018.
 - Served as board member for the Lutheran Campus Ministry of Marshall.
 - Advised a student in an individualized interdisciplinary major (Jeffery Mayfield).
 - Served as an adjudicator for several high school speech competitions.
- e. Service to the University, community and profession:
- Served on the Liberal Education, Strategic Enrollment Management, Cowan Award, and Physical Plant Committees
 - Served as Co-Parliamentarian for the SMSU Faculty Assembly
 - Worked on the tournament staff of the Amer. Forensics Assoc. National Individual Events Tournament, Colorado College, Colorado Springs, CO.
 - Judged at the Section IIIA and State High School Speech Competitions.
 - Prepared the Comm. Studies 5-year Program Review Self Study and coordinated site visit
 - Created advising guides (and bulletin board) for all majors.
 - Served on Art Program search committee
 - Presented at Mustang Ovations event
 - Maintained the websites for the Comm. Studies Program & Our Saviour's Lutheran Church
 - Coordinate cable broadcasts and live streaming of church services for Our Saviour's Lutheran Church, Canby, MN
 - Served on the Board of Trustees for Our Saviour's Lutheran Church, Canby, MN
 - Serve as bookkeeper for the Lutheran Campus Ministry of Marshall

2. Professor Rick Herder:

- a. New Teaching work done this year: This year I made two important changes to my Comm110: Essentials of Speaking and Listening classes. I began to use GoReact (an online video recording application) in three sections (one in the fall and two in the spring). GoReact allows students to receive targeted feedback on their performances

and includes options for assessment rubrics and peer-evaluations. I also added a storytelling assignment to all sections of the course. For this assignment students are required to recount a real-life experience that helped them become a “better human.” One of the ways they prepare is by mapping their experiences on a storyboard.

- b. Scholarly activity: This past year I continued work on the following projects:
- Revising a co-authored article I wrote last year on stuttering and college classroom presentations. This past fall I also partnered with Pam Ekstrom from the Disability Services Office to make a presentation on ADA accommodations for the fall semester Faculty Development Day. My contribution was to talk about my research on stuttering and classroom presentations.
 - Worked with co-authors from New Mexico State University on an article about slavery in commercial agriculture in Florida. The article is currently under review with *Business and Society*.
 - Worked with a co-author from New Mexico State University on an article about “ensemble leadership” in the Coalition of Immokalee Workers, a farmworkers cooperative that has gained international attention for their anti-trafficking efforts in commercial agriculture. My co-author will present the article at a conference in France in the summer of 2018.
- c. Continued Professional Growth: This past fall I attended the National Communication Association annual convention in Dallas, Texas and have proposed a panel on Corporate Social Responsibility for next year’s convention to be held in Salt Lake City, Utah.
- d. Commitment to Student Growth: This year I began serving as advisor to the Non-Traditional Students Association. The NTSO sponsored the annual “Tree of Hope” holiday gift project and, this past spring, participated in a community suicide prevention walk.
- e. Service to the University, community and profession: I continue to serve on the board of Literacy Volunteers of Southwest Minnesota. In addition to that, I also serve on two committees for the City of Marshall (the Charter Commission and the Cable Commission) and on the Staff Parish Relations Committee at Cornerstone United Methodist Church.

3. Professor Ben Walker:

- a. New Teaching work done this year: I did not have any new courses to prepare this academic year. I did update my approach to COMM 303: Professional Presentations; in addition to the previous speaking assignments, the students learned how to conduct a video job interview and present original research. These skills are important for their academic and professional goals and were integrated into the course based off student and faculty input. In COMM 110: Essentials of Speaking and Listening, I revised my approach to my online section by incorporating more online activities that sought to mimic the activities conducted in a face-to-face setting. These assignments helped create a better teacher-student rapport and also allowed me to better identify students who might be struggling with certain concepts.

- b. Scholarly activity: Published an article in the *Florida Communication Journal* this year.

Walker, Ben., & Walker, J. L. G. (2017). Trait communication anxiety in collegiate forensic students and coaches. *Florida Communication Journal*.

- c. Continued Professional Growth: Continued to review articles, journals, publications, etc. Reviewed textbooks for possible adoption, etc.
- d. Commitment to Student Growth: Served as advisor of the SMSU Forensics team, advised students, mentored/coached students in professional development.
- e. Service to the University, community and profession:
- Served at recruiting events such as Mustang Days, Junior Visit Days, etc.
 - Represented the program at the SWWC Career Expo in September.
 - Chaired the IRB.
 - Advised the student organizations Forensics and College Democrats.
 - Served as director of the Speech Center for Spring 2018.
 - Served on Marshall Police Advisory Board.
 - Was elected as Lyon County DFL Chair in March 2018.

4. Professor Jos Ullian:

- a. New Teaching work done this year: Noteable changes were made in two courses this year.
- This spring I employed a new assignment in my COMM 110 class. For the third presentation, I assigned my students to tell a story about something that happened to them that changed their lives or changed how they looked at life. Up to this point in the semester, I was still dealing with the majority of students who were very nervous about speaking in front of the class. So, I gave them this assignment, talked with them about the structure of stories, and gave them handouts on storytelling including the rubrics I was going to use to evaluate their presentation. The resulting story presentations were remarkable. Drawing from their lives, these students held their classmates in rapt attention with stories of dramatic moments in their lives. In addition, it was obvious that the students enjoyed telling about their experiences. This assignment had effects that lasted beyond the storytelling presentations, mitigating the amount of nervousness and elevating the quality of the rest of the informational and persuasive presentations that followed.
 - For my COMM 350 Narrative Filmmaking, I teamed up with Prof. Neil Smith to have my students film scripts written in his class the previous semester. The first time I taught narrative filmmaking at SMSU, I found that when students didn't have a script at the beginning of the semester, they didn't have enough time to finish their films. This spring semester, students had a script at the beginning of the semester using the scripts written in Prof. Smith's class, and they were able to finish their films by the end of the semester.

- b. Scholarly activity:
 - Produced a series of SMSU 50th anniversary videos used at sports events and sports broadcasts.
 - Produced videos for Extended Learning and the Education Department.
- c. Continued Professional Growth: Continued to review articles, journals, publications, etc. Reviewed textbooks for possible adoption and reviewed several digital media resources/tools for use in classes.
- d. Commitment to Student Growth: Served as advisor of the SMSU Media Club, faculty adviser for Broadcast Educators Association Club, advised students, mentored/coached students in professional development.
- e. Service to the University, community and profession:
 - Served on the Academic Technology Committee
 - Served on the Stu Galstad replacement search committee
 - Faculty Executive Producer for the Commencement Broadcast
 - Faculty Executive Producer for 5 home football games, 13 Men's Basketball games, 12 Women's basketball games, 1 Women's Volleyball game, 2 Men's Tournament Wheelchair basketball games.
 - Organized the filming of the Ken Burns Vietnam War Documentary Series Event at SMSU as a co-sponsor with Pioneer-TV
 - Faculty Executive produced video interviews with Vietnam War Vets used in Pioneer-TV documentaries
 - Was appointed to the City of Marshall Cable Commission
 - Faculty Executive Producer for the Homecoming Parade in conjunction with Studio 1.

5. Professor Julie Walker:

- a. New Teaching work done this year: There were several areas where new instructional methods were employed this year.
 - This year marked significant changes in my teaching and my approach to the PR major. Based on experiences teaching COMM 455: Cases and Campaigns Spring 2017, I realized students were not getting the appropriate scaffolding in their lower-level PR classes to provide adequate training for upper division courses. To mitigate the issue, I surveyed Comm Studies faculty to determine skills being taught in various PR required and elective courses. I also developed a list of necessary skills PR students would need upon graduation. After cross-listing the skills taught in courses by other professors, I identified the most pressing skills needed by students and matched these skills to the new preps I had during the 2017-2018 school year. For instance, I realized students did not have an opportunity to master skills necessary to run and draw conclusions from a focus group during their PR training. I placed this skill into the COMM 301: Risk and Crisis course when discussing environmental scanning as part of risk management.
 - The skills mapping project impacted COMM 210: Intro to PR, COMM 301: Risk and Crisis, and COMM 260: Media Writing. COMM 210 and COMM 301 were new course preps requiring the creation of assignments, locating

supplemental readings, and creation of multiple handouts. COMM 301 also included a major project for a local organization, which required preparation of the assignment/client, curation of new materials (like supplemental library resources, and management of the student/client relationships. COMM 260 required a major course overhaul based on feedback from prior students, the new needs of the revamped curriculum, the transition to being a hybrid course, and to respond to the skills mapping completed. COMM 260 required the most additional work with the creation of online lectures and assignments. Like COMM 301, 210 also included a large project for a client, which included the same work as COMM 301.

- I modified COMM 220: Storytelling in Modern Communication content to clarify and respond to issues I identified Fall 2016 when I first created the course. I separated the course into discrete units to clarify the concepts while providing opportunities for project-based learning within each unit. The alterations to the course required locating new supplemental resources and creating new handouts and assignments.
- COMM 110: Essentials of Speaking and Listening was also revamped this year to include a narrative presentation. With Dr. Herder, I co-developed a reading and an assignment providing students the opportunity to share a personal story designed to help us all become “better humans.” The new course content borrowed heavily from my COMM 220: content, including handouts and abbreviated lectures.

b. Scholarly activity: Five discussion panels, four paper presentations, and two of those papers awarded as top papers for my divisions made for productive conference discussions. However, these presentations at state, regional, and national conferences took more time than anticipated from my anticipated research agenda.

- Walker, Ben., & Walker, J. L. G. (2017). Trait communication anxiety in collegiate forensic students and coaches. *Florida Communication Journal*.
- Walker, J. L. G. (2018, April). Paper. Social media, health, and wellness: The opportunities/threats of social media to impact health in intercollegiate forensics. Annual meeting of the Central States Communication Association. Milwaukee, WI.
- Walker, J. L. G. (2018, April). Paper. “Ain’t no bitches gonna hunt no ghosts”: Analysis of femininity in and controversy surrounding the 2016 female-led *Ghostbusters* reboot. Annual meeting of the Central States Communication Association. Milwaukee, WI.
- Walker, J. L. G. (2018, April). Discussion panel participant. Great ideas for teaching speech: The forensics edition. Annual meeting of the Central States Communication Association. Milwaukee, WI.
- Walker, J. L. G. (2018, April). Discussion panel participant. Judging when triggered: “Because judges have experienced trauma too.” Annual meeting of the Central States Communication Association. Milwaukee, WI.
- Walker, B., & Walker, J. L. G. (2018, April). Paper. Measuring communication apprehension in intercollegiate forensic students. Annual meeting of the Central States Communication Association. Milwaukee, WI.

- Walker, J. L. G. (2017, November). Paper. Geographically dispersed community networks: Exploring social networking site experiences and relationships in the intercollegiate forensics community. Annual meeting of the National Communication Association. Austin, TX.
- c. Continued Professional Growth: Attended conferences, prepared for courses and independent studies, etc.
- d. Commitment to Student Growth: Served as faculty advisor to students in the program, coached students in intercollegiate forensics competition, mentored student workers, oversaw student travel to forensic tournaments, worked with students on independent studies, mentored students in professional development.
- e. Service to the University, community and profession:
 - Served on the Contingent Faculty Committee
 - Served on the LGBTQ committee
 - Served on the Disability committee
 - Served on the Faculty Assembly Executive Committee
 - Created a draft recruiting and growth plan for the Comm. Studies Program.
 - Created recruiting posters for the Comm. Studies Program
 - Maintained the Facebook page for the Comm. Studies Program
 - Organized a MAST storytelling event in coordination with the SMSU Music Program.
 - Assisted in hosting speech competitions on campus and at other locations.
 - Served as the Media Specialist for the Comm. and Theatre Association of MN.
 - Served on the MN Collegiate Forensics Association Exec. Committee.
 - Elected to serve next year as the President-Elect for the Argumentation and Forensics Division of the CSCA.
 - Served as advisor to the GLBTA Student club.
 - Supported area Girl Scout troop.

PROGRAM INFORMATION:

Section 1: 2017-18 Collaborations

This year the Communication Studies Program worked on a number of collaborative projects with other departments, programs, campuses and regional organizations. Some of the more noteworthy are as follows.

1. SMSU Fine Arts Celebration: Working with colleagues in the Department of Fine Arts and Communication as well as the Creative Writing program, the Communication Studies Program staged the 12th annual Fine Arts Celebration. The program sponsored events included the Spring Forensic Showcase performance, a videofest showcasing productions by media students, an Homage to Literature as part of National Library Week presented by the forensic team, and the COMM 488 Senior Seminar Project Presentations.

2. Partnership with Studio One: This year, the program's partnership with the local cable access channel, *Studio One*, continued to thrive. *Studio One* is currently using the main production studio for three productions each week and the intent is to grow this to even more. In addition to space sharing, the partnership continues to provide a means of acquisition of updated equipment and access to high definition feeds to the local system for student and university productions. The coordination with *Studio One* has also helped to update the SMSU cable channel and allow for the automated playback of programming. In the fall term, some of the primary lighting in the main production studio was upgraded to a state-of-the-art system. Finally, this partnership provides an opportunity for students to learn hands-on skills in media production. Since the partnership's inception, several students have done internships with *Studio One* and others have secured part-time jobs as a result of the partnership.

3. Partnership with Pioneer Public TV: The program continues its connections with Pioneer Public TV by hosting a screening of Ken Burns new Vietnam War Documentary in the fall term. In conjunction with the event, students were on hand to not only record the event but also capture reflections from Vietnam veterans in attendance. Students also produced videos what were eventually played on the Pioneer Public TV website.

4. Forensics Events: The Forensic team, under the direction of Prof. Ben Walker and Prof. Julie Walker participated in several collaborative efforts this year. These included the following events hosted on our campus:
 - "Mustang Stampede" forensics tournament hosted on the MSU-Mankato campus in partnership with MSU-M Maverick Forensic's Larry Schnoor Tournament, October 2017.
 - Valley Forensic League Tournaments #1 and #2, December 2017
 - Marshall Speech Spectacular tournament hosted by Marshall High School, January
 - 2017 MN State High School League Section IIIA tournament, April 2017 (CANCELLED due to weather)
 - The team invited the [Theater of Public Policy](#) to visit Marshall, MN to engage in a discussion with the community about "Economic Development in Rural Minnesota". The group interviews local individuals who are well versed on the subject-at-hand and like to be part of a lively conversation, then they perform skits based off what they find to enlighten the audience about the issues. The event was held at the Lyon County Public Library (Marshall). The group has received rave reviews as it made a tough political discussion fun and engaging.
 - The team's community service project this year was helping the New Horizons Crisis Center. The Center works with individuals and families who have been victimized by crime, while also providing preventative and educational services. Every Monday at 2pm, the team had a member go to the New Horizons Crisis Center and help sanitize their offices.
 - For national library week in April, the team presented public oral interpretation performances in the Whipple Gallery.

5. Admitted Student Day (Fall and Spring): The program participated in the fall and spring semester admitted student days by hosting a session for students interested in communication studies and forensics. Those students in attendance were enthusiastic and appreciative. The session involved both faculty and current students in the program.
6. Marshall Area Storytellers (MAST) events co-sponsored with SMSU Forensics: This year, the SMSU Forensics Team continued to co-sponsor events with MAST throughout the academic year. The events were both on and off campus.
7. Pioneer Public TV Partnerships: A group of Broadcasting and Digital Media students partnered with Pioneer Public TV of Granite Falls to produce a documentary on the Southwest Minnesota perspective on the Vietnam War. The videos were featured on the station's website in lead-up to the airing of Ken Burns documentary on the war in the Fall. The program partnered with the station to host a screening of the first episode of the documentary on campus in the fall.
8. Marshall Lyon County Library: Students in Professor Julie Walker's Risk and Crisis Communication class worked with the staff to develop a crisis plan for the Library.
9. Danebod Folk Meeting: Students in Professor Julie Walker's Media Writing class worked to develop a website for the Danebod Folk Meeting in Tyler, MN.

Section 2: 2017-18 Notable Accomplishments by Adjunct Faculty

The program's only adjunct faculty were in the College Now program. Jen Goblisch, our adjunct with the largest load, continues to work on her second Master's degree at Minnesota State Mankato. She was also asked to teach a class as an adjunct for them.

Section 3: 2016-17 Accomplishments by Communication Studies Students

Students in the Communication Studies program were recognized for a number of accomplishments throughout the year. Some of the more noteworthy achievements are listed here.

1. Students Land Strong Internships: Students in the program secured internships with the following organizations this academic year. They are either completed or will be completed in the Summer of 2018.
 - Marshall Lyon County Library
 - KSFY Television, Sioux Falls, SD
 - The Duluth Huskies, Duluth, MN
 - Signature Style PR, Des Moines, IA
 - Bruce Backyard Productions, Minneapolis, MN
 - Thinking Man Films, St. Louis Park, MN
 - Healthy 56258, Marshall, MN
 - SMSU Football Team, Marshall, MN
 - Mankato Moon Dogs, Mankato, MN

- Iowa State Fair, Des Moines, IA
 - RoCoco, Inc., Milwaukee, WI
2. Student Named President of the Year: **Crystal Enga**, a Junior Early Childhood Education major from Marshall was named the 2018 Core Co-Curricular Club and Organization President of the Year for her work with the Forensics Team.
 3. Forensics Team places third in the state in Limited-Entry Division: The SMSU Forensics Team captured third place honors at the 2018 MN State Championship in the Limited-Entry Division held at St. Cloud State University. Competing on the team were **Kristen Barnhart** (placed 1st in After Dinner Speaking), **Crystal Enga** (placed 6th in Informative Speaking), **Laura Huebert**.
 4. Students Qualify for American Forensics Association National Individual Events Tournament: **Doria Drost** (After Dinner Speaking and Impromptu) and **Crystal Enga** (Dramatic Interpretation) both qualified for the American Forensics Association National Individual Events Tournament held at Colorado College in Colorado Springs in April of 2018.
 5. Drost serves as Assistant Tournament Director: **Doria Drost** served as the Assistant Tournament Director for the 2018 SMSU High School Speech Invitational slated for March 24. She worked closely with Tournament Director Mark Fokken to plan the event. Unfortunately, a winter storm forced the cancellation of the event this year.
 6. Drost places 1st in Individual Sweepstakes: Doria Drost placed 1st in Individual Sweepstakes at the Icebox Classic Forensic tournament held at St. Cloud State University in February.
 7. Students accepted to Prague Film Institute: Broadcasting and Digital Media majors **Katelyn Toner** and **Nicole Rime** were accepted to attend the Prague Film Institute in the Summer of 2018. They will study and live in Prague for 4 weeks.
 8. Students produce documentaries and videos of regional significance: Working in groups from the COMM 350 Documentary Production class, students produced documentaries/videos on the following subjects: Historic hotel in Sacred Heart, the making of the Mustang statue, promotional video for the new active learning classroom, Physical Therapy Program at SMSU.
 9. Students work with Midco Sports to broadcast from SMSU: **Mitch Riibe** and **Sam Proell** were selected to work with the crew from Midco Sports to broadcast a game from the Regional Events Center.

Section 4: 2017-18 Curriculum Work/Changes: This year involved refinement and “clean up” of curriculum in the wake of a sweeping curriculum overhaul in the 2016-17 academic year. As such, curriculum changes were minor and were mainly aimed at finishing up curriculum work

that had begun earlier or “fixing” issues that were discovered after the new curriculum was implemented.

Curriculum changes completed this year included:

1. Curriculum Changes of Major Significance: Listed here are the curriculum changes that changed major and minor requirements. These changes required not only departmental and curriculum committee approval, but also the approval of the faculty assembly.
 - a. Addition of COMM 305 Introduction to Health Communication as an elective: The newly created COMM 305 Introduction to Health Communication was added as an elective to the following majors and minors: Communication Studies major, Communication Studies: Public Relations major, Public Relations minor
 - b. Elimination of COMM 240 Cross Cultural Communication: As a result of curriculum revisions in 2016-17 and in an effort to become more sustainable, the content of this course was folded in the COMM 230 course which was renamed from Interpersonal Communication to Interpersonal and Cross Cultural Communication. This change necessitated a major significance proposal because COMM 240 was a course included in Goal 7 of the Liberal Education Plan.
 - c. Inclusion of COMM 228 Exploring Diversity Through Family Storytelling in the Liberal Education Plan: This course was created by the program to be offered online in the summer sessions to satisfy the need for more offerings in Goal 7 of the LEP.
 - d. Inclusion of COMM 230 Interpersonal and Cross Cultural Communication in the Liberal Education Plan: Since this course was revised to include the cross cultural components, procedure dictated that the course undergo review for continued inclusion in Goal 7 of the LEP. This course had been included in Goal 7 in the past.
 - e. Elimination of the Minor in Communication Studies-Theatre Arts: Because students rarely select this minor it had been a number of years since anyone graduated with it. This elimination was done with an eye to increasing inefficiencies and streamlining the curriculum offerings of the program.
2. Curriculum Changes of Less than Major Significance: A few minor changes (of less than major significance) were completed this year as well. They include:
 - a. Creation of new course COMM 228 Exploring Diversity Through Family Storytelling. This course was created to provide an offering in Goal 7 of the Liberal Education Program. The description of the course is as follows: Explores the role of family stories as an art form, as a means of handing down values, knowledge, and self-understanding. Stories will be captured using a variety of media and analyzed as to their significance. 3 credits, Letter grades, no prerequisite.

- b. Cross-listing of ED 435/535 with COMM 435/535: In 2017-18 the program collaborated with the Education Department to create a new course called “Media Production for Training and Learning” as part of the curriculum revisions for the Comm. Arts Literature Secondary Education Degree. This course was “stacked” as an undergrad and graduate course, marking the first graduate course to be offered by the program in its history. This year, the course was formally cross-listed with ED 435/535 so that students can either get credit in ED or COMM for completing the course. This will be particularly helpful for high school teachers who are working in our College Now program to meet credentialing standards.
- c. Change the title and course description of COMM 230: This course was modified to incorporate content from the COMM 240 class that is no longer being offered. This was necessary because the cross-cultural competencies articulated in our student learning outcomes needed to be met in some course. This redesign allowed the COMM 230 class to be mapped to these SLOs in our assessment plans. The new title of the course is “Interpersonal and Cross-Cultural Communication.” The description of the course is as follows: A course that studies the nature of building effective relationships through development of interpersonal and cross-cultural communication. An exploration of why misunderstandings occur and how to build more productive communication.
- d. Discontinuance of courses: The courses below were formally deleted because they were no longer mapped to any SLOs in our assessment plans. Some of the courses had not been offered for some time and others were only offered on a “teach out” basis until the students who needed them had graduated.
 - i. COMM 111 Radio Production
 - ii. COMM 215 Oral Interpretation
 - iii. COMM 240 Cross Cultural Communication
 - iv. COMM 315 Media Interpretation
 - v. COMM 425 Broadcast Law and Regulation
3. COMM 110 Essentials of Speaking and Listening Common Syllabus: No formal changes were made to the common syllabus but during the program’s Summer 2017 retreat, the program approved some faculty to experiment with a narrative or storytelling assignment in place of the 4-6 minute extemporaneous speech. This experimentation was carried out during the 2017-18 academic year by some faculty and the results of this work will be discussed at the program’s upcoming retreat in the summer of 2018.

In addition, this year more faculty began to work with *GoReact*, and online resource for capturing, reviewing and critiquing oral presentations. This experience will also be discussed at the summer 2018 retreat.

4. Course Outlines: This year, the program continued work on updating and/or completing course outlines for courses offered.

Section 5: 2017-18 Assessment

1. Program Assessment Plan: The Comm. Studies program has three formal assessment planning mechanisms to ensure that student learning outcomes are measured: 1) programmatic assessment plans for each of the 4 majors in the program, 2) a COMM 110 assessment plan, and 3) LEP matrices that map LEP goals to required courses in each major.
 - a. Programmatic Assessment Plans: As part of the curriculum redesign of the majors offered by the program in 2016-17, new assessment plans, course maps and assessment timelines were prepared for each of the four majors. These assessment plans can be accessed on the T-Drive in the Communication Studies HLC folder. As a result of the February Assessment day meetings, the program has decided to reconsider some of its assessment plans and work on reducing the number of SLOs in some of the plans. For example, the assessment plan for the Broadcasting and Digital Media major has 14 SLOs and we would like to reduce this number significantly so that we make our assessment efforts more manageable and sustainable. These conversations will begin at our programmatic retreat in June.
 - b. COMM 110 Essentials of Speaking and Listening LEP Goal 1 Assessment: The program has an assessment plan for its course which is used to meet Goal 1 of the LEP as well. This plan includes a time table and assessment measures for both on campus offerings of the course as well as those offered through College Now. This plan is also available on the T Drive in the Comm. Studies HLC folder. No substantive changes were made to this assessment plan this year.
 - c. LEP Matrices/Mapping: In addition to our programmatic assessment plans, the program also has mapped the LEP goals to our curriculum for each major. These maps provide guidelines for assessing LEP goal development within major coursework. The program has tasked each faculty member with identifying ways of assessing the LEP goals that are mapped to specific course they teach. These matrices were reviewed this year in consultation with the Assessment Academy team. They will be discussed further with a possible eye to narrowing the focus of the goals to just the 15 credits in the Comm. Studies core (courses all the comm. studies majors have to take).
2. Summary of Assessments:
 - a. Assessment of Majors: Student learning outcomes for each major in the program are assessed on both a formative and summative basis.
 - 1) Formative Assessments:
 - a) Assessment Reporting Forms: At the end of 2016-17, the program finalized an “Assessment Reporting Form” to be completed by each faculty member at the end of his/her course when assessment of a specific SLO was prescribed

by the course maps in our assessment plans. The use of this form was implemented in the Fall of 2017 and continued in the Spring of 2018. These forms are reviewed by the program on a regular basis with the intent that they analysis be used to make adjustments in curriculum and/or instruction on an on-going basis. These forms can be found on the T-Drive in the Comm. Studies HLC folder.

- b) COMM 288 Sophomore Seminar Projects and Presentations: Students in the sophomore seminar class were required to conduct an appropriate sophomore level project (instructions were provided for each major). This scaffolding was used to prepare the sophomores for their senior project both in content and in format. Existing rubrics, based off the university writing and oral communication standard rubrics, were used to assess the student's work with an average minimum score of 2 (Emerging) being required to pass.
 - c) COMM 288 Personal Report of Communication Apprehension: In an effort to assess the extent to which the communication studies curriculum enables students to manage communication anxiety more effectively, all students in the Sophomore Seminar class were administered the PRCA-24. This instrument is the most widely used measure of communication apprehension (CA). It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). All students in the course completed the assessment and will complete it again in the senior seminar course.
 - d) SLO Assessments by Course: In the COMM 360 course, SLO 2.2, *Demonstrate effective listening skills appropriate to the purpose*, from the B.A. in Comm. Studies was assessed using an in-depth information-gathering interviewing assignment. Findings indicated that more focus on listening is needed in the curriculum in order for students to meet this SLO. Additional course-specific assessments were completed in the spring term but the reporting forms have not yet been submitted at the writing of this report.
- 2) Summative Assessments: The program has several summative assessments of majors embedded in the capstone course for all majors, COMM 488 Senior Seminar:
- a) Senior Project Presentations: In the Senior Seminar course all students are required to complete a senior project and present the findings/outcome of that project to the program faculty, other students, the students enrolled in COMM 288 Sophomore Seminar, and the public at sessions during the Fine Arts Celebration. The presentations are an opportunity to assess not only the students' research and organizational skills, but also their oral communication competency. The presentation must be from 10-15 minutes in length and meet established guidelines. A standard rubric, based on the SMSU Oral Communication Rubric, is used to rate the presentations. Each outcome on the rubric requires the listener to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These ratings correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a

composite ranking of no less than 4 (the top end of the “Developing” range) in order to get credit on the assignment. Those presentations that do not get an average rating of 4.0 or higher or violate the time requirements must address the items that were deficient and repeat the presentation.

- b) Senior Project Papers: In the Senior Seminar course all students are required to complete a senior project and present the findings/outcome via a written paper. The papers are an opportunity to assess not only the students’ research and organizational skills, but also their writing competency. Each major had specific guidelines for the paper to meet the goals of the project. A standard rubric, based on the SMSU English Writing Assessment Rubric, is used to rate the papers. Each outcome on the rubric requires the listener to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These rating correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the “Developing” range) in order to get credit on the assignment. Those papers that do not get an average rating of 4.0 or higher or violate the length requirements must address the items that were deficient and resubmit the paper.
- c) Senior Exit Surveys: Students in the Senior Seminar course complete senior exit surveys to assess their perceptions of the program, faculty, curriculum and their readiness for a career. The survey gathers both open-ended responses from students and objective evaluations based on a 5-point likert-type scale. The results of this survey indicate a general satisfaction with the programmatic offerings and a confidence that the program has prepared them for their chosen career. The open-ended comments indicated a desire to have more clarity in courses and the program as a whole, the value of co-curricular activities and a general appreciation for applied communication projects/experiences.
- d) Senior Portfolios: In the Senior Seminar course, students are required to compile a portfolio of their work organized around the student outcomes for each student’s specific major. The student had to include at least two items of documentation showing they had met each outcome. No piece of documentation could be used more than twice in the portfolio and each needed to be presented with rationale explaining how it met that specific outcome via an executive portfolio summary. The portfolios were submitted through the portfolio networking website called Portfolium. The portfolios were reviewed by the instructor of the course and assessed using a standard rubric based on the SLOs for their specific major. Each outcome on the rubric requires the assessor to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These rating correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the “Developing” range) in order to get credit on the assignment. Those portfolios that do not get an average rating of 4.0 or higher must address the items that were deficient to pass.

e) Personal Report of Communication Apprehension (PRCA): In an effort to assess the extent to which the communication studies curriculum enables students to manage communication anxiety more effectively, all students in the Senior Seminar class were administered the PRCA-24. This instrument is the most widely used measure of communication apprehension (CA). It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). All students in the course completed the assessment in their Sophomore Seminar class as well. The scores have been compared to see if the completion of the required curriculum reduces their level of communication apprehension.

b. Assessment of COMM 110 LEP Goal 1:

- 1) Content Pre- and Post-test: In both the Fall and Spring terms a pre-test and post-test was administered in all sections of the course. The test consisted of 25 multiple choice questions on a variety of communication topics relative to the competencies of the course. Data and analysis will be presented in the program assessment report this fall.
- 2) Personal Report of Communication Apprehension (PRCA) Pre- and Post-course: One student outcome of the COMM 110 Essentials of Speaking and Listening course is to equip students with skills to manage communication anxiety. In order to assess progress on this goal, the program administers the Personal Report of Communication Apprehension (PRCA) in a pre- and post-test format in all sections of the course. The PRCA-24 instrument is the most widely used measure of communication apprehension (CA). It consists of 24 scenario items to which students respond on a 5-point likert scale from Strongly Agree to Strongly Disagree. It is highly reliable and has a very high validity. It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). Overall scores on the PRCA can range from 24 to 120 with an average of 65.5, based on a normed study of 40,000 college students. The higher the score the higher the individual's level of CA. The program first piloted collection of assessment data in the Spring of 2013. Preliminary results supported the conclusion that completion of the course reduces communication apprehension in all four of the contextual areas as well as the overall CA score. This academic year, the instrument was administered all sections of COMM 110 in both the Fall and Spring terms. The administration of the PRCA has been attempted with varying degrees of success in the College Now sections of the course as well. Logistics issues have plagued this assessment in the College Now sections in the past. Data and analysis of all PRCA assessments will be presented in the program assessment report this fall.
- 3) Course Exit Survey: Continuing with an on-going practice that was begun in the Spring of 2012, the program completed course exit surveys in all sections of the course in the Fall of 2017 and the Spring of 2018. The surveys were a means of ascertaining the consistency of course delivery and student perception of the course meeting its competencies. The first 6 items on the survey were questions to ascertain if assignments and other requirements were present in each section. The remaining items gauge student perceptions of the course, its delivery and

whether it met its outcomes. The program administers the same Course Exit Survey in College Now sections of the course as is used in the on-campus sections of the class. This survey is conducted through a Survey Monkey link on the College Now website. While there is no mechanism to require completion of the survey, teachers are encouraged to have their students complete it at the end of the course. Data and analysis will be presented in the program assessment report this fall.

- c. Assessment of LEP Goals: Beyond the assessment of the Goal 1 SLOs in the COMM 110 course, some attempts have been made to assess other LEP goals as well. Professor Herder, working with colleagues in other disciplines, has gathered and analyzed assessment data on Goal 7: Human Diversity. This was presented in a poster session at Assessment Day in February. Other faculty in the program have also used measures like the SMSU Writing rubric to assess LEP outcomes in their courses. No specific reports have been made at the writing of this report, however.
3. How to results of assessments relate to program goals: All assessments conducted this year are directly derived from programmatic goals either for one of the majors (as indicated in the assessment plans) or for the LEP. Each of these assessments help to inform specific changes in curriculum and instruction. Results of assessments will be presented in the program assessment report in the fall.

Section 6: 2017-18 Service Efforts of the Program

1. Hosted the Mustang Stampede Tournament on October 21, 2017: The SMSU Forensics Team, under the direction of Professor Ben Walker, hosted this tournament on the campus of Minnesota State University Mankato. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM the day before. There were over 15 schools competing at the tournament.
2. Hosted Valley Forensics League Tournaments #1 and #2 on December 1-2, 2017: As a service to the member schools of the VFL, SMSU Forensics played host to two tournaments on our campus. Forensic coaches Ben Walker and Julie Walker organized the events and students assisted with the management of the tournaments. The event was well received by those in attendance. 10 schools were represented with over 70 competitors. This was the fourth year that SMSU has played host to these tournaments.
3. Hosted College Speech National Qualifier on Mary 9-10, 2018: These tournaments were held on the second Friday/Saturday of March and brought in over 11 college speech and debate teams to compete on our campus. On Friday, SMSU Forensics ran the tournament (Cider Frostbite) for the benefit of the speech community, and then on Saturday the team simply provided space for the AFA-NIET District IV to host the national qualifying tournament. There were approximately 100 participants from throughout the district which encompasses much of the upper Midwest.

4. Broadcasting Sporting Events: Throughout the 2017-18 academic year, students of the SMSU Media Club and the Broadcasting and Digital Media Activities class have broadcast 33 sporting events. These games were recorded for Mustang Athletics analysis and also streamed over the SMSU website. Games broadcast or recorded included: 5 home football games, 13 Men's Basketball games, 12 Women's basketball games, 1 Women's Volleyball game, and 2 Men's Tournament Wheelchair basketball games. In addition to producing the broadcast of the games, students were also responsible for running the video scoreboard and the instant replay system for the games.
5. Presenting at the College Now Workshop: Assistant Professor Ben Walker, along with Associate Professor Mark Fokken and adjunct Jen Goblisch, presented at the fourth annual College Now Workshop and Conference at SMSU in August of 2017. The event provided continuing education opportunities for High School teaching assistant who are working with the College Now program. Approximately 18 instructors attended the sessions.
6. Videographers for Campus Events: Students of the SMSU Media club have provided videography services for a number of campus forums, panels and speakers. These have included New Work presentations, guest speakers, etc.
7. Hosting High School Speech Tournaments: The SMSU Forensics Team within the program planned to (some were cancelled due to weather) or served as the host for three high school speech competitions on campus. These events not only provide valuable learning opportunities for these students but also outreach/recruiting for the university. Tournaments hosted or co-hosted include:
 - a. Marshall Speech Spectacular: January 26-27, 2018
 - b. SMSU High School Speech Invitational: March 24, 2018 (Cancelled due to weather.)
 - c. MN State High School League Section IIIA Tournament: April 9, 2018 (Rescheduled for a different date and location due to weather.)

Section 7: 2017-18 Program Activities and Events

The activities of the Communication Studies Program are primarily connected with the co-curricular activities the program supports: Forensics and the SMSU Media Club. These programs sponsor a wide variety of events that draw large and diverse groups of people to our campus. A full account of the events the program has sponsored appears below.

1. Forensic Team Activities/Events:
 - a. Mustang Stampede Tournament: The SMSU Forensics Team, under the direction of Professor Ben Walker, hosted this tournament on the campus of Minnesota State University Mankato. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM the day before. There were over 20 schools competing at the tournament.

- b. Valley Forensic League Tournaments: Hosted two tournaments on Dec. 1-2, 2017; over 70 individuals from 10 colleges and universities attended. The contest was open to the public and engaged many community members and faculty as adjudicators.
 - c. Spring Forensic Showcase: March 2018; unfortunately this event was cancelled due to inclement weather this year.
 - d. Forensics Holiday Bake Sale: December, 2017; this is an annual fundraiser for the team. Multiple students (both majors and non-majors) assisted with the event.
 - e. Schwan's Speech Spectacular: January 26-27, 2018; SMSU Forensics co-hosted this event with Marshall High School Speech by providing competition spaces and assistance, attendance at event was over 1,000 with approximately 250 on the SMSU campus.
 - f. SMSU High School Speech Invitational: Planned for March 24, 2018; this annual tournament is hosted by the team as a fundraiser and learning opportunity for students. Unfortunately, the event was cancelled this year due to weather. Prof. Mark Fokken served as tournament director and Student Doria Drost served as the assistant director.
 - g. Relay for Life Participation: March 23, 2018; Team members donated time and raised money to help battle cancer. We painted faces at the event even though attendance at the event was low due to lots of snow. The team had a great time and it was all for a good cause!
 - h. National Library Week Performances: For national library week, the Forensic Team performed some oral interpretation in the Whipple Gallery for the public. The performances were attended by approximately 20 people and involved team members.
 - i. Regular Travel Schedule: Including the tournaments it played host to, the SMSU Forensics Team participated in 16 tournaments throughout the academic year. These contests were throughout the upper Midwest. Nationals were at Colorado College in Colorado Springs, CO.
2. Senior Seminar Project Presentations: April 16, 2018; 5 graduating seniors from the COMM 488 class presented; the events were free and open to the public; there were approximately 30 people in attendance including Comm. Studies Program faculty and the students in the COMM 288 Sophomore Seminar course, who were required to attend.
3. SMSU Homecoming Parade Announcing: Associate Professor Mark Fokken teamed up with Dean of the College of ALS, Dr. Jan Loft, to announce the SMSU Homecoming Parade in downtown Marshall in October.
4. SMSU 50th Anniversary All-School Reunion: The program sponsored a table at the all-school reunion as part of the 50th anniversary celebration. Many alumni returned and visited with current and former faculty members who were in attendance.
5. SMSU Media Programming: All programming streams over the SMSU Media livestream on the SMSU website and both the cable systems in Marshall. All programs are produced, staffed and directed by students.

- a. Broadcast of Sporting Events: SMSU Media Club, COMM 162, COMM 112, COMM 342 and COMM 262 students teamed up to broadcast over 30 sporting events this year. These events were home football, men's and women's basketball games, women's volleyball games, and men's wheelchair basketball games.
- b. Ken Burns Vietnam War Documentary Series Event: Organized the filming of the Ken Burns Vietnam War Documentary Series Event at SMSU as a co-sponsor with Pioneer Public TV. Program faculty also organized the filming of video interviews with Vietnam War Vets used in Pioneer Public TV documentaries.
- c. 50th Annual Commencement Coverage and Recording: The SMSU Media Club students, working under the direction of Dr. Jos Ullian, digitally recorded and broadcast SMSU's 50th annual commencement ceremony. The event was attended by approximately 2500 people and the broadcast production involved several students.
- d. SMSU Media Videofest: SMSU Media Club students, April 3; cancelled due to inclement weather.

Communication Studies Program 2018 Annual Report

Prepared by Mark A. Fokken, Program Coordinator

This document reflects the major activities of the Communication Studies Program and its faculty members over the 2017-18 academic year. This has been a very productive year for the program. The largest task of the program this year was the completion the 5-year program review self-study and site visit. In addition, the program continued to revise curriculum, work on assessment plans and work through staffing challenges posed by a general fiscal crisis across the university. This report is by no means a comprehensive account but does include several highlights of the program's activities.

INDIVIDUAL FACULTY INFORMATION:

1. Professor Mark Fokken:

a. New Teaching work done this year: This year I've made a few important changes to my regular teaching load. These include:

- COMM 360 Organizational Communication: This is a course that is in my traditional load but this time there were a number of enhancements based on some research I had done during my sabbatical travels in Germany. The intercultural communication elements of the course were significantly enhanced and I was able to bring much of the knowledge I had gained of international business to my lectures in the course.
- COMM 200 Small Group Communication: This year a major component of the course was redesigned to incorporate more experience with formal group project management. Our ongoing assessment of our majors had revealed that our juniors and seniors were not as proficient as we needed them to be at managing projects and assessing progress. To incorporate more group project management, I added a new unit on project management (using goals, timelines, Gantt charts, assessment, etc.) and adapted the existing group development analysis paper from an individual assignment to a group project. Another exciting experiment I did with this class in the Spring semester of this year was to use the new collaborative/active learning classroom. Some of my course evaluations for this class suggested more active learning experiences and also to have groups sit together more often to build cohesion.
- COMM 310 Persuasion: This year in Persuasion I captured my lectures using Adobe Connect so I could not only use them for self-evaluation but also so that students could access them on-demand. It worked out quite well (once I got the bugs worked out) and students, especially those who had to miss class, really appreciated them.
- In general, my courses continue to be enhanced by the use of D2L and other learning platforms such as KalturaMedia Space. Having taught online for several years now, I am continually looking for new ways to use these tools to enhance student learning.

b. Scholarly activity:

- Served as the College and University Representative to the Comm. and Theatre Association Board of Governors.
- Presented for a GOLD College Class on WWI in the Fall of 2017.
- Presented at the 4th annual College Now Institute in August of 2017.
- Presented a poster at SMSU's Spring 2018 Assessment Day on the PRCA assessment data and analysis from COMM 110.

- Was a guest lecturer for the DECA club in fall of 2018 on “Leveraging the power of constructive conflict.”
 - Engaged in several opportunities to practice my professional presentation skills. Served as emcee for freshman convocation, co-hosted announcing duties for the SMSU Homecoming parade Studio One production, provided voice-over talent for 3 student productions, participated in programmatic and college now promotional videos, etc.
- c. Continued Professional Growth: Continued to review articles, journals, publications, textbooks, etc. to inform my instruction in classes. I’ve also maintained memberships in several professional organizations on a national and regional level. In addition, I attended the following conferences/professional development opportunities:
- Professional Development Day, August 2017, SMSU
 - Instructional Technology Day, August 2017, MNWEST-Granite Falls
 - Comm. and Theatre Association of MN Conference, Sept. 2017, St. Cloud
 - Professional Development Day, January 2018, SMSU
 - Assessment Day, February 2018, SMSU
- d. Commitment to Student Growth:
- Mentored the assistant high school tournament director Doria Drost.
 - Served as academic advisor to approximately 12-15 students in the major.
 - Assisted in the professional development of students including job searching, letters of recommendation, etc.
 - Advised undeclared students during April days
 - Served as a coach/judge for DECA club in preparation for their regional competition in Spring of 2018.
 - Served as board member for the Lutheran Campus Ministry of Marshall.
 - Advised a student in an individualized interdisciplinary major (Jeffery Mayfield).
 - Served as an adjudicator for several high school speech competitions.
- e. Service to the University, community and profession:
- Served on the Liberal Education, Strategic Enrollment Management, Cowan Award, and Physical Plant Committees
 - Served as Co-Parliamentarian for the SMSU Faculty Assembly
 - Worked on the tournament staff of the Amer. Forensics Assoc. National Individual Events Tournament, Colorado College, Colorado Springs, CO.
 - Judged at the Section IIIA and State High School Speech Competitions.
 - Prepared the Comm. Studies 5-year Program Review Self Study and coordinated site visit
 - Created advising guides (and bulletin board) for all majors.
 - Served on Art Program search committee
 - Presented at Mustang Ovations event
 - Maintained the websites for the Comm. Studies Program & Our Saviour’s Lutheran Church
 - Coordinate cable broadcasts and live streaming of church services for Our Saviour’s Lutheran Church, Canby, MN
 - Served on the Board of Trustees for Our Saviour’s Lutheran Church, Canby, MN
 - Serve as bookkeeper for the Lutheran Campus Ministry of Marshall

2. Professor Rick Herder:

- a. New Teaching work done this year: This year I made two important changes to my Comm110: Essentials of Speaking and Listening classes. I began to use GoReact (an online video recording application) in three sections (one in the fall and two in the spring). GoReact allows students to receive targeted feedback on their performances and includes options for assessment rubrics and peer-evaluations. I also added a

storytelling assignment to all sections of the course. For this assignment students are required to recount a real-life experience that helped them become a “better human.” One of the ways they prepare is by mapping their experiences on a storyboard.

- b. Scholarly activity: This past year I continued work on the following projects:
- Revising a co-authored article I wrote last year on stuttering and college classroom presentations. This past fall I also partnered with Pam Ekstrom from the Disability Services Office to make a presentation on ADA accommodations for the fall semester Faculty Development Day. My contribution was to talk about my research on stuttering and classroom presentations.
 - Worked with co-authors from New Mexico State University on an article about slavery in commercial agriculture in Florida. The article is currently under review with *Business and Society*.
 - Worked with a co-author from New Mexico State University on an article about “ensemble leadership” in the Coalition of Immokalee Workers, a farmworkers cooperative that has gained international attention for their anti-trafficking efforts in commercial agriculture. My co-author will present the article at a conference in France in the summer of 2018.
- c. Continued Professional Growth: This past fall I attended the National Communication Association annual convention in Dallas, Texas and have proposed a panel on Corporate Social Responsibility for next year’s convention to be held in Salt Lake City, Utah.
- d. Commitment to Student Growth: This year I began serving as advisor to the Non-Traditional Students Association. The NTSO sponsored the annual “Tree of Hope” holiday gift project and, this past spring, participated in a community suicide prevention walk.
- e. Service to the University, community and profession: I continue to serve on the board of Literacy Volunteers of Southwest Minnesota. In addition to that, I also serve on two committees for the City of Marshall (the Charter Commission and the Cable Commission) and on the Staff Parish Relations Committee at Cornerstone United Methodist Church.

3. Professor Ben Walker:

- a. New Teaching work done this year: I did not have any new courses to prepare this academic year. I did update my approach to COMM 303: Professional Presentations; in addition to the previous speaking assignments, the students learned how to conduct a video job interview and present original research. These skills are important for their academic and professional goals and were integrated into the course based off student and faculty input. In COMM 110: Essentials of Speaking and Listening, I revised my approach to my online section by incorporating more online activities that sought to mimic the activities conducted in a face-to-face setting. These assignments helped create a better teacher-student rapport and also allowed me to better identify students who might be struggling with certain concepts.
- b. Scholarly activity: Published an article in the *Florida Communication Journal* this year.

Walker, Ben., & Walker, J. L. G. (2017). Trait communication anxiety in collegiate forensic students and coaches. *Florida Communication Journal*.

- c. Continued Professional Growth: Continued to review articles, journals, publications, etc. Reviewed textbooks for possible adoption, etc.
- d. Commitment to Student Growth: Served as advisor of the SMSU Forensics team, advised students, mentored/coached students in professional development.
- e. Service to the University, community and profession:
 - Served at recruiting events such as Mustang Days, Junior Visit Days, etc.
 - Represented the program at the SWWC Career Expo in September.
 - Chaired the IRB.
 - Advised the student organizations Forensics and College Democrats.
 - Served as director of the Speech Center for Spring 2018.
 - Served on Marshall Police Advisory Board.
 - Was elected as Lyon County DFL Chair in March 2018.

4. Professor Jos Ullian:

- a. New Teaching work done this year: Noteable changes were made in two courses this year.
 - This spring I employed a new assignment in my COMM 110 class. For the third presentation, I assigned my students to tell a story about something that happened to them that changed their lives or changed how they looked at life. Up to this point in the semester, I was still dealing with the majority of students who were very nervous about speaking in front of the class. So, I gave them this assignment, talked with them about the structure of stories, and gave them handouts on storytelling including the rubrics I was going to use to evaluate their presentation. The resulting story presentations were remarkable. Drawing from their lives, these students held their classmates in rapt attention with stories of dramatic moments in their lives. In addition, it was obvious that the students enjoyed telling about their experiences. This assignment had effects that lasted beyond the storytelling presentations, mitigating the amount of nervousness and elevating the quality of the rest of the informational and persuasive presentations that followed.
 - For my COMM 350 Narrative Filmmaking, I teamed up with Prof. Neil Smith to have my students film scripts written in his class the previous semester. The first time I taught narrative filmmaking at SMSU, I found that when students didn't have a script at the beginning of the semester, they didn't have enough time to finish their films. This spring semester, students had a script at the beginning of the semester using the scripts written in Prof. Smith's class, and they were able to finish their films by the end of the semester.
- b. Scholarly activity:
 - Produced a series of SMSU 50th anniversary videos used at sports events and sports broadcasts.
 - Produced videos for Extended Learning and the Education Department.
- c. Continued Professional Growth: Continued to review articles, journals, publications, etc. Reviewed textbooks for possible adoption and reviewed several digital media resources/tools for use in classes.
- d. Commitment to Student Growth: Served as advisor of the SMSU Media Club, faculty adviser for Broadcast Educators Association Club, advised students, mentored/coached students in professional development.
- e. Service to the University, community and profession:
 - Served on the Academic Technology Committee
 - Served on the Stu Galstad replacement search committee
 - Faculty Executive Producer for the Commencement Broadcast

- Faculty Executive Producer for 5 home football games, 13 Men's Basketball games, 12 Women's basketball games, 1 Women's Volleyball game, 2 Men's Tournament Wheelchair basketball games.
- Organized the filming of the Ken Burns Vietnam War Documentary Series Event at SMSU as a co-sponsor with Pioneer-TV
- Faculty Executive produced video interviews with Vietnam War Vets used in Pioneer-TV documentaries
- Was appointed to the City of Marshall Cable Commission
- Faculty Executive Producer for the Homecoming Parade in conjunction with Studio 1.

5. Professor Julie Walker:

- a. New Teaching work done this year: There were several areas where new instructional methods were employed this year.
- This year marked significant changes in my teaching and my approach to the PR major. Based on experiences teaching COMM 455: Cases and Campaigns Spring 2017, I realized students were not getting the appropriate scaffolding in their lower-level PR classes to provide adequate training for upper division courses. To mitigate the issue, I surveyed Comm Studies faculty to determine skills being taught in various PR required and elective courses. I also developed a list of necessary skills PR students would need upon graduation. After cross-listing the skills taught in courses by other professors, I identified the most pressing skills needed by students and matched these skills to the new preps I had during the 2017-2018 school year. For instance, I realized students did not have an opportunity to master skills necessary to run and draw conclusions from a focus group during their PR training. I placed this skill into the COMM 301: Risk and Crisis course when discussing environmental scanning as part of risk management.
 - The skills mapping project impacted COMM 210: Intro to PR, COMM 301: Risk and Crisis, and COMM 260: Media Writing. COMM 210 and COMM 301 were new course preps requiring the creation of assignments, locating supplemental readings, and creation of multiple handouts. COMM 301 also included a major project for a local organization, which required preparation of the assignment/client, curation of new materials (like supplemental library resources, and management of the student/client relationships. COMM 260 required a major course overhaul based on feedback from prior students, the new needs of the revamped curriculum, the transition to being a hybrid course, and to respond to the skills mapping completed. COMM 260 required the most additional work with the creation of online lectures and assignments. Like COMM 301, 210 also included a large project for a client, which included the same work as COMM 301.
 - I modified COMM 220: Storytelling in Modern Communication content to clarify and respond to issues I identified Fall 2016 when I first created the course. I separated the course into discrete units to clarify the concepts while providing opportunities for project-based learning within each unit. The alterations to the course required locating new supplemental resources and creating new handouts and assignments.
 - COMM 110: Essentials of Speaking and Listening was also revamped this year to include a narrative presentation. With Dr. Herder, I co-developed a reading and an assignment providing students the opportunity to share a personal story designed to help us all become "better humans." The new course content borrowed heavily from my COMM 220: content, including handouts and abbreviated lectures.
- b. Scholarly activity: Five discussion panels, four paper presentations, and two of those papers awarded as top papers for my divisions made for productive conference discussions. However, these presentations at state, regional, and national conferences took more time than anticipated from my anticipated research agenda.

- Walker, Ben., & Walker, J. L. G. (2017). Trait communication anxiety in collegiate forensic students and coaches. *Florida Communication Journal*.
 - Walker, J. L. G. (2018, April). Paper. Social media, health, and wellness: The opportunities/threats of social media to impact health in intercollegiate forensics. Annual meeting of the Central States Communication Association. Milwaukee, WI.
 - Walker, J. L. G. (2018, April). Paper. "Ain't no bitches gonna hunt no ghosts": Analysis of femininity in and controversy surrounding the 2016 female-led *Ghostbusters* reboot. Annual meeting of the Central States Communication Association. Milwaukee, WI.
 - Walker, J. L. G. (2018, April). Discussion panel participant. Great ideas for teaching speech: The forensics edition. Annual meeting of the Central States Communication Association. Milwaukee, WI.
 - Walker, J. L. G. (2018, April). Discussion panel participant. Judging when triggered: "Because judges have experienced trauma too." Annual meeting of the Central States Communication Association. Milwaukee, WI.
 - Walker, B., & Walker, J. L. G. (2018, April). Paper. Measuring communication apprehension in intercollegiate forensic students. Annual meeting of the Central States Communication Association. Milwaukee, WI.
 - Walker, J. L. G. (2017, November). Paper. Geographically dispersed community networks: Exploring social networking site experiences and relationships in the intercollegiate forensics community. Annual meeting of the National Communication Association. Austin, TX.
- c. Continued Professional Growth: Attended conferences, prepared for courses and independent studies, etc.
- d. Commitment to Student Growth: Served as faculty advisor to students in the program, coached students in intercollegiate forensics competition, mentored student workers, oversaw student travel to forensic tournaments, worked with students on independent studies, mentored students in professional development.
- e. Service to the University, community and profession:
- Served on the Contingent Faculty Committee
 - Served on the LGBTQ committee
 - Served on the Disability committee
 - Served on the Faculty Assembly Executive Committee
 - Created a draft recruiting and growth plan for the Comm. Studies Program.
 - Created recruiting posters for the Comm. Studies Program
 - Maintained the Facebook page for the Comm. Studies Program
 - Organized a MAST storytelling event in coordination with the SMSU Music Program.
 - Assisted in hosting speech competitions on campus and at other locations.
 - Served as the Media Specialist for the Comm. and Theatre Association of MN.
 - Served on the MN Collegiate Forensics Association Exec. Committee.
 - Elected to serve next year as the President-Elect for the Argumentation and Forensics Division of the CSCA.
 - Served as advisor to the GLBTA Student club.
 - Supported area Girl Scout troop.

PROGRAM INFORMATION:

Section 1: 2017-18 Collaborations

This year the Communication Studies Program worked on a number of collaborative projects with other departments, programs, campuses and regional organizations. Some of the more

noteworthy are as follows.

1. SMSU Fine Arts Celebration: Working with colleagues in the Department of Fine Arts and Communication as well as the Creative Writing program, the Communication Studies Program staged the 12th annual Fine Arts Celebration. The program sponsored events included the Spring Forensic Showcase performance, a videofest showcasing productions by media students, an Homage to Literature as part of National Library Week presented by the forensic team, and the COMM 488 Senior Seminar Project Presentations.
2. Partnership with Studio One: This year, the program's partnership with the local cable access channel, *Studio One*, continued to thrive. *Studio One* is currently using the main production studio for three productions each week and the intent is to grow this to even more. In addition to space sharing, the partnership continues to provide a means of acquisition of updated equipment and access to high definition feeds to the local system for student and university productions. The coordination with *Studio One* has also helped to update the SMSU cable channel and allow for the automated playback of programming. In the fall term, some of the primary lighting in the main production studio was upgraded to a state-of-the-art system. Finally, this partnership provides an opportunity for students to learn hands-on skills in media production. Since the partnership's inception, several students have done internships with *Studio One* and others have secured part-time jobs as a result of the partnership.
3. Partnership with Pioneer Public TV: The program continues its connections with Pioneer Public TV by hosting a screening of Ken Burns new Vietnam War Documentary in the fall term. In conjunction with the event, students were on hand to not only record the event but also capture reflections from Vietnam veterans in attendance. Students also produced videos what were eventually played on the Pioneer Public TV website.
4. Forensics Events: The Forensic team, under the direction of Prof. Ben Walker and Prof. Julie Walker participated in several collaborative efforts this year. These included the following events hosted on our campus:
 - "Mustang Stampede" forensics tournament hosted on the MSU-Mankato campus in partnership with MSU-M Maverick Forensic's Larry Schnoor Tournament, October 2017.
 - Valley Forensic League Tournaments #1 and #2, December 2017
 - Marshall Speech Spectacular tournament hosted by Marshall High School, January
 - 2017 MN State High School League Section IIIA tournament, April 2017 (CANCELLED due to weather)
 - The team invited the [Theater of Public Policy](#) to visit Marshall, MN to engage in a discussion with the community about "Economic Development in Rural Minnesota". The group interviews local individuals who are well versed on the subject-at-hand and like to be part of a lively conversation, then they perform skits based off what they find to enlighten the audience about the issues. The event was held at the Lyon County Public Library (Marshall). The group has received rave reviews as it made a tough political discussion fun and engaging.
 - The team's community service project this year was helping the New Horizons Crisis Center. The Center works with individuals and families who have been victimized by

crime, while also providing preventative and educational services. Every Monday at 2pm, the team had a member go to the New Horizons Crisis Center and help sanitize their offices.

- For national library week in April, the team presented public oral interpretation performances in the Whipple Gallery.
5. Admitted Student Day (Fall and Spring): The program participated in the fall and spring semester admitted student days by hosting a session for students interested in communication studies and forensics. Those students in attendance were enthusiastic and appreciative. The session involved both faculty and current students in the program.
 6. Marshall Area Storytellers (MAST) events co-sponsored with SMSU Forensics: This year, the SMSU Forensics Team continued to co-sponsor events with MAST throughout the academic year. The events were both on and off campus.
 7. Pioneer Public TV Partnerships: A group of Broadcasting and Digital Media students partnered with Pioneer Public TV of Granite Falls to produce a documentary on the Southwest Minnesota perspective on the Vietnam War. The videos were featured on the station's website in lead-up to the airing of Ken Burns documentary on the war in the Fall. The program partnered with the station to host a screening of the first episode of the documentary on campus in the fall.
 8. Marshall Lyon County Library: Students in Professor Julie Walker's Risk and Crisis Communication class worked with the staff to develop a crisis plan for the Library.
 9. Danebod Folk Meeting: Students in Professor Julie Walker's Media Writing class worked to develop a website for the Danebod Folk Meeting in Tyler, MN.

Section 2: 2017-18 Notable Accomplishments by Adjunct Faculty

The program's only adjunct faculty were in the College Now program. Jen Goblisch, our adjunct with the largest load, continues to work on her second Master's degree at Minnesota State Mankato. She was also asked to teach a class as an adjunct for them.

Section 3: 2016-17 Accomplishments by Communication Studies Students

Students in the Communication Studies program were recognized for a number of accomplishments throughout the year. Some of the more noteworthy achievements are listed here.

1. Students Land Strong Internships: Students in the program secured internships with the following organizations this academic year. They are either completed or will be completed in the Summer of 2018.
 - Marshall Lyon County Library
 - KSFY Television, Sioux Falls, SD
 - The Duluth Huskies, Duluth, MN
 - Signature Style PR, Des Moines, IA

- Bruce Backyard Productions, Minneapolis, MN
 - Thinking Man Films, St. Louis Park, MN
 - Healthy 56258, Marshall, MN
 - SMSU Football Team, Marshall, MN
 - Mankato Moon Dogs, Mankato, MN
 - Iowa State Fair, Des Moines, IA
 - RoCoco, Inc., Milwaukee, WI
2. Student Named President of the Year: **Crystal Enga**, a Junior Early Childhood Education major from Marshall was named the 2018 Core Co-Curricular Club and Organization President of the Year for her work with the Forensics Team.
 3. Forensics Team places third in the state in Limited-Entry Division: The SMSU Forensics Team captured third place honors at the 2018 MN State Championship in the Limited-Entry Division held at St. Cloud State University. Competing on the team were **Kristen Barnhart** (placed 1st in After Dinner Speaking), **Crystal Enga** (placed 6th in Informative Speaking), **Laura Huebert**.
 4. Students Qualify for American Forensics Association National Individual Events Tournament: **Doria Drost** (After Dinner Speaking and Impromptu) and **Crystal Enga** (Dramatic Interpretation) both qualified for the American Forensics Association National Individual Events Tournament held at Colorado College in Colorado Springs in April of 2018.
 5. Drost serves as Assistant Tournament Director: **Doria Drost** served as the Assistant Tournament Director for the 2018 SMSU High School Speech Invitational slated for March 24. She worked closely with Tournament Director Mark Fokken to plan the event. Unfortunately, a winter storm forced the cancellation of the event this year.
 6. Drost places 1st in Individual Sweepstakes: Doria Drost placed 1st in Individual Sweepstakes at the Icebox Classic Forensic tournament held at St. Cloud State University in February.
 7. Students accepted to Prague Film Institute: Broadcasting and Digital Media majors **Katelyn Toner** and **Nicole Rime** were accepted to attend the Prague Film Institute in the Summer of 2018. They will study and live in Prague for 4 weeks.
 8. Students produce documentaries and videos of regional significance: Working in groups from the COMM 350 Documentary Production class, students produced documentaries/videos on the following subjects: Historic hotel in Sacred Heart, the making of the Mustang statue, promotional video for the new active learning classroom, Physical Therapy Program at SMSU.
 9. Students work with Midco Sports to broadcast from SMSU: **Mitch Riibe** and **Sam Proell** were selected to work with the crew from Midco Sports to broadcast a game from the Regional Events Center.

Section 4: 2017-18 Curriculum Work/Changes: This year involved refinement and “clean up” of curriculum in the wake of a sweeping curriculum overhaul in the 2016-17 academic year. As such, curriculum changes were minor and were mainly aimed at finishing up curriculum work that had begun earlier or “fixing” issues that were discovered after the new curriculum was implemented.

Curriculum changes completed this year included:

1. Curriculum Changes of Major Significance: Listed here are the curriculum changes that changed major and minor requirements. These changes required not only departmental and curriculum committee approval, but also the approval of the faculty assembly.
 - a. Addition of COMM 305 Introduction to Health Communication as an elective: The newly created COMM 305 Introduction to Health Communication was added as an elective to the following majors and minors: Communication Studies major, Communication Studies: Public Relations major, Public Relations minor
 - b. Elimination of COMM 240 Cross Cultural Communication: As a result of curriculum revisions in 2016-17 and in an effort to become more sustainable, the content of this course was folded in the COMM 230 course which was renamed from Interpersonal Communication to Interpersonal and Cross Cultural Communication. This change necessitated a major significance proposal because COMM 240 was a course included in Goal 7 of the Liberal Education Plan.
 - c. Inclusion of COMM 228 Exploring Diversity Through Family Storytelling in the Liberal Education Plan: This course was created by the program to be offered online in the summer sessions to satisfy the need for more offerings in Goal 7 of the LEP.
 - d. Inclusion of COMM 230 Interpersonal and Cross Cultural Communication in the Liberal Education Plan: Since this course was revised to include the cross cultural components, procedure dictated that the course undergo review for continued inclusion in Goal 7 of the LEP. This course had been included in Goal 7 in the past.
 - e. Elimination of the Minor in Communication Studies-Theatre Arts: Because students rarely select this minor it had been a number of years since anyone graduated with it. This elimination was done with an eye to increasing inefficiencies and streamlining the curriculum offerings of the program.
2. Curriculum Changes of Less than Major Significance: A few minor changes (of less than major significance) were completed this year as well. They include:
 - a. Creation of new course COMM 228 Exploring Diversity Through Family Storytelling. This course was created to provide an offering in Goal 7 of the Liberal Education Program. The description of the course is as follows: Explores the role of family stories as an art form, as a means of handing down values, knowledge, and self-understanding.

Stories will be captured using a variety of media and analyzed as to their significance. 3 credits, Letter grades, no prerequisite.

- b. Cross-listing of ED 435/535 with COMM 435/535: In 2017-18 the program collaborated with the Education Department to create a new course called “Media Production for Training and Learning” as part of the curriculum revisions for the Comm. Arts Literature Secondary Education Degree. This course was “stacked” as an undergrad and graduate course, marking the first graduate course to be offered by the program in its history. This year, the course was formally cross-listed with ED 435/535 so that students can either get credit in ED or COMM for completing the course. This will be particularly helpful for high school teachers who are working in our College Now program to meet credentialing standards.
 - c. Change the title and course description of COMM 230: This course was modified to incorporate content from the COMM 240 class that is no longer being offered. This was necessary because the cross-cultural competencies articulated in our student learning outcomes needed to be met in some course. This redesign allowed the COMM 230 class to be mapped to these SLOs in our assessment plans. The new title of the course is “Interpersonal and Cross-Cultural Communication.” The description of the course is as follows: A course that studies the nature of building effective relationships through development of interpersonal and cross-cultural communication. An exploration of why misunderstandings occur and how to build more productive communication.
 - d. Discontinuance of courses: The courses below were formally deleted because they were no longer mapped to any SLOs in our assessment plans. Some of the courses had not been offered for some time and others were only offered on a “teach out” basis until the students who needed them had graduated.
 - i. COMM 111 Radio Production
 - ii. COMM 215 Oral Interpretation
 - iii. COMM 240 Cross Cultural Communication
 - iv. COMM 315 Media Interpretation
 - v. COMM 425 Broadcast Law and Regulation
3. COMM 110 Essentials of Speaking and Listening Common Syllabus: No formal changes were made to the common syllabus but during the program’s Summer 2017 retreat, the program approved some faculty to experiment with a narrative or storytelling assignment in place of the 4-6 minute extemporaneous speech. This experimentation was carried out during the 2017-18 academic year by some faculty and the results of this work will be discussed at the program’s upcoming retreat in the summer of 2018.

In addition, this year more faculty began to work with *GoReact*, and online resource for capturing, reviewing and critiquing oral presentations. This experience will also be discussed at the summer 2018 retreat.

4. Course Outlines: This year, the program continued work on updating and/or completing course outlines for courses offered.

Section 5: 2017-18 Assessment

1. Program Assessment Plan: The Comm. Studies program has three formal assessment planning mechanisms to ensure that student learning outcomes are measured: 1) programmatic assessment plans for each of the 4 majors in the program, 2) a COMM 110 assessment plan, and 3) LEP matrices that map LEP goals to required courses in each major.
 - a. Programmatic Assessment Plans: As part of the curriculum redesign of the majors offered by the program in 2016-17, new assessment plans, course maps and assessment timelines were prepared for each of the four majors. These assessment plans can be accessed on the T-Drive in the Communication Studies HLC folder. As a result of the February Assessment day meetings, the program has decided to reconsider some of its assessment plans and work on reducing the number of SLOs in some of the plans. For example, the assessment plan for the Broadcasting and Digital Media major has 14 SLOs and we would like to reduce this number significantly so that we make our assessment efforts more manageable and sustainable. These conversations will begin at our programmatic retreat in June.
 - b. COMM 110 Essentials of Speaking and Listening LEP Goal 1 Assessment: The program has an assessment plan for its course which is used to meet Goal 1 of the LEP as well. This plan includes a time table and assessment measures for both on campus offerings of the course as well as those offered through College Now. This plan is also available on the T Drive in the Comm. Studies HLC folder. No substantive changes were made to this assessment plan this year.
 - c. LEP Matrices/Mapping: In addition to our programmatic assessment plans, the program also has mapped the LEP goals to our curriculum for each major. These maps provide guidelines for assessing LEP goal development within major coursework. The program has tasked each faculty member with identifying ways of assessing the LEP goals that are mapped to specific course they teach. These matrices were reviewed this year in consultation with the Assessment Academy team. They will be discussed further with a possible eye to narrowing the focus of the goals to just the 15 credits in the Comm. Studies core (courses all the comm. studies majors have to take).
2. Summary of Assessments:
 - a. Assessment of Majors: Student learning outcomes for each major in the program are assessed on both a formative and summative basis.
 - 1) Formative Assessments:
 - a) Assessment Reporting Forms: At the end of 2016-17, the program finalized an "Assessment Reporting Form" to be completed by each faculty member at the end of his/her course when assessment of a specific SLO was prescribed by the course maps in our assessment plans. The use of this form was implemented in the Fall of 2017 and continued in the Spring of 2018. These forms are reviewed

by the program on a regular basis with the intent that they analysis be used to make adjustments in curriculum and/or instruction on an on-going basis. These forms can be found on the T-Drive in the Comm. Studies HLC folder.

- b) COMM 288 Sophomore Seminar Projects and Presentations: Students in the sophomore seminar class were required to conduct an appropriate sophomore level project (instructions were provided for each major). This scaffolding was used to prepare the sophomores for their senior project both in content and in format. Existing rubrics, based off the university writing and oral communication standard rubrics, were used to assess the student's work with an average minimum score of 2 (Emerging) being required to pass.
 - c) COMM 288 Personal Report of Communication Apprehension: In an effort to assess the extent to which the communication studies curriculum enables students to manage communication anxiety more effectively, all students in the Sophomore Seminar class were administered the PRCA-24. This instrument is the most widely used measure of communication apprehension (CA). It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). All students in the course completed the assessment and will complete it again in the senior seminar course.
 - d) SLO Assessments by Course: In the COMM 360 course, SLO 2.2, *Demonstrate effective listening skills appropriate to the purpose*, from the B.A. in Comm. Studies was assessed using an in-depth information-gathering interviewing assignment. Findings indicated that more focus on listening is needed in the curriculum in order for students to meet this SLO. Additional course-specific assessments were completed in the spring term but the reporting forms have not yet been submitted at the writing of this report.
- 2) Summative Assessments: The program has several summative assessments of majors embedded in the capstone course for all majors, COMM 488 Senior Seminar:
- a) Senior Project Presentations: In the Senior Seminar course all students are required to complete a senior project and present the findings/outcome of that project to the program faculty, other students, the students enrolled in COMM 288 Sophomore Seminar, and the public at sessions during the Fine Arts Celebration. The presentations are an opportunity to assess not only the students' research and organizational skills, but also their oral communication competency. The presentation must be from 10-15 minutes in length and meet established guidelines. A standard rubric, based on the SMSU Oral Communication Rubric, is used to rate the presentations. Each outcome on the rubric requires the listener to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These ratings correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the "Developing" range) in order to get credit on the assignment. Those presentations that do not get an average rating of 4.0 or higher or violate the time requirements must address the items that were deficient and repeat the presentation.

- b) Senior Project Papers: In the Senior Seminar course all students are required to complete a senior project and present the findings/outcome via a written paper. The papers are an opportunity to assess not only the students' research and organizational skills, but also their writing competency. Each major had specific guidelines for the paper to meet the goals of the project. A standard rubric, based on the SMSU English Writing Assessment Rubric, is used to rate the papers. Each outcome on the rubric requires the listener to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These rating correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the "Developing" range) in order to get credit on the assignment. Those papers that do not get an average rating of 4.0 or higher or violate the length requirements must address the items that were deficient and resubmit the paper.
- c) Senior Exit Surveys: Students in the Senior Seminar course complete senior exit surveys to assess their perceptions of the program, faculty, curriculum and their readiness for a career. The survey gathers both open-ended responses from students and objective evaluations based on a 5-point likert-type scale. The results of this survey indicate a general satisfaction with the programmatic offerings and a confidence that the program has prepared them for their chosen career. The open-ended comments indicated a desire to have more clarity in courses and the program as a whole, the value of co-curricular activities and a general appreciation for applied communication projects/experiences.
- d) Senior Portfolios: In the Senior Seminar course, students are required to compile a portfolio of their work organized around the student outcomes for each student's specific major. The student had to include at least two items of documentation showing they had met each outcome. No piece of documentation could be used more than twice in the portfolio and each needed to be presented with rationale explaining how it met that specific outcome via an executive portfolio summary. The portfolios were submitted through the portfolio networking website called Portfolium. The portfolios were reviewed by the instructor of the course and assessed using a standard rubric based on the SLOs for their specific major. Each outcome on the rubric requires the assessor to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These rating correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the "Developing" range) in order to get credit on the assignment. Those portfolios that do not get an average rating of 4.0 or higher must address the items that were deficient to pass.
- e) Personal Report of Communication Apprehension (PRCA): In an effort to assess the extent to which the communication studies curriculum enables students to manage communication anxiety more effectively, all students in the Senior Seminar class were administered the PRCA-24. This instrument is the most widely used measure of communication apprehension (CA). It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). All students in the

course completed the assessment in their Sophomore Seminar class as well. The scores have been compared to see if the completion of the required curriculum reduces their level of communication apprehension.

b. Assessment of COMM 110 LEP Goal 1:

- 1) Content Pre- and Post-test: In both the Fall and Spring terms a pre-test and post-test was administered in all sections of the course. The test consisted of 25 multiple choice questions on a variety of communication topics relative to the competencies of the course. Data and analysis will be presented in the program assessment report this fall.
- 2) Personal Report of Communication Apprehension (PRCA) Pre- and Post-course: One student outcome of the COMM 110 Essentials of Speaking and Listening course is to equip students with skills to manage communication anxiety. In order to assess progress on this goal, the program administers the Personal Report of Communication Apprehension (PRCA) in a pre- and post-test format in all sections of the course. The PRCA-24 instrument is the most widely used measure of communication apprehension (CA). It consists of 24 scenario items to which students respond on a 5-point likert scale from Strongly Agree to Strongly Disagree. It is highly reliable and has a very high validity. It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). Overall scores on the PRCA can range from 24 to 120 with an average of 65.5, based on a normed study of 40,000 college students. The higher the score the higher the individual's level of CA. The program first piloted collection of assessment data in the Spring of 2013. Preliminary results supported the conclusion that completion of the course reduces communication apprehension in all four of the contextual areas as well as the overall CA score. This academic year, the instrument was administered all sections of COMM 110 in both the Fall and Spring terms. The administration of the PRCA has been attempted with varying degrees of success in the College Now sections of the course as well. Logistics issues have plagued this assessment in the College Now sections in the past. Data and analysis of all PRCA assessments will be presented in the program assessment report this fall.
- 3) Course Exit Survey: Continuing with an on-going practice that was begun in the Spring of 2012, the program completed course exit surveys in all sections of the course in the Fall of 2017 and the Spring of 2018. The surveys were a means of ascertaining the consistency of course delivery and student perception of the course meeting its competencies. The first 6 items on the survey were questions to ascertain if assignments and other requirements were present in each section. The remaining items gauge student perceptions of the course, it's delivery and whether it met its outcomes. The program administers the same Course Exit Survey in College Now sections of the course as is used in the on-campus sections of the class. This survey is conducted through a Survey Monkey link on the College Now website. While there is no mechanism to require completion of the survey, teachers are encouraged to have their students complete it at the end of the course. Data and analysis will be presented in the program assessment report this fall.

- c. Assessment of LEP Goals: Beyond the assessment of the Goal 1 SLOs in the COMM 110 course, some attempts have been made to assess other LEP goals as well. Professor Herder, working with colleagues in other disciplines, has gathered and analyzed assessment data on Goal 7: Human Diversity. This was presented in a poster session at Assessment Day in February. Other faculty in the program have also used measures like the SMSU Writing rubric to assess LEP outcomes in their courses. No specific reports have been made at the writing of this report, however.
3. How to results of assessments relate to program goals: All assessments conducted this year are directly derived from programmatic goals either for one of the majors (as indicated in the assessment plans) or for the LEP. Each of these assessments help to inform specific changes in curriculum and instruction. Results of assessments will be presented in the program assessment report in the fall.

Section 6: 2017-18 Service Efforts of the Program

1. Hosted the Mustang Stampede Tournament on October 21, 2017: The SMSU Forensics Team, under the direction of Professor Ben Walker, hosted this tournament on the campus of Minnesota State University Mankato. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM the day before. There were over 15 schools competing at the tournament.
2. Hosted Valley Forensics League Tournaments #1 and #2 on December 1-2, 2017: As a service to the member schools of the VFL, SMSU Forensics played host to two tournaments on our campus. Forensic coaches Ben Walker and Julie Walker organized the events and students assisted with the management of the tournaments. The event was well received by those in attendance. 10 schools were represented with over 70 competitors. This was the fourth year that SMSU has played host to these tournaments.
3. Hosted College Speech National Qualifier on Mary 9-10, 2018: These tournaments were held on the second Friday/Saturday of March and brought in over 11 college speech and debate teams to compete on our campus. On Friday, SMSU Forensics ran the tournament (Cider Frostbite) for the benefit of the speech community, and then on Saturday the team simply provided space for the AFA-NIET District IV to host the national qualifying tournament. There were approximately 100 participants from throughout the district which encompasses much of the upper Midwest.
4. Broadcasting Sporting Events: Throughout the 2017-18 academic year, students of the SMSU Media Club and the Broadcasting and Digital Media Activities class have broadcast 33 sporting events. These games were recorded for Mustang Athletics analysis and also streamed over the SMSU website. Games broadcast or recorded included: 5 home football games, 13 Men's Basketball games, 12 Women's basketball games, 1 Women's Volleyball game, and 2 Men's Tournament Wheelchair basketball games. In addition to producing the broadcast of the games, students were also responsible for running the video scoreboard and the instant replay system for the games.

5. Presenting at the College Now Workshop: Assistant Professor Ben Walker, along with Associate Professor Mark Fokken and adjunct Jen Goblisch, presented at the fourth annual College Now Workshop and Conference at SMSU in August of 2017. The event provided continuing education opportunities for High School teaching assistant who are working with the College Now program. Approximately 18 instructors attended the sessions.
6. Videographers for Campus Events: Students of the SMSU Media club have provided videography services for a number of campus forums, panels and speakers. These have included New Work presentations, guest speakers, etc.
7. Hosting High School Speech Tournaments: The SMSU Forensics Team within the program planned to (some were cancelled due to weather) or served as the host for three high school speech competitions on campus. These events not only provide valuable learning opportunities for these students but also outreach/recruiting for the university.
Tournaments hosted or co-hosted include:
 - a. Marshall Speech Spectacular: January 26-27, 2018
 - b. SMSU High School Speech Invitational: March 24, 2018 (Cancelled due to weather.)
 - c. MN State High School League Section IIIA Tournament: April 9, 2018 (Rescheduled for a different date and location due to weather.)

Section 7: 2017-18 Program Activities and Events

The activities of the Communication Studies Program are primarily connected with the co-curricular activities the program supports: Forensics and the SMSU Media Club. These programs sponsor a wide variety of events that draw large and diverse groups of people to our campus. A full account of the events the program has sponsored appears below.

1. Forensic Team Activities/Events:
 - a. Mustang Stampede Tournament: The SMSU Forensics Team, under the direction of Professor Ben Walker, hosted this tournament on the campus of Minnesota State University Mankato. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM the day before. There were over 20 schools competing at the tournament.
 - b. Valley Forensic League Tournaments: Hosted two tournaments on Dec. 1-2, 2017; over 70 individuals from 10 colleges and universities attended. The contest was open to the public and engaged many community members and faculty as adjudicators.
 - c. Spring Forensic Showcase: March 2018; Unfortunately this event was cancelled due to inclement weather this year.
 - d. Forensics Holiday Bake Sale: December, 2017; this is an annual fundraiser for the team. Multiple students (both majors and non-majors) assisted with the event.
 - e. Schwan's Speech Spectacular: January 26-27, 2018; SMSU Forensics co-hosted this event with Marshall High School Speech by providing competition spaces and assistance, attendance at event was over 1,000 with approximately 250 on the SMSU campus.
 - f. SMSU High School Speech Invitational: Planned for March 24, 2018; this annual tournament is hosted by the team as a fundraiser and learning opportunity for

- students. Unfortunately, the event was cancelled this year due to weather. Prof. Mark Fokken served as tournament director and Student Doria Drost served as the assistant director.
- g. Relay for Life Participation: March 23, 2018; Team members donated time and raised money to help battle cancer. We painted faces at the event even though attendance at the event was low due to lots of snow. The team had a great time and it was all for a good cause!
 - h. National Library Week Performances: For national library week, the Forensic Team performed some oral interpretation in the Whipple Gallery for the public. The performances were attended by approximately 20 people and involved team members.
 - i. Regular Travel Schedule: Including the tournaments it played host to, the SMSU Forensics Team participated in 16 tournaments throughout the academic year. These contests were throughout the upper Midwest. Nationals were at Colorado College in Colorado Springs, CO.
2. Senior Seminar Project Presentations: April 16, 2018; 5 graduating seniors from the COMM 488 class presented; the events were free and open to the public; there were approximately 30 people in attendance including Comm. Studies Program faculty and the students in the COMM 288 Sophomore Seminar course, who were required to attend.
 3. SMSU Homecoming Parade Announcing: Associate Professor Mark Fokken teamed up with Dean of the College of ALS, Dr. Jan Loft, to announce the SMSU Homecoming Parade in downtown Marshall in October.
 4. SMSU 50th Anniversary All-School Reunion: The program sponsored a table at the all-school reunion as part of the 50th anniversary celebration. Many alumni returned and visited with current and former faculty members who were in attendance.
 5. SMSU Media Programming: All programming streams over the SMSU Media livestream on the SMSU website and both the cable systems in Marshall. All programs are produced, staffed and directed by students.
 - a. Broadcast of Sporting Events: SMSU Media Club, COMM 162, COMM 112, COMM 342 and COMM 262 students teamed up to broadcast over 30 sporting events this year. These events were home football, men's and women's basketball games, women's volleyball games, and men's wheelchair basketball games.
 - b. Ken Burns Vietnam War Documentary Series Event: Organized the filming of the Ken Burns Vietnam War Documentary Series Event at SMSU as a co-sponsor with Pioneer Public TV. Program faculty also organized the filming of video interviews with Vietnam War Vets used in Pioneer Pubic TV documentaries.
 - c. 50th Annual Commencement Coverage and Recording: The SMSU Media Club students, working under the direction of Dr. Jos Ullian, digitally recorded and broadcast SMSU's 50th annual commencement ceremony. The event was attended by approximately 2500 people and the broadcast production involved several students.
 - d. SMSU Media Videofest: SMSU Media Club students, April 3; cancelled due to inclement weather.

Annual Report 2017-2018

Department of Mathematics and Computer Science

June 26, 2018

Description of the Department

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

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

Mathematics Program Mission Statement

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

Goals for the Mathematics Majors

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

Valued Student Outcomes for Mathematics Majors

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

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

Computer Science Program Mission Statement

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

Computer Science Program Outcome Goals

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

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

6. Students will demonstrate an acceptance of the ethical standards promulgated by various professional computer societies.

Faculty:

Freyberg, Bryan
 Huang, Mu-wan
 Kaiser, Daniel – Chair
 Lee, William
 Man, Shushuang
 Morland, Heather
 Mortezapour, Kourosh
 Shahin, Sami
 Wijesiri, Undupitiya
 Zabka, Matt

Retired Faculty serving as Mentor's in the College Now Program:

Jones, Kathryn
 Skar, Sherwin
 Van Wie, Joe

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

Margaret Kaiser-Woodward
 Gordon Woodward

Staff:

Administrative Assistant (shared with the Science Department):

Monica Miller (Began November, 2010)

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

Budget:

As usual our major expense was student payroll. The cost increased approximately 60% from a year ago. This was due to the combination of the increase in student pay rate and the need to cover more hours due to increased student demand.

Some money was allocated for student travel for the ACM International Programming Contest, the DigiKey programming contest, and the Mathematics on the Northern Plains conference. Since all of the budget went to student payroll, we did not provide pizza for advising days nor did we have a senior banquet. The lack of pizza at advising caused a decline in the number of students at the group advising from the usual 25 - 30 to 4!

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

- Copier lease and copies \$ 1,529.93
- Office supplies & misc \$ 1,000.00
- Student Payroll \$ 15,249.16
- Contest / Conference travel \$ 413.82
- Major Field Tests \$ 350.00

Current Year Activities

College Now Teachers' Conference

SMSU initiated the university-wide College Now conference in 2012. The sixth meeting was held in August of 2017. In the Mathematics breakout session, a discussion of the HLC requirement that College Now teachers need a Masters and 18 credits of content knowledge was held.

Math Learning Center Activities

Students can get help on assignments and course materials in the Math Learning Center, located in the Academic Commons. The Academic Commons was open on Monday through Thursday from 9am to 9pm and on Friday from 3pm to 5pm. The entire department budget and then some went to pay student help.

As usual, MATH 060: Intermediate Algebra, MATH 101: Great Ideas of Math, MATH 110: College Algebra, and MATH 115: Finite Mathematics accounted for the overwhelming majority of the center's usage. The usage patterns differed from Fall to Spring. In the Fall the morning hours were more popular than the evening hours. However, in the Spring, evening hours regained popularity. The usage report is attached.

Due to the increase in hourly rate paid to student workers, the Math Learning Center will be forced to reduce the number of hours it is available in FY2019. At this time, it is uncertain what hours it will be operating or if there will be a director for the center.

ACM & Digi-Key Programming Contests 2017

In October, a team of students accompanied by Dan Kaiser, participated in the Digi-Key DKC3 programming contest in Thief River Falls. The team participated in several individual and team problem solving and programming competitions.

Later in October, two teams of students competed in the ACM International Programming Contest. The teams, together with coach Dan Kaiser, traveled to the regional site at the University of Nebraska – Lincoln. The region consists of Kansas, Nebraska, Iowa, North Dakota, South Dakota, Minnesota, Wisconsin and 2 Canadian Provinces. At the contest, teams of three students have five hours to solve 9 problems and implement their solution with a computer program. The team implementing the most solutions is the winner. In case of a tie, the total time taken to complete the solutions determines the winner.

Math Masters

In April, the department hosted a few hundred 5th and 6th grade students from around the region for the annual Math Master event.

Scholarships

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

Van Wie Scholarship

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

Ann C. Peters Scholarship

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

Abacus Scholarship

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

Schwan's Scholarship

This scholarship for Computer Science was not funded this year.

Summer School

For Summer 2018, MATH 110 College Algebra, MATH 115 Finite Mathematics, and MATH 200 Introduction to Statistics are being offered as online courses as are MATH 545 Advanced Geometry and MATH 550 Real Analysis.

Scholarly Activity and University Service

Sami Shahin chaired the Academic Technology Committee, served on the Graduate Council and Graduate Curriculum Committee, the IFO negotiating team, as well as serving on numerous other committees.

Heather Moreland served on the Physical Plant committee and chaired the search committees for Mathematics Faculty. Heather also attended the Mathematics on the Northern Plains conference in April and participated in an panel on undergraduate programs in applied mathematics at the MAA Spring regional conference in Mankato.

Shushuang Man Published a journal paper in *Scientific Reports (Nature Publishing Group)*:

S.X. Moffett, S.M. O'Malley, S. Man, D. Hong, and J.V. Martin. "Dynamics of high frequency brain activity". *Scientific Reports (Nature Publishing Group)* 7, 15758, 2017, chosen by the editor for open access, available at <http://www.nature.com/articles/s41598-017-15966-6>

Wije Wijesiri participated in following committees: Graduate Council and Graduate Curriculum. He also reviewed a Statistics textbook titled *Statistics for the Sciences* by Charles Peters published by Cognella in July 2017.

Mu-Wan Huang attended the AMS-MAA Joint Meeting, January, 2018, served on the Academic Affairs Committee, and served on MnSCU committee for Assessment of Course Placement.

Matt Zabka served on the Committee for Institutional Assessment. Matt attended an applied topology conference in Bedlewo, Poland and gave a presentation there. Matt also presented at the MAA Spring regional conference in Mankato as well as attending the Mathematics on the Northern Plains conference in April and attended an applied topology conference at Macalaster College in St. Paul.

Bryan Freyberg reviewed two programs for the PELSB (Professional Educator Licensing and Standards Board) and published the following papers.

S. Cichacz, B. Freyberg, and D. Froncek. Orientable Zn-distance magic graphs. *Discussiones Mathematica Graph Theory*, in press.

B. Freyberg and M. Keranen. Orientable Zn-distance magic labeling of the Cartesian product of many cycles. *Electronic Journal of Graph Theory and Applications*, 5(2):304-311, 2017.

B. Freyberg and M. Keranen. Orientable Zn-distance magic labeling of the Cartesian product of two cycles. *Australasian Journal of Combinatorics*, 69(2):222-235, 2017.

B. Freyberg and M. Keranen. Orientable Zn-distance magic graphs via products. *Australasian Journal of Combinatorics*, 70(3):319-328, 2018.

Dan Kaiser participated in the writing and submission of an NSF grant to implement and study the effects of teaching the Mobile CSP curriculum through concurrent enrollment. Dan also attended a NSF grant writing workshop in Chicago, the Mathematics on the Northern Plains and the MAA Regional conferences in April.

One of our graduating seniors, Alana Christianson, presented the paper for her URC presentation at Posters in St. Paul, and the Mathematics on the Northern Plains conference.

College Now program

In 2017 – 2018 the department worked with approximately 90 schools. The enrollment was about 3400 students, generating over 13,000 credits. Faculty members serve as mentors for the high school teachers, visiting the schools and overseeing the assessment. In addition to full time faculty members, several faculty members recently retired from SMSU also serve as Mentors on an adjunct basis. As always, several new schools were added this year.

Faculty mentors

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

Adjunct faculty serving as faculty mentors

Jones, Kathryn
 Margaret Kaiser-Woodward
 Skar, Sherwin
 Van Wie, Joe
 Gordon Woodward

Infrastructure and Technology

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

Assessment Brief

The following items were the focus of departmental assessment efforts. The details will be presented in the departmental assessment report submitted this Fall.

1. Monitoring the effects on DFW rates of the change in prerequisite for MATH 110: College Algebra.
2. Administering the Major Field test in both Mathematics and Computer Science
3. Assessing the oral and written communication skills of majors.

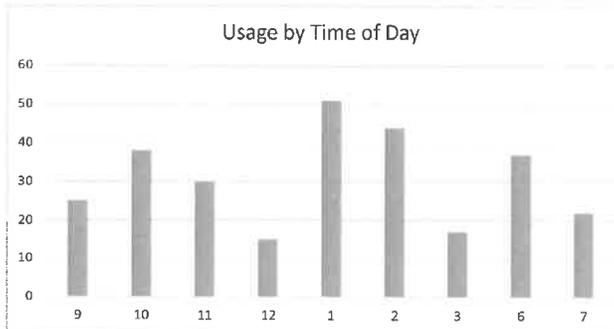
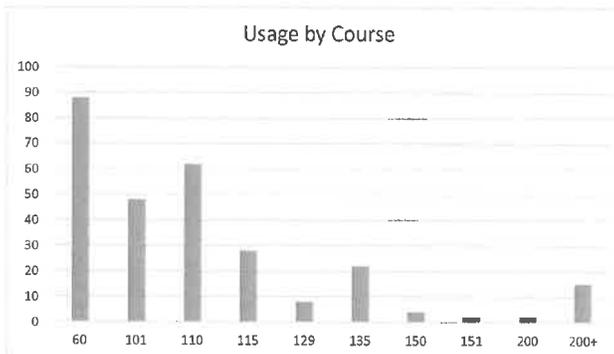
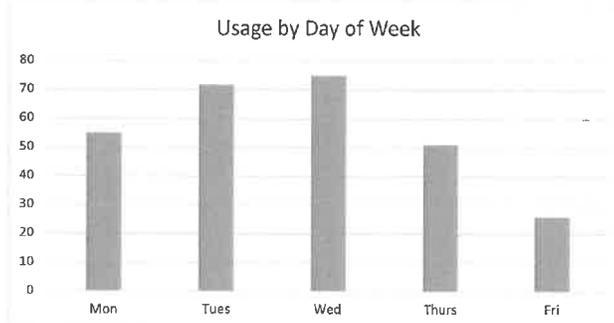
From 2018 data

Math Learning Center Usage, Spring 2018*

DAY OF WEEK	
Mon	55
Tues	72
Wed	75
Thurs	51
Fri	26
	279

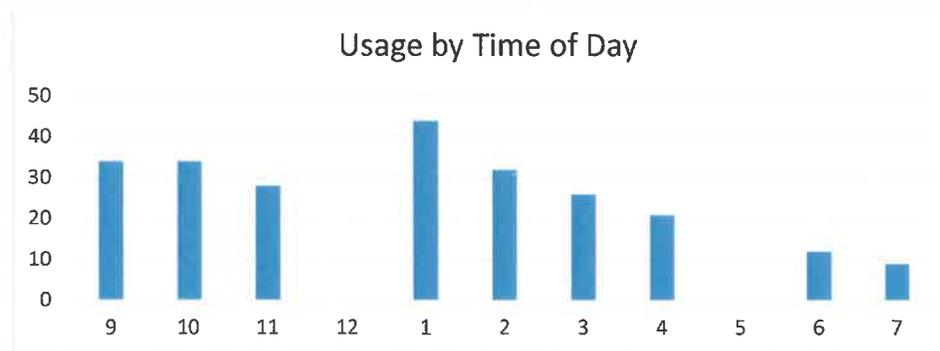
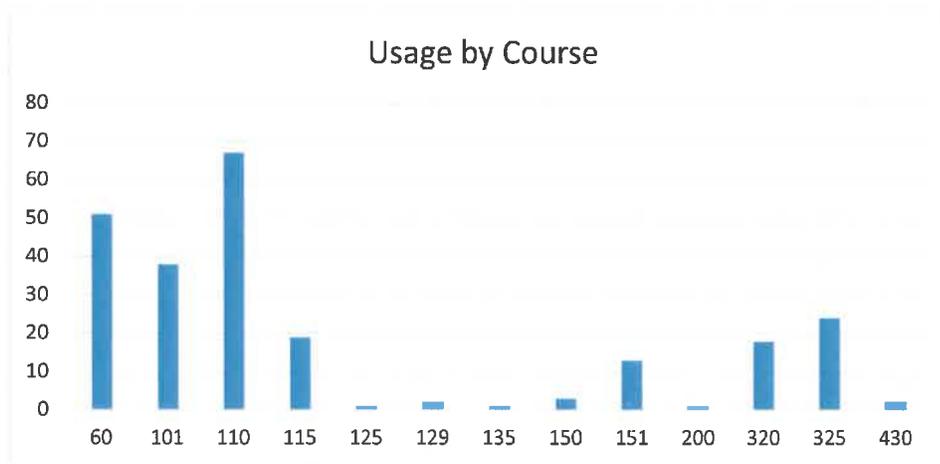
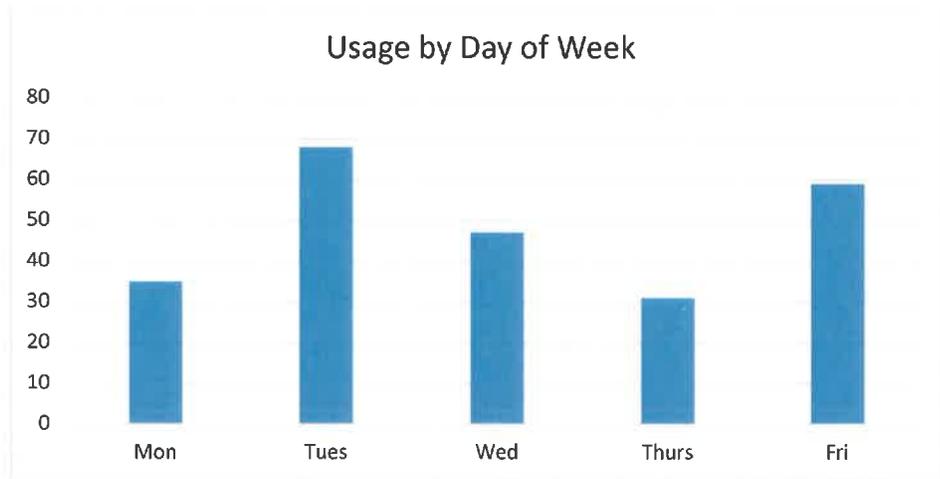
COURSE	
60	88
101	48
110	62
115	28
129	8
135	22
150	4
151	2
200	2
200+	15
	279

TIME OF DAY	
9	25
10	38
11	30
12	15
1	51
2	44
3	17
6	37
7	22
	279



*Based on users from 8 Jan to 27 Apr, a total of 15 weeks less three days.
 Each user classified by day of week, course, and time of day.
 A user is an individual coming for/receiving help and staying an indefinite period.
 When a user leaves the area, the user becomes a new user upon return, should that happen. 279 users total, 72 days, 3.875 users/day. (During Fall 2017 statistics-gathering period, 25 Sep to 16 Nov, 240 users, 35 days, 6.857 users/day.)
 9 means 9:30-10:30, etc. until 6 meaning 6:00 - 7:00, etc. Not staffed 4:30 - 6 MTWTh and 3:30 - F.

Math Learning Center Usage, Fall 2017*



*Based on users from 26 Sep to 16 Nov. Each user classified by day of week, course, and time of day. 240 users total. 35 days. Time 9 means 9:30 - 10:30, etc., until 4 meaning 4:30 - 5:00. Not staffed 12:30 - 1:30 and 5 - 6. 6 means 6 - 7 and 7 means 7-8.

SCIENCE DEPARTMENT ANNUAL REPORT 2017-2018

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

Section I: Description of Department

The Science Department is comprised of the Biology, Chemistry, Environmental Science, Exercise Science, and Physics programs. The department offers the following baccalaureate degrees; B.A. Biology, B.S. Life Science Education, B.S. Medical Laboratory Science, B.A. chemistry, B.S. Chemistry Education, B.S. Environmental Science (Natural Sciences and Humanities option), and B.S. Exercise Science (Allied Health option; Coaching and Human Performance option, and Corporate Wellness option). The department offers minors in Biology, Environmental science, Exercise science, Nutrition, and Physics. The Exercise science program also provides delivery of an Exercise Science Degree in Corporate Wellness and Exercise Leadership in the metro area.

The Science department is staffed by 15 full-time faculty. A list of science faculty and their assigned discipline can be found later in this document. Science courses, including laboratory courses, are taught predominantly by doctorate-degreed science faculty. The Science Department is served by one administrative assistant, Monica Miller, who also has assigned responsibilities for the Math/Computer Science Department and its full-time and part-time faculty.

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

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

Department Mission, Goals, Student Learning Outcomes

Science Department Mission Statement:

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

Science Department Goals:

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

Science Department Student Learning Outcomes:

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

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

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

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

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

Major Activities for FY18

Undoubtedly the most significant accomplishments of the Science Department are the *Undergraduate Research Conference (URC)* in Fall and *Celebrate Science Week* during Spring. Although all SMSU students may present their scholarly work or research during the URC, the event is heavily populated by science students. Furthermore, the Science Department faculty (primarily Emily Deaver) play a primary role in planning and coordinating the logistics

of the conference. The 12th URC was held on Nov. 29th, 2017, with 217 students presenting 93 posters and 46 orals. We had 21 different programs participate with 35 different faculty advisors. *Celebrate Science Week* is a smaller event specifically for science students presenting research during Spring semester. This event was coordinated by Tony Greenfield and featured 51 total presenters, 26 poster presentations, and 3 oral presentations.

The **Wellness and Human Performance Center and the Exercise Science Fitness Center** provides a dedicated space to offer Fitness Assessment and Exercise programming for our community clients, and also another space for classroom and hands-on instruction. This facility continues to provide services for numerous Schwan's employees and community participants. This year we added a new corporate partner, Ralco, and will begin services for their employees. Not only does this programming provide valuable service learning to the exercise science curriculum, it helps generate revenue that is used, often in conjunction with leveraged equipment grants, to improve equipment for the exercise science program.

Continued Growth of the Twin Cities Exercise Science program: After two years of working hard to establish both name recognition and credibility for SMSU, the Exercise Science – Twin Cities will generate 80 projected new students who otherwise would not have even considered our institution. The Exercise Science Program initiated a twin cities delivery on one campus, Normandale CC during the 2015-2016 academic year. Thirteen students enrolled in the inaugural year and courses were offered primarily as night classes on Thursday evenings with no additional physical presence or recruiting effort throughout the academic year. At the start of the 2016-2017 academic year, two additional campuses, Anoka-Ramsey CC and North Hennepin CC, were added and this allowed for a faculty member (Brent Jeffers) to be assigned full-time in the twin cities. Despite the lack of strategic marketing and a recruiting strategy, we continue to see consistent enrollment growth of the twin-cities delivery with fall 2018 enrollment projected to be approximately 80 students. After only two years, our community college partners are reporting, for the first time, that prospective students are indicating that the opportunity to earn a B.S. Degree in Exercise Science from SMSU is a principal reason for attending the local 2-year institution.

SMSU's 13th annual "Health Careers Day" was held on March 22nd. Professionals from 17 different health care fields discussed their professions with our college students and regional high school students. More than 60 high school students from different high schools attended, and approximately 60 of our college students attended the presentations.

Drs. Deaver and Dilley were awarded two grant proposals from the David B. Jones Foundation. "Support of the Southwest Minnesota State University Undergraduate Research Conference" for \$50,011 and "Enhancing Educational Opportunities offered by the Natural History Museum at Southwest Minnesota State University" for \$45,936.

Science Department Full-Time Faculty by Program

Biology Program: Drs. Sandy Craner, Betsy Desy (retired December 2017), Vaughn Gehle, Tony Greenfield (Science Department Chair), and Pam Sanders

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

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

Exercise Science Program: Drs. Jeff Bell, Kris Cleveland, Mostafa Hegazy, and Professor Brent Jeffers (coordinating metro program)

Physics: Dr. Ken Murphy

Science Department Support Staff

James Carver, *Laboratory Assistant*. The laboratory assistant is responsible for the weekly set-up and take-down of biology labs, which serve approximately 280 students/semester, environmental science labs (serving approximately 70 students/semester), chemistry labs (serving approximately 250 students/semester). In addition, the laboratory assistant maintains and the hundreds of chemicals in the biology and chemistry stockrooms, assists with biological and chemical waste disposal, and supervises student workers. Jim retired at the end of Spring semester 2018.

Robert Carter / Jacky Aslesen *Greenhouse Manager*. The greenhouse manager is critical in maintaining and updating the greenhouse collection. The greenhouse manager also assists in coordinating student research projects that require greenhouse space during the academic year for Botany, Agronomy, and Environmental Science. This position is particularly critical during the summer months when science faculty are not under contract having primary responsibility for maintaining the greenhouse collection which includes watering, fertilizing, and associated maintenance of plants. Robert greatly increased our use of biological control of insects and reduced our use of other insecticides. Robert Carter resigned March 2018 and was replaced by Jacky Aslesen.

Monica Miller, *Science Department AND Math/Computer Science Department Administrative Assistant*. Monica provides management, clerical, and technical services for ALL science programs (15 full-time faculty, any adjuncts, one lab assistant, and greenhouse manager), the greenhouse, Museum of Natural History, Planetarium AND the Math/Computer Science Department (10 full-time faculty and four College-Now affiliated faculty). Thus, Monica provides services for **numerous faculty/staff on a 0.92 FTE work assignment**. To ease Monica's workload, a student worker provided much needed clerical assistance and enable her to do her assigned duties under less demanding conditions.

Ryan Wendt, *GIS Center*. Ryan was hired on a temporary, part-time basis after the previous GIS director Charlie Kost retired. Ryan's duties include teaching the introductory GIS course (ENVS107) and printing posters for the Undergraduate Research Conference and Celebrate Science week. Without a more permanent position, the GIS center can no longer provide

services for regional agencies or offer valuable work experience to our students as it has done in the past.

Science Program Budgets

Operating budgets for Science Department programs and facilities for FY 13 through FY17 are given in the table below. All programs continue to see a reduction in budgets each year.

Program	FY13 Budget	FY14 Budget	FY15 Budget	FY16 Budget	FY17 Budget	FY18 Budget
Biology	\$9640	\$8725.80	\$7808	\$7808	\$7100	\$7100
Chemistry	\$8105	\$7343.80	\$6565	\$6565	\$5910	\$5910
Environmental Science	\$5087	\$5087	\$4120	\$4120	\$3710	\$3710
Exercise Science	\$8200	\$6462	\$6715	\$6715	\$6100	\$6100
Physics	\$3277	\$2949.30	\$2683	\$2683	\$2415	\$2415
Chemistry cryogenics for NMR	\$11050	\$11,050	\$11,050	\$11,050	\$11,050	\$11,050
Greenhouse	\$2300	\$2070	\$1788	\$1788	\$1610	\$1610
Planetarium	\$5000	\$ 4550	\$4094	\$4094	\$3685	\$3685

The Science programs use their allocated funds judiciously. Currently, programs try to reserve money just in case equipment repairs are needed and then spend any remaining funds to upgrade small pieces of equipment. However, these continually shrinking budgets make it difficult to maintain and repair science laboratory equipment. More importantly, these budgets make it nearly impossible to upgrade lab equipment in order to remain competitive with other science programs and adequately prepare our students for careers in science. In past, programs deliberately set aside a percentage of their allocated funds for carryover to the next academic year in order to save enough money over a period of two to three years to purchase and repair more high-cost items, but with the current Administrative directive we can no longer carry over M&E funds from one academic year to the next.

Many science programs have been fortunate over the past few years to receive funds through the state's leveraged equipment program which have been used to acquire new equipment. This year **the chemistry program acquired a new Nuclear Magnetic Resonance (NMR) Spectrometer** to replace its aging and outdated NMR which was purchased in 1996. The new instrumentation provides increased speed, resolution, and flexibility while lowering overall operational costs. The purchase was made possible by a combination of alumni and corporate donations with the state Leveraged Equipment matching program. The new NMR will be used in

General, Organic, Analytical, and Food Chemistry courses in addition to College Now and outreach programs

The Exercise Science program was able to acquire a Delsys EMG (electromyography) system through the use of leveraged equipment funds and money generated by the Wellness and Human Performance center. This system useful for multiple classes and student research project.

Science Department Facilities

Planetarium

The SMSU Planetarium serves as a vital educational resource for university students, staff, and regional residents. Planetarium programs cover all grade levels and audience types from pre-school to college level, including family programs. Dr. Murphy, gives numerous public shows and telescope-observing sessions highlighting seasonal objects and events. Approximately 4300 K-12 students, teachers, and supporting staff visited the planetarium with most groups originating from a 75-mile radius of SMSU. **This year the planetarium got an update to its projector system.**

Greenhouse/Museum of Natural History

Each year numerous K-8 students and teachers as well as various service organizations enjoy a guided tour of the Greenhouse and time in the museum; often coupled with a trip to the planetarium. This year 275 school aged children visited the greenhouse along with other community groups. **Pam Sanders** continues to direct the operations of the greenhouse.

Tom Dilley assumed directorship of the SMSU Natural History Museum due to the retirement of Dr. Desy in December 2017. Since then, there have been several updates to the mineral displays with new cabinets and specimens. **Emily Deaver** and **Tom Dilley** submitted a grant proposal to the David B. Jones Foundation for “Enhancing Educational Opportunities offered by the Natural History Museum at Southwest Minnesota State University”. They received \$45,936 which will be used to continue the updates to this area.

Wildlife Area

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

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

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

educational opportunity for students majoring in Agronomy, Chemistry, Biology, and Environmental Science.

Section II – Current Year’s Activities

This section is not intended to be an all-inclusive list of the Department’s many and varied activities, but rather a selection of ‘highlights’ from the department and its constituent programs.

II. A. Teaching and Learning

All Science faculty taught full loads and often overloads to accommodate the needs of 1) the science programs and science related programs such as culinology and agronomy, 2) to assist with teaching LEP100 and LEP400; 3) provide sufficient offerings in the MNTC; and 4) to cover core courses while other faculty were on sabbatical; leave; or reassigned time for other duties. This year, the science department generated over 7800 student credit hours. This number does not include college now, independent study, directed study, practicum, or internship credits. Furthermore, the exercise science numbers do not include their metro program.

Student Credit hours generated by Science department			
	Fall	Spring	Total
Biol	1545	1248	2793
Chem	902	537	1439
ENVS	863	652	1515
EXSC	896	677	1573
Phys	358	136	494
total	4564	3250	7814
*does not include college now, independent study, directed study, internship credits or the Twin Cities Exsc program			

Science faculty are constantly updating, developing materials, and assessing their courses in a continued effort to support student learning and to provide a high quality and rigorous education. Much of the details on this can be found in individual faculty members PDRs and the upcoming program assessment reports. Below is just a small glimpse of activities in this area

- **Jeff Bell** has been using a series of 8 metacognition activities in EXSC 350 Exercise Physiology course. Data analysis of any same-course effects is underway.
- **Pam Sanders** revised BIOL 201 Introduction to Biodiversity and Evolution lecture and two labs filling in after Betsy Desy’s retirement. Lecture was completely new including PowerPoints for lectures, homework assignments based on current online videos and research articles, and natural history journaling to encourage students’ observational skills and connection to nature. Lab delivery was based on Betsy’s and Pam’s previous

labs (with Betsy's permission) with two completely new labs added. All handouts were revised to revamp lab format.

- **Mostafa Hegazy** began using a new EMG system to teach muscle activation in EXSC 100L: Kinesiology lab. He also used a pressure insole system in capstone research projects. Wider use of the insole system as well as usage of the APDM kinematics system should be integrated starting this Fall.
- **Frank Schindler** started to incorporate Microsoft OneNote® Electronic Laboratory Notebook (ELN) for Chem 232L. The ELN is becoming more popular in academia and in industry. With the help of his Undergraduate Teaching Assistant, Sarah Engels, they have been adapting the ELNs for use in the General Chemistry laboratory sequence and making it more efficient by using the Windows 10 version concurrently with the desktop application. The desktop application's equation and spreadsheet insertion functions make OneNote® much more suitable for a chemistry laboratory.
- **Frank Schindler** continues to use Methods Develop Experiments in Chem232 lab. This method helps students improve their experimental design skills and gain confidence in their chemistry abilities or traditional cookbook labs.

II. B. Scholarly/Creative Activity

Faculty Presentations and Publications:

Dr. Jay Brown published 6 years of laboratory research studying the electrochemical reduction pathways of an algacide known as terbuthylazine (TBA). Brown utilized an electrochemical technique called Controlled-potential electrolysis (CPE) to determine the number of electrons in the reduction and three spectroscopic methods: Mass spectroscopy (MS), Infrared (IR) spectroscopy, and Nuclear Magnetic Resonance (NMR) spectroscopy to determine the structure of the final product. For details, see: J. Brown, J. Electroanal. Chem., 809 (2018) 125–129, <https://doi.org/10.1016/j.jelechem.2017.12.038>.

Jeff Bell had two research publications this year:

Wagner Herbert, Fuchs Patrick, Fusco Andrea, Fuchs Philip, **Bell W. Jeffrey**, von Duvillard Serge P. Physical performance in elite male and female team handball players. International Journal of Sports Physiology and Performance. (Accepted for publication June 2018).

Wollesen Bettina, Mattes Klaus, Schulz Sören, Bischoff Laura L., Seydell L., **Bell Jeffrey W.**, von Duvillard Serge P. Effects of Dual-Task Management and Resistance

Training on Gait Performance in Older Individuals: A Randomized Controlled Trial (2017). *Frontiers in Aging Neuroscience* Vol. 9: Article 15. P 1-12.

Mostafa Hegazy had the following research publication this year.

Embaby EA, Abdallah, AA & Hegazy MA. Relationship between regional lumbar postures and trunk muscle fatigability during standing in chronic low back pain. Proceedings of the 42th Annual Meeting of the American Society of Biomechanics, Rochester, MN, August 8-11, 2018: Accepted.

Jeffrey W. Bell & Ben Anderson presented at the HLC annual conference.

Charting a Path to Assess Student Outcomes: Moving from Frustration to Fruition. HLC Annual Conference Academies Poster Fair. April 2018.

Emily Deaver presented an hour-long interactive session at MN Science Teachers Assoc./ MnCOSE conference in St. Cloud, MN (Nov 10-11, 2017) with co-authors Holly Knudson and Carrie Sueker talking about the Redwood River Mentoring and Monitoring Project.

Emily Deaver was a co-author with Kristen Kovar for a poster presentation at North Central AAAE meeting, Ames, Iowa (Sept. 23-25, 2017). An extended abstract was peer-reviewed and published from this presentation. Deaver and Kovar also did a poster presentation at National AAAE conference in May 2018 in Charleston, SC. Another extended abstract was peer-reviewed and published from this national meeting.

Emily Deaver and **Tom Dilley** created and presented a poster at Assessment Day Feb 2, 2018 on Assessment of ENVIS Capstone Research. Deaver also created and presented a poster at Assessment Day Feb 2, 2018 about assessment of the SMSU Undergraduate Research Conference.

Emily Deaver presented a New Works presentation with Marianne Zarzana “Mallard Island and the Legacy of Ernest Oberholtzer” Feb. 13, 2017. They did a noon presentation at the public library and a 7 pm presentation at SMSU.

Pam Sanders presented a poster on at the 2018 Assessment Day: Assessing Creative Thinking in LEP 400 based on her 5 years of teaching and assessment in her LEP400 course: Sustainability of our Food systems.

Tony Greenfield, Sandy Craner, Vaughn Gehle, and Pam Sanders presented a poster on at the 2018 Assessment Day: *Mapping of Biol 487 rubrics to the LEC core skills rubrics as a means for simultaneous program and LEC data collection.* This poster focused on how the biology program mapped the course assessment data we already were collecting onto several LEC outcomes that the course addresses.

Part of **Tony Greenfield's** summer research work with Ralco was presented at the 2018 Poultry Summit; June 2018.

Other Faculty scholarship

Emily Deaver continued work on the Environmental and Natural Resources Trust Fund grant (ENRTF) she was awarded summer July 2016 (\$39,000) to modify and enhance the Redwood River Mentoring and Monitoring project. In addition to the fall and spring mentoring and monitoring with the local high school and middle school, she coordinated with the DNR to have the fall monitoring on the same date as the Governor's Pheasant Opener weekend and to have the event highlighted as part of the local publicity. She will write the final summary report summer 2018.

Frank Schindler continues to run the Soil Testing Laboratory every year and was able to hire student worker for the summer. This is a valuable service learning program for our students and a wonderful service for our region.

Tony Greenfield continues his research work with Ralco/Agnition. This has been a very beneficial collaboration which provides money for instrumentation and provides a summer research experience for 2-3 students each year. This summer (2018) will be the fifth year for the summer research program which has now expanded to include analytical chemistry work provided by **Jay Brown**. Talks are underway on how to expand this program so that more research and testing can be conducted during the academic year.

Student Research

Jeff Bell's research students had a poster presentation at the American College of Sports Medicine:

Taylor L. Curtis; Landyn Van Overbeke; Antonio Meikel; **Jeffrey W. Bell**. No Effects of Skin Pressure Depth on Reaction Time. Poster Presentation – American College of Sports Medicine. 3223 Board #92, June 2018.

Emily Deaver and **Tom Dilley** co-supervised nine senior capstone undergraduate research projects that were presented at the 12th SMSU Undergraduate Research Conference as a PowerPoint oral presentation. Deaver also supervised one student project in which 2 students created a field guide to the SMSU wildlife area. The students presented a poster at the URC in fall 2017 and the field guide booklets are printed and available to the public.

In addition, two ENVS students presented their work at the Feb. 2018 Posters in St. Paul event and the Minnesota Scholars Regional Conference in Rochester in March 2018.

Pam Sanders supervised 14 students with 5 research posters in fall and 22 students with 7 research posters in spring

Betsy Desy supervised 22 students involved in 8 research projects that were presented during URC

Grants and Funding

Emily Deaver and **Tom Dilley** submitted two grant proposals to the David B. Jones Foundation. They received a call May 2018 that they have been funded: Deaver and Dilley- "Support of the

Southwest Minnesota State University Undergraduate Research Conference” for \$50,011. Dilley and Deaver- “Enhancing Educational Opportunities offered by the Natural History Museum at Southwest Minnesota State University” for \$45,936.

Kris Cleveland received an SMSU Foundation Grant totaling \$5000 for upgrading heart rate monitors for the Exercise Science program. These will be wearable wrist technology with Bluetooth connection to an iPad for virtual display of all wearers.

II. C. Professional Development

Tony Greenfield attended the American Society for Microbiology conference for undergraduate educators (ASMCUE) in Denver, CO in July 2017. ASMCUE is an interactive 4 day conference where educators from across the nation learn and share information on microbiology and introductory biology education research.

Emily Deaver is on the reserve list as an **Associate Editor** of the journal *Bulletin of Environmental Contamination and Toxicology (BECT)* for this year because she took on additional responsibilities as a member of the planning board for the national meeting of the Society of Environmental Toxicology and Chemistry (SETAC), which was held in Minneapolis in Nov. 2017. She helped organize and run the conference which had approximately 5,000 attendees.

Emily Deaver spent a week on Mallard Island (northern Minnesota on Rainy Lake) with a program “Centering through the Earth and the Arts” and while there wrote a “Lichen Hike at Mallard Island”. She also took a class on “Wetland Wildflowers” from the Swamp School, June 29, 2017, and sat in on Tom Dilley’s class on Exploring Alaska (spring 2018).

Emily Deaver and **Tom Dilley** continue to work on a personal area of research focusing on lichen. They have two students who have incorporated lichen studies into the capstone research projects.

Kris Cleveland completed training in Wheelchair positioning to aid students with disabilities with seating system issues. She also completed continuing education current concepts in strength training for youth and elderly populations.

II. D. Service to Students

Supervising Undergraduate Research

The science department believes that undergraduate research enhances the learning of its students and so faculty help supervise numerous undergraduate research projects throughout year. Some of this process includes project design, IRB approval (EXSC), data collection and analysis oversight, and development of student presentations and papers. While all faculty assist with undergraduate research, several faculty should be highlighted for their extensive work in this area; **Jeff Bell**, **Kris Cleveland**, and **Mostafa Hegazy** for their work with Exercise science projects; **Tom Dilley** and **Emily Deaver** with the Environmental science projects; **Pam Sanders** for the Botany projects; and **Betsy Desy** for the Ecology projects. **Tony Greenfield** for his continued summer research

program with Ralco and **Frank Schindler** for his work with students in the Soil Testing Laboratory.

Currently, **ENVS** faculty are supervising 4 senior capstone research projects which include field work and sampling spring and summer 2018. So far, they have spent 2 full days of field sampling and will complete assisting with the fieldwork portion by the end of August 2018.

Emily Deaver took 5 students to the *Posters in St. Paul* for a MnSCU poster session for legislators, and took 4 students to the *Mn Undergraduate Scholars Conference* held in Rochester in March 2018 where she also moderated an oral session.

Emily Deaver and **Tom Dilley** administered the *Arthur J. and Elaine I. Kronke Scholarship*, a scholarship for an ENVS major of either junior or senior standing, and the *Dr. Roger Reede Scholarship*.

Emily Deaver supervised students doing internships:

ENVS student Internships (2016-2017)		
summer 2016	Justin Hill	US Fish and Wildlife Service, Endangered Species Program, Alaska
summer 2016	Melissa Klecker	MN DNR, Forestry Intern, Park Rapids, MN

Student clubs and organizations

Brent Jeffers with students in the Twin Cities coordinate an Exercise Science Club collaboration between SMSU and Normandale Community College students. **Kris Cleveland** served as the faculty advisor for the Marshall campus Exercise Science Club and the SMSU Access Association. **Mostafa Hegazy** served as the faculty advisor for the SMSU Taekwondo Club. **Jeff Bell** supervised the Undergraduate Exercise Physiology Research Group that includes student mentees and other interested student researchers. **Noelle Beyer** served as faculty advisor for the Chemistry club. **Emily Deaver** served as faculty advisor for the environmental awareness club. **Tony Greenfield** and **Vaughn Gehle** serve as advisors for the biology club.

Physical Therapy Clinic

Kris Cleveland was able to provide professional practicum and volunteer experience for six students in the Physical Therapy clinic. Over the course of the academic year, students observing/shadowing Physical Therapy. This was, and will continue to be a great addition for our students working on application for a variety of Rehabilitation and health professions graduate programs. The Physical Therapy clinic saw 370 client visits this academic year.

Other Service to Students

Kris Cleveland provided many hours in supervision and oversight of all activities involving service learning in the Fitness Center. The EXSC Fitness Center saw approximately 1400 client visits in the 2017-18 academic year

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

All science faculty are involved with meeting prospective students throughout the year, participating in admitted student days, and assisting in new student advising. Similarly, science faculty are involved with a wide variety of university committees throughout the year. Below is just a glimpse of additional activities in which science faculty are involved.

Emily Deaver organized students to present their research on the opening day of Gold College (spring 2018) and did a short talk about the URC and field guide. She also participated in a Minnstate video shoot about the Open Textbook Project (Jan 18, 2018) and coordinated filming of her ENVS 180 lab.

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

Emily Deaver continued to coordinate the ***Redwood River Mentoring and Monitoring Project***. This is the 14th year of the project and we have mentored 3641 students. Emily also coordinated the ***Redwood River Cleanup Adopt-a-River project with ADM-*** however, numerous April snowstorms meant we had to postpone the river clean up.

Tom Dilley, Jay Brown, Kris Cleveland, and Ken Murphy conducted sessions at the annual **Science & Nature Conference** (May 2018) to help promote and maintain children's interest in science.

Emily Deaver also prepared 2 posters for the Marshall Green Step Community Forum and recruited student Justin Hill to present them (Oct. 12, 2017) at Red Baron Arena. She also read a book for Library Week (April 11, 2018) at the Whipple Gallery at noon and the public library in the evening.

The Spring 2018 **Wellness and Human Performance** Advisory council meeting was a tour and demonstration meeting. Members were given a tour of the Exercise Science facilities, and students demonstrated many of the new equipment purchases made over the last several years. Students also did demonstrations in SS 147, the EXSC Wellness center, and discussed the importance of the service learning component of their education.

Kris Cleveland continued her participation in the Marshall Healthy 56258 initiative, which develop systems and programs for healthy initiatives to underserved and low-income people in the region. SMSU continues to partner with community members, community businesses, and members of the Marshall government on this important initiative.

Jeff Bell and **Kris Cleveland** led students in a Fitness Assessment event at the Lower Sioux Community

II. G. Assessment

BIOL

Based on training received from Assessment Day speaker Jan Smith, the Biology program revised and condensed Program Goals and Student Learning Outcomes and updated the alignment matrix. All faculty continue to course level assessment in their individual classes; however, much of the information still needs to be reviewed by all program faculty. Much of the recent assessment at the program level has been with our capstone course. The biology program has been maintaining data on the program level student learning outcomes addressed in Biol487: Senior Seminar for many years. A few years ago, we mapped our data collection to the LEP so that we could simultaneously collect data for both our program, as well as the LEP student learning outcomes addressed by our capstone course; specifically, written and oral communication, critical thinking, and information literacy. Faculty have been pleased with most of the student performance over the past few years and so no specific curricular changes have been implemented.

CHEM

The Chemistry program has reviewed and revised their program goals and alignment matrix. Assessment data was collected from the introductory level courses such as Basic chemistry and General Chemistry I and II as well as the capstone level course Chem420. Fundamental mathematics appears to be a barrier to success in Basic Chemistry. Additionally time was dedicated to review fundamental math in order to improve student success. Future assessment is necessary to determine if this will improve the success rate in chemistry. Student assessment results for General Chemistry I show students progressing toward mastery learning, i.e., 80% mastery. A figure that Dr. James Rice, Chemistry Program 2014 External Reviewer said was appropriate for chemistry lecture and lab courses". The same trend does not exist with General Chemistry II, however. More details on this will be provided in the program assessment report. Student assessment results for Chem 420: Sr. Seminar shows a recent increase in the number of students familiar with searching for ACS journal articles and the use of molecular drawing software prior to taking Chemistry Seminar. This appears to be due to curricular changes made in lower level courses.

ENVS

The major assessment effort this year was concentrated on the following courses: ENVS 101, 180, 302 and capstone 390/400. Tom Dilley wrote an Assessment Mini-Grant fall 2017 and received \$200.

Dilley and Deaver both attended Assessment Day on Friday Feb. 2, 2018. Based on training received from speaker Jan Smith, they revised and condensed Program Goals and Student Learning Outcomes and updated the alignment matrix. Deaver and Dilley also prepared the Course Mapping and Alignment Matrix for required classes in the major that are taught by other programs. They updated our assessment timetable and plan for the next two years and then identified what assessment level we are at for our various courses. During Assessment day,

Dilley and Deaver presented a poster on “Long Term Assessment of Environmental Science Senior Capstone Research Projects”. Deaver also presented a poster on “Assessment of the Undergraduate Research Conference at SMSU”.

The ENVS program continues to modify their senior capstone experience which consists of ENVS 390 and ENVS 400. These are independent courses, but both are part of the capstone experience, and therefore, are assessed in conjunction with one another. The program has been ranking the senior projects for many years, and implemented a new refined and detailed rubric for quantitative, consistent analysis.

EXSC

Exercise Science performed assessment on its Capstone Research course in 2016-2017. No specific instructional, pedagogical, or curricular changes were made, but faculty in the program are more aware of student performance in Abstract Writing. A discussion regarding the appropriateness of continued inclusion of English 360 Scientific and Technical Writing occurred without any changes in 2017-2018. Several discussions regarding the appropriateness for each of the emphasis areas in the major for keeping the Capstone course the EXSC 475 Capstone Research occurred. Current assessment is ongoing in content-area courses to determine if students are meeting Student Learning Outcome 1.1 Demonstrate understanding of interdisciplinary content of exercise science including: d) The nutritional and energy needs of the human body during normal daily activities and while participating in a variety of exercise programs.

The continued development of the Service Learning component was enhanced by the addition of a one on one meeting between students and their fitness clients after the 10 week session. This allowed students to critically think about the data they collected, and also provided them with more opportunities for teaching this information. It was very well received by students and clients.

The Department of Social Science

2017-2018 Annual Report

Submitted by Jeff Kolnick, Chair

Departmental Mission:

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

The Department had a seamless and collegial experience welcoming the Marshall ABE program to the building. On the whole, this has worked well and leading to important collaborations with Social Work and Sociology. There remain some concerns about the impact on the department administrative assistant, who is sometimes put in the position of taking on tasks and spending time on ABE issues.

The Social Science Department at SMSU is composed of eighteen full-time members in seven disciplines, plus one administrative assistant. The Department welcomed, Dr. Jim Smalley, who joined our Social Work Program as a tenure tack member. We also conducted a search for new member of our Justice Administration major and will welcome Amanda Sieling to the department in the fall. With the good news of a new member joining us for the fall, we are sad to see the departure of Erin Kline, who contributed much to SMSU over the past few years.

The History Center, the Museum of Indigenous Americans, and numerous student clubs and organizations are also housed under the umbrella of our department. The recent threat to the History Center has the Department concerned and willing to work in all ways possible to sustain that essential institution that serves both the University and region so well.

The Department holds bi-weekly meetings and continues to make considerable progress in advancing program and departmental goals, solidifying assessment plans, improving/revising courses and curriculum and improving the general student-learning environment.

In 2017-2018, the Department participated in several projects with university wide significance:

History Program Review

Sociology Program Review

Social Work Accreditation Review

Sample 4 year plans for all programs

Course Outlines

Social Work re-accreditation application

Academic Prioritization

We also played leadership roles in strategic planning, assessment, the liberal education program, and the Minnesota Collaborative Assessment project.

In terms of credit generation and students graduated, the Department of Social Sciences is at the center of what makes SMSU a successful institution of higher learning. In 2018, the Department of Social Sciences graduated some 102 students with majors, by my reckoning, a little more than 21.4% of the school's total 477 graduates. **It is worth noting that in 2018, SMSU graduated more students than any other department.**

Graduates by program:

History 10

Justice Adm 16

Law Enforcement 1

Political Science 8

Psychology 33

Social Work 23

Sociology 11

Program Accomplishments:

Geography

- The Geography Program seeks to create educational foundations for spatial thinking, geographic thought, the social sciences, and people and environment inquiry. The Geography Program seeks to instill, advance, and spread knowledge of human geography, physical geography, and geographic tools and technologies. The Geography Program seeks to promote, further, and expand knowledge in other areas of the Liberal Arts Education Curriculum of a Comprehensive University.

History

- The History program offers a major and a minor. The program was designed to provide students with a broad foundation in history, and with a special emphasis on writing and critical thinking skills. The faculty members in the history program have specialization in United States, European, Islamic, and Latin American history, as well as the history of the Civil Rights Movement. Many education students specialize in history under the social science licensure. The history program requires all graduating seniors to participate in the undergraduate research conference.
- To help secure a successful Spanish Minor, the History Program began collaborating with the Spanish Program by offering a history course in Spanish as part of the Spanish Minor. The course counts for both the History Major and the Spanish Minor.
- The program has noticed a drop in our number of graduating seniors that seem cyclical. Last spring the program began to improve the major without adding costs. We created an internship course as many of our students were doing internships but receiving credit as independent study. This summer, we have two students taking the internship course

and we developed what looks to be a long term relationship with the Redwood County Historical Society.

- This coming academic year the historians will augment our Historiography course to include a careers demission that will provide professional exposure to public history (archives, museums, local historical societies, legal, etc.).
- In 2018, the historians completed our program review.
- Dr. Williford gave an invited lecture to Integración Cultural Colombiana en Minnesota and helped the Nobel Peace Prize Forum, affiliated with Augsburg University, prepare for the arrival of Nobel Laureate Juan Manuel Santos.
- Dr. Kolnick gave MLK Day talks at Middle Tennessee State University and University of Tennessee, Chattanooga.

Indigenous Nations and Dakota Studies

- Indigenous Nations and Dakota Studies (INDS) promotes awareness of native cultures and peoples in the U.S. through an examination of the ways in which traditional native cultures have persisted and adapted over time and how these cultures are expressed in present-day life and affairs. Due to budget constraints, the full time position was cut several years ago. Course offerings are limited, but efforts continue to revitalize this program. Recently, after much discussion and general disappointment at the unwillingness of the administration to provide permanent staff support, the INDS Program decided to revitalize the minor without any new staffing. There was considerable revision of the curriculum. In 2015, the SMSU Anthropology Museum was transformed into the Museum of Indigenous Peoples. Mike Hofstetter led this development and supervised three undergraduates in internships to complete this project. The collection of William Hezlip was generously donated and serves as the core of the museum exhibit. In 2016, the INDS Program graduated its first student with a minor in many years. Don Robertson and Teresa Peterson have served as adjunct instructors for this program. With the retirement of Dr. Robertson, we are working more closely with Dr. Peterson. In 2016, the INDS program had its first graduate since the minor was reinstated. As of spring 2018 there are 3 enrolled in the minor.
- The program has the chance to create some stability by moving in the direction of a tenure track position. Last academic year we proposed entering into an MOA with the Faculty Association to allow us to offer a tenure track position at 25% time. Because SMSU is located close to several Dakota Communities, we have a number of highly qualified professionals who would be interested in such a position. The additional cost to SMSU would be small compared to the advantages of rebuilding our relationship with the local Dakota and indigenous communities. SMSU already pays for six credits of adjunct/overload each year for the INDS program, and these classes regularly fill. As of spring 2018 there are 3 enrolled in the minor. 27 students enrolled in the INDS course in the fall of 2017 and 19 enrolled in the INDS course in the spring of 2018.
- The INDS Program, led by Dr. Teresa Peterson, facilitated the visit of eminent scholar and educator Thomas Peacock to campus. Dr. Peacock visited many classes and met with numerous students, faculty, staff, and community members.

Justice Administration

- The Justice Administration (JA) program was created in response to the growing

- demands of providing academic training for students preparing for careers in criminal justice. This academic program includes a major in Justice Administration, a minor in Criminal Justice and a BAS in Law Enforcement. The Justice Administration program covers the criminal justice system at all levels, and provides students with the opportunity and assistance to acquire knowledge of the roles of policing, courts, laws, and corrections.
- Following a difficult year in 2016-2017, when longtime JA Professor Bill DuBois passed away, the program rebounded with the hard work of Professor BC Franson and fixed term member Erin Kline. The JA program held a search for a new tenure track member who will join us in the fall. Dr. Kline and Professor Franson did significant work on addressing sexual violence on campus and organized several well attended events in the spring.

Psychology

- The Psychology program was designed to offer students an understanding of the major approaches, theories, and methods of psychological science and to prepare students for either graduate school or a career in the mental health professions. The Psychology program offers a major and a minor. The faculty are broadly trained in the areas of personality, counseling, cognitive psychology, social psychology, neuroscience, and industrial/organizational psychology. The coursework emphasizes both the theoretical and experimental aspects of the field, as well as the practical and applied aspects. Distinctive classes in the major include a Freshman Seminar in Psychology and a Junior Internship experience.
- The Psychology Program spearheaded the development and execution of the new computer and research lab in the Social Sciences building that has exceeded expectations in terms of use by every program in the department. Its focus on undergraduate research has helped increase the focus on scholarship in the building.
- The program continues to model how we can use our undergraduate clubs to engage in area schools to build pipelines to SMSU.
- The Psychologists also played a catalytic role in securing space and staff support for the Office of Civic Engagement.
- Professor Ben Anderson presented a poster with Professor Jeff Bell titled "Charting a Path to Assess Student Outcomes: Moving from Frustration to Fruition" at the HLC conference in Chicago this April.
- Professor Anderson and Professor Scott Peterson have been mentoring an independent research project with one of our psychology seniors, Matthew Cady, who presented a poster on the "Effects of Dynamic Visual Noise on Levels of Processing" at the Minnesota Undergraduate Psychology Conference held at Carleton College this April.
- Anderson will give a talk at the Psychology One Conference at Duke University this June titled "Teaching and Research Implications for an Automated Version of the Metacognitive Awareness Inventory".
- Anderson served as a reviewer on the manuscript titled "Older Adults Encode More, Not Less: Evidence for Age-related Attentional Broadening" for Aging, Neuropsychology and Cognition.

Social Work

- The Bachelor of Science in Social Work is accredited by the Council of Social Work Education. Students must apply for acceptance into the major and are trained for a career in generalist social work practice. The program provides students with the knowledge, skills, and values necessary to practice on an entry-level with individuals, families, groups, organizations, and communities in a variety of practice settings. The specialty areas of the faculty include poverty, hunger, diversity issues, and addiction. Students who major in Social Work are required to participate in an intensive Field Practicum internship experience. The program also provides a Social Welfare minor for students interested in the area but not majoring in Social Work. The program is extremely active in service learning for our region.
- The Social Work Program rebounded admirably after the uncertainty of 2016-2017 with the arrival of Professor James Smalley. The Social Work students are well pleased and excited about the future.
- Dr. Smalley had the opportunity to present Dr. Christine Black-Hughes (Social Work, MSU Mankato) and his research on "Evaluation of a Sexual Exploitation Prevention Program in Rural Minnesota" at the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) European Regional conference in The Hague, Netherlands. The conference was held October 1-4, 2017 at the World Forum in The Hague.
- The Social Work Program went through its reaccreditation process and the results are still in process. The program is confident of a positive outcome.

Sociology

- The Sociology program provides students with a broad base of theoretical perspectives and methodological techniques, as well as a broad content base with sociological applications. The program encourages a commitment to socio-cultural and international awareness, societal diversity, social justice, and an awareness of social inequality. The specialty areas of faculty in the program include inequality, gender issues, social movements, consumption, aging, the family and family violence. Graduates with Sociology majors are encouraged to enter a variety of careers, including social service, business, labor, government, criminal justice, and some elect to pursue graduate studies. In addition, students may complete the Sociology minor.
- Professor Vicky Brockman's book on social movements in Southeast Asia continues to sell well and has been cited more than 70 times in different publications.

Political Science

- The S.M.S.U. Political Science Program 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.
- Over the last year the program worked with the City of Marshall to develop a format for a standing internship program while maintaining its customary load of six-eight internships. Over the last two years we have supervised internships with such varied

hosts as a law firm in Glencoe, the Armenian National foundation in Washington, and a lobbying firm in Madison, WI.

- Douglas Simon holds the rank of colonel with the Minnesota National Guard. When promoted to this rank he was appointed Staff Judge Advocate for Minnesota, where he is responsible for policy and administration of the Minnesota Judge Advocate Corps. This entity includes approximately 35 Army and Air Force National Guard judge advocates and 30 paralegals. Also, he serves as the primary legal advisor to Minnesota's Adjutant General, Major General Richard Nash, who serves as the executive officer of the Department of Military Affairs (the formal name for the Minnesota National Guard).
- Since January 2015 David Sturrock has served on the Marshall City Council, representing Ward Two (the southern one third of the city). In 2017, he was elected by his colleagues as Council President Pro Tem. He is a board member for the Coalition of Greater Minnesota Cities; Chairman of the Marshall Area Transportation Group, which advocates for regional highway improvements; and is a member of the Business Development and Government Affairs Committees of the Marshall Area Chamber of Commerce. He served as Parish President for Good Shepherd Lutheran Church for 2013-2017. He has served as Chairman for Cub Scout Pack 238 since 2015.

Full time or fixed term Faculty (2017-2018)

Cindy Aamlid, Associate Professor of Sociology

Benjamin Anderson, Assistant Professor of Psychology

Vicky Brockman, Professor of Sociology

Corey Butler, Professor of Psychology

BC Franson, Associate Professor of Justice Administration

Michael Hofstetter, Professor of History (on sabbatical Spring 18 and Fall 19)

Erin Kline, Assistant Professor of Justice Administration (not returning)

Jeffrey Kolnick, Professor of History

Kerry Livingston, Associate Professor of Sociology

Christine Olson, Professor of Psychology

William Pavot, Professor of Psychology

Scott Peterson, Professor of Psychology

Rick Robinson, Associate Professor of Social Work

James Smalley, Assistant Professor of Social Work

Doug Simon, Professor of Political Science

David Sturrock, Professor of Political Science

Thomas Williford, Associate Professor of History

Social Sciences Participation in undergraduate research: Student Academic Presentations:

SMSU Campus Presentations: 12th Annual Undergraduate Research Conference at SMSU.

- There were over 34 posters and 6 oral presentations of students from the Social Science Department at the SMSU Undergraduate Research conference in the fall. Social Science faculty have encouraged student participation in the conference by incorporating poster projects and presentations into their course assignments. The department has played an important role in the success of the Undergraduate Research Conference at SMSU.

Teaching and Service:

Museum of Indigenous Americans:

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

History:

- History faculty participated in the WWI Commemoration events and helped organize the panel discussions on 1968. They also sponsored speakers for the MLK Breakfast, Black History Month and planned a Women's History Month event. Historians are also active in Gold College.

Social Work:

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

Psychology:

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

Sociology:

- Sociology like Psychology continues to actively engage in assessing and updating of the College Now program.
- Led by Professor Kerry Livingston, Students from the Summer Bridge program completed field research for a series of photographic essays they completed on social class inequality. With the help of her colleagues Dr. Rick Herder, Cassie Williams, and Michele Sterner, students collected evidence and thoughtfully applied sociological concepts and theories to what they were observing in the field. *A Tour of MLK's Legacy and Beyond: A Collection of Visual Projects by SMSU Students* opened in January of this year.
- Mu Mu Aye and members from the Sociology Club collaborated on a visual sociology project that examined characteristics of college towns. Students did field research in Dickinson, ND; Sioux Falls, SD; Brookings, SD; and here in Marshall. Images and captions from this project, along with those from the Summer Bridge project, were on display in the Office of Civic Engagement this fall, and displayed again during a research symposium at South Dakota State University.
- Professor Livingston collaborated with Dr. Bob Dorlac and Dr. Peter Lothringer on an interdisciplinary program this spring. Students from SOCI 220 (Social Problems), ART 221 (Painting), as well as students and faculty from the SMSU music program shared work that exemplified the key tenets of each theoretical perspective in sociology.
- Sociology remains vitally active in the URC.

Justice Administration:

- Remains a model in how they prepare students for professional life with mock interviews and resume writing work.
- Completed a search for a new tenure track faculty member.
- Played a vital role in pregameing relating to violence against women and Professor BC Franson remains in a leadership role in the New Horizons Crisis Center.

College Now Program:

- As noted above, the College Now program continues to undergo significant improvements and revisions. Our department remains an active participant in the process of improving the quality of instruction, and in reviewing the academic preparation of the high school onsite teacher applicants. We have worked to tighten the oversight of courses taken off campus and to encourage uniformity in syllabi, instructional materials, and assessment instruments.
- This past year, 65 different CN sections were offered (24 General Psychology and 13 Intro to Sociology, 4 Geography, 24 Political Science). Our Social Science CN faculty held a total load of 38.18 credits. This year, we set a record for College Now Credits offered through the Department of Social Sciences. We are seeking it. The numbers are clear, the Department of Social Sciences is committed to growth in College Now.

Six-Year CN Numbers Comparison

Year	Faculty Load	Students	Credit Hours
2017-2018	38.18	1248	3744
2016-2017	36.86	1229	3687
2015-2016	26.34	889	2667
2014-2015	22.04	Not given	Not given
2013-2014	32.25	720	2157
2012-2013	27	673	2019

Civic Engagement Center:

- Continue to reconstruct the Center for Civic Engagement Website, including: review of websites of model higher education civic engagement centers; development of online forms for enhanced communication about volunteer and service-learning opportunities; development of online database of service sites; update of service-learning handbooks and assessment forms; review of relevant resources related to variety of forms of civic engagement; highlighting civic engagement activities/initiatives of SMSU students, faculty and staff, and regular contact with webmaster and tech support staff.
- In conjunction with the Office of Civic Engagement, the Sociology Program worked with the Summer Bridge program to offer an exhibit on MLK.

History Center:

- The SMSU History Center remains an active and valued part of the Social Science Department. The History Center is a regional archive affiliated with the Minnesota Historical Society. As such, it is an official depository for public records in this region and serves individuals and local communities. Moreover, it is an essential resource for the History Program and History students, and for other students perusing local research. This year, Jan Louwagie continued to demonstrate an impressive record of community and regional service. She has intensified her outreach to regional museums and collections in conjunction with the Minnesota Historical Society. The center continues to benefit from Jan Louwagie's expertise and the excellent work of students and community volunteers.
- We are deeply concerned about the future of the Center and will work intensely and collaboratively to maintain it on campus.

Assessment Activity:

We will add Assessment plans to this report as they come in, which in some cases will be this fall. Complete Assessment Plans will be provided early in the fall.

1. Department members continue to take an active role in facilitating campus wide assessment activity including assessment of the Liberal Education Program. In particular, the work of Christine Olson, Scott Peterson, Cindy Aamlid, and Kerry Livingston, Tony Amato stand out as models of faculty work on assessment.
2. Department members participated in several campus wide assessment workshops tied to HLC visit.
3. Programs have continued to reexamine and to modify their Program mission statements along with desired outcomes. In addition, programs have updated course

- maps and worked on aligning where our course outcomes meet LEP outcomes.
4. Program Assessment Files have been periodically updated and electronic versions of documentation are being gathered and placed in appropriate locations by Administrative Assistant Dawn Bahn. We anticipate including this data in next year's department report.
 5. Programs are continuing to develop and modify 2-5 year assessment plans.
 6. Self-study reports have been gathered and filed in Social Science Department electronic filing system.
 7. Programs have submitted copies of current versions of syllabi for electronic filing.
 8. Programs have submitted copies of assessment tools on an on-going basis to the Administrative Assistant for filing.
 9. College Now course instructors continue to develop and modifying routine assessment instruments.
 10. Programs are engaging in a discussion of assessment data and have modified and adjusted courses and course content accordingly.
 11. Social Science Department continues to respond to updates requested by the Dean and Provost (e.g., request by Committee for Institutional Assessment to submit assessment reports/updates for HLC Assessment t-drive).
 12. Social Science programs have utilized assessment data and reporting in course updates and revisions.
 13. Social Science Faculty represented on the CIA and the LEP committee where they engage in extensive planning on assessment.

Student Trends:

In the academic year 2017-2018, the Social Science offered a total of 146 courses. Some of these courses were taught by adjunct instructors and a few were taught by faculty on overload, but most were part of the normal teaching load. As of spring 2018 a total of 332 students are listed as majors and 89 listed as minors within the Social Science Department. Our student/faculty ratio, of full-time faculty members to students majoring in the department is 20 to 1.

Social Science Department Major/Minor Data		
Degree	Number of Majors	Number of Minors
History	38	3
Justice Administration Law Enforcement	67 1	(2 criminal justice)
Psychology	105	40
Sociology	29	23
Social Work	66	(6 social welfare)
Political Science	26	6 pol sci (1Pub Adm, 5 Pub Rel)
INDS		3

Social Science Department Course Data			
Number of courses	Fall	Spring	Summer
History	11	7	1
Justice Administration	7	7	

Psychology	20	20	7
Sociology	13	13	3
Social Work	8	7	
Political Science	8	6	1
Number Enrolled by semester	Fall	Spring	Summer
History	267	189	12
Justice Administration	176	203	
Psychology	483	460	97
Sociology	341	317	56
Social Work	133	110	
Political Science	178	128	15

Student Club Activities:

The faculty of the Social Science Department are committed to student growth and development. The Social Science Building has dedicated numerous rooms to student club space. Following is a list of the student clubs and organizations that were advised by faculty during AY2017-2018. Most of these clubs meet in the Social Science Building with academic advisors frequently in attendance.

College Democrats	Advisor: Tom Williford
History Club:	Advisor: Jeff Kolnick
Criminal Justice Club	Advisor: BC Franson
Oyate Wowinape	Advisor: Michelle Sterner
Psi Chi	Advisor: Scott Peterson
Psychology Club	Advisor: Christine Olson
Student Social Work Association	Advisor: Rick Robinson
Sociology Club	Advisor: Kerry Livingston

The activity of student clubs varies from year to year, though most of the groups listed met regularly in 2017-2018. Group activities included fund raising, hosting guest speakers, traveling and giving poster presentations at academic conferences.

- The History Club sponsored the WWI and 1968 series and as usual participated in planning and support for Black History Month and Women's History Month. They also had two successful visits from alumni talking about professional life after the History Major. The club meets weekly on Tuesday afternoons and at each meeting students present on a common topic.
- Psychology faculty participated with Psychology Program faculty in Annual Graduate Studies Panel (sponsored by Psychology Club)
- Sociology club members attended the annual Great Plains Sociological Meetings and the SOM Annual Meetings. Students presented their posters in the Student Poster

Competition at the Great Plains Meetings.

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

Student Scholarships:

The following students were awarded Scholarships for the 2017-2018 academic year:

Student	Scholarship	Major	Award
Donna Bastemeyer-Parlin	C. McNally Scholarship	History	\$375
Levi Magnuson Carter Cook	History Scholarship	History	\$375 \$250
Laurie Ourada	Robert White Scholarship	Sociology	\$325
Laurie Ourada	Joseph Amato, Sr. Scholarship	Sociology	\$375
Samantha Onken	Nick Roberts Memorial Scholarship	Psychology	\$525
Megan Cull	Sociology Scholarship	Sociology	\$400
Chase Hamilton		Sociology	\$400
Jessica Craigmile	Psychology Scholarship	Psychology	\$600
Hannah Stremmel	Cowan Scholarship	Psychology	\$250
Jessica Craigmile	Maynard Brass Scholarship	Psychology	\$150
Cassidy Rettmann	Perryman-Visser Scholarship	Accounting	\$425
Emily Amundson Taylor Beske Doria Drost Nicholas Malecek Jacob Samp	John Zwach	Agricultural Ed Marketing Marketing Agri Bus Pol Science	\$1200 \$550 \$1500 \$450 \$1500
Isabella Erickson TBD	Political Science	Pol Science	\$500 \$500

Budgets:

Budget Info for AY 2017-2018: These ending balances/figures are from the month ending June 30, 2018.

Program	2017-2018 Allocation	2017 Carryover	2017/2018 Total	6/30/18 Ending Balance
Justice Admin	892.00		892.00	0

Psychology	1511.00		1511.00	0
Social Work	2701.00		2701.00	0
Sociology	1422.00		1422.00	0
History	1283.00		1283.00	0
Anthropology	55.00		55.00	0
Indigenous Nations & Dakota Studies	137.00		137.00	0
Geography	510.00		510.00	0
Pol Science	1170.00		1170.00	52.20

Administrative Staffing:

Social Science Administrative Assistant

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

Social Science Department Five-Year Plan:

Restore and revitalize the Indigenous Nations and Dakota Studies program.

Restore the Anthropology minor.

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

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

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

Continue to maintain the Museum of Indigenous Americans.

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

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

Work to save the Social Sciences Building.

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

2017-2018 Writing Center Annual Report prepared by Dr. Lori Baker

Context

Dr. Lori Baker received 3 credits (1/8th of load) reassigned time to direct the SMSU Writing Center. This amount of reassigned time essentially enables the daily functioning of the Writing Center, with time spent towards budgeting, payroll, scheduling, ongoing training, minor revisions to the web site, and basic communication and publicity efforts.

The Writing Center relied on 11 undergraduate student tutors over the course of the academic year (see Appendix A). Four tutors returned from the previous year, and seven were newly trained.

During Fall 2017, both ENG 480 (one-credit course open to students in any major) and ENG 490 (three-credit course required of Communication Arts and Lit/Secondary Education majors) were offered; these courses provide training for the tutors, and the students in the courses contribute practicum hours (described further in sections that follow).

Emily Williamson was the student coordinator during the 2017-2018 academic year; she met with Dr. Baker bi-weekly and helped to coordinate the daily needs of the Writing Center.

Budget

The operating budget provided for the Writing Center was \$4396. This was the same initial budget on paper as the previous fiscal year, so there was no budget reduction in that sense. However, in FY 17 there was both a budget cut and a later infusion of funds that brought the budget back up: after an initial cut of \$445, an additional \$500 was provided by the Provost when the demand for services was high. Thus the previous year's real budget was \$4896. In essence, then, this past year's budget reflected a \$500 cut, as shown in the table below.

FY 16	\$4841
FY 17	\$4396 (-\$445 from previous year) <u>+\$500</u> mid-year from Provost's budget \$4896
FY 18	\$4396

The budget is largely used for student payroll; 80% of this past year's budget (\$3522) was spent on student payroll. The other major expenditure (\$715) is for our annual subscription to WOnline; while this is fairly significant (16% of the budget), this subscription provides our scheduling software, online tutoring platform, and database functions, which help us generate

reports and track usage. It helps substantially and provides an easy way for students to make appointments (all done online) and receive the help they need. The cost of this subscription has not gone up in many years despite the improvements they continue to make each year to the platform. We are frugal during the year to make sure that most of the budget is used for payroll and so incurred only minor copying charges for our bookmarks and table tents/PR. We will use the small amount of funds remaining to buy some office supplies.

In addition to using regular student payroll, we were fortunate to have two tutors with some work study funds to contribute. Their work study funds of \$360 provided 27.5 hours of tutoring. It is difficult to rely on work study funds, as by the time students become tutors in the Writing Center, many are entrenched in work study positions in other offices, where they are usually beloved and reliable employees already.

All paid tutors are paid the SMSU student salary. During this past fiscal year in January, that rose from \$9.50 to \$9.65 per hour, which had to be factored into the budget and affected the hours available slightly.

Significantly, in addition to paid payroll, during the fall semester we had seven practicum tutors who contributed hours as part of their requirements for either ENG 490 or ENG 480. Three students in ENG 490 contributed 97.5 unpaid hours (three students at 32.5 hours each) of tutoring and four practicum tutors in ENG 480 contributed 52 unpaid hours of tutoring per the practicum requirement in that course. This is a total of 149.5 practicum hours in Fall 2017.

Tutor Training

Tutor training occurs in two ways: through formal coursework and through ongoing staff meetings.

Training Courses

This past year, both ENG 480 Tutoring Writing (five weeks, one credit) and ENG 490 Contemporary Composition Theory and Pedagogy (semester-long, three credits) were offered. The first five weeks of ENG 490 are the same as ENG 480 and so the two courses are offered concurrently (with only the three credits of load taken by the instructor). These five weeks consist of baseline training for writing center tutors. Materials covered include basic writing tutorial best practices, writing process theory, one-to-one conference communication skills, an introduction to working with students for whom English is not their first language, and other skills essential to the tutoring of writing. ENG 480 students are required to complete a practicum element of tutoring for 13 hours (one hour a week after the first several weeks of class) during that fall semester. ENG 490 students must complete 32.5 hours of tutoring (2.5 hours a week for 13 weeks). Students from these classes are then given priority to be hired on regular student payroll if they wish to apply to continue to work in the Writing Center.

Staff Meetings

Training continues in staff meetings and in informal methods, often with materials created by the student coordinator and available to the tutors in the Writing Center during any downtime. In the fall, we held two staff meetings, and I also treated the tutors to half-apps at Applebee's to celebrate the end of the semester together in December. In spring semester we held three staff meetings, culminating in a potluck to honor our graduating tutors. The agenda items over the course of the year included the following:

- A broad-ranging discussion with ENG 099 instructors (Melanie Gatchell and Steve Linstrom) who attended the meeting to discuss the needs of their students
- An equally engaging and interesting discussion with College Now English instructors (Eric Doise, Lisa Lucas Hurst, and Michael Albright) to inform the tutors how the College Now classes operate and to review what our tutors have noticed during those tutorials and what information could be relayed back to the high school teachers
- Assessment planning during which we set collective and individual goals for improvement
- Research tips and advice for interacting with the research librarians
- A review of safety issues and what to do in case of a crisis
- A review of the Writing Center web site after the changes that occurred during the university's web site revision
- A review of the videos that were created about the Writing Center for last spring's Writing and New Media course
- Mid-year review of our collective and personal goals to ensure the tutors were working on them
- Introduction of the revised appointment form questions and suggestions for editing
- Information about voice-to-text possibilities on the different technology platforms and an initial discussion about whether that would be useful during tutoring sessions, especially for some students who might like the scribing
- Training and information on gender-neutral pronoun or non-binary pronoun use and discussion about how that is important and relevant to (and essentially already a component of) our tutoring practices
- Discussion of the development of EMLS reading and speaking support (recruited a tutor to support Dr. Vierstraete's mentee student in this effort)
- Collective review of Emily's table tent design and other PR efforts
- Much of the usual ongoing review of how well the writing center is functioning, training on operational items, and addressing any questions or concerns
- Further review of the correct format for APA, with discussion about some preferences different instructors have
- Final assessment of how well we met our collective and individual professional improvement goals

Student Coordinator Meetings

In addition to all-staff meetings, Dr. Baker and student coordinator Emily Williamson met bi-weekly. Emily aided Dr. Baker in reminding the other tutors about submitting timesheets, helping to develop the agenda for staff meetings, creating materials such as bookmarks and table tents for PR, putting materials on the t-drive, and managing the Writing Center's email account and client report filing.

Awareness and Campus Education

Dr. Baker made use of multiple outlets to publicize the Writing Center and to continue to educate students and faculty on what the Writing Center tutors are able to do. This entailed announcements on email (with specialized emails sent to faculty identified as strong users of the Writing Center as well as emails sent to all faculty on the SmSUFA listserv), on SMSU Today, and at Faculty Assembly; the duplication of bookmarks and other handout materials; presentations to RN-to-BSN student groups each semester; and tutor participation in the fall Student Services fair and the spring Mustang Palooza. An additional activity this year was a Writing Center program in March in the Aquarius residence hall, where three of our tutors and Dr. Baker provided tutoring and information to the residents in the hall. Although Dr. Baker was not provided direct access to the Writing Center web pages, she directed LeeAnn Teig to make several brief edits.

Dr. Baker also hosted a table for past tutors at the all-school 50th reunion in October, which was a very enjoyable evening reminiscing and introducing some of the current tutors to past ones.

The SMSU Writing Center is fortunate to have an endowed scholarship available for Writing Center tutors who are returning the following year. Because of the strength of the applicants, the faculty committee awarding the Walt Mann Memorial Scholarship for Fall 2018 decided to split the award in the following manner this year:

- \$400 Sariah Cheadle (to be awarded only upon her return in spring semester 2019, since she will be studying abroad in the fall)
- \$375 Emily Williamson
- \$250 Nicole Berning
- \$250 Madyson Yost

The committee also discussed some possible changes to the application questions to clarify the nature of the application essay and discussed creating a scoring guide to help review future applications.

Evaluation, Assessment, and Continuous Improvement

Assessment: Usage and Client Evaluations

The SMSU Writing Center again had a very successful year in terms of its usage rate. For most writing centers, assessment is related to usage statistics (data which the SMSU Writing Center online scheduler gathers). In addition to gathering data about usage statistics, the SMSU Writing Center also gathers client satisfaction data via a survey that the online scheduler

administers (in the form of an email containing a link to a survey). These statistics enable us to identify trends and learner needs and make improvements as necessary. What follows is a brief summary of assessment results as they relate to usage and client evaluations.

Fall 2017 Usage Statistics for the Writing Center

During the Fall 2017 term, the Writing Center provided **365** 30-minute tutorials in these categories:

- 163 face-to-face tutorials made by appointment; and
- 202 online appointments (includes both chat [35] and e-tutoring [167] appointments).
- This represents about the same percentage face-to-face (45%) as online (55%) as last fall's ratio.
- This reflects an excellent 85% usage rate (appointments made compared to appointments available); if we look at the usage rate from Sept. 18 (several weeks into the semester) through finals, it rises to 91.5%. From mid-term to the end of finals, the usage rate was 96%.

Fall 2017 Client Evaluations of the Writing Center

In Fall 2016, **46 clients** completed online evaluations with these results:

- 89% of those surveyed rated their session excellent to good.
- 91% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (78% strongly agreed).
- 94% said they would recommend the writing center to their peers.

These results are almost exactly the same as Fall 2016.

Spring 2018 Usage Statistics for the Writing Center

During the Spring 2018 term, the Writing Center provided **364** 30-minute tutorials in these categories:

- 183 face-to-face tutorials made by appointment; and
- 181 online appointments (includes both chat [31] and e-tutoring [151] appointments).
- This represents about a 50-50 split of face-to-face (50%) to online (55%) appointments, a slight decrease in face-to-face compared to Spring 2017 (53%) yet more face-to-face appointments percentage-wise than in fall. This might have to do with the number of required visits from off-campus/online programs such as in Education, fewer College Now English writing courses in the spring (as we saw more of these students online in the fall), or it could be due to the preferences of the students who use the services in the spring. We'll be able to track this more going forward.
- This reflects a 70% usage rate (appointments made compared to appointments available). If we look at the usage rate from Feb. 5 (several weeks into the semester) through finals, it rises to 76%.

Spring 2018 Client Evaluations of the Writing Center

In Spring 2017, **37 clients** completed online evaluations with these results:

- 97% of those surveyed rated their session excellent to good (none rated it fair or poor).
- 100% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (78% strongly agreed).
- 94.6% said they would recommend the writing center to their peers.

Our overall usage rates and evaluation results demonstrate that the SMSU Writing Center is a valued service that is well utilized.

Assessment: Improving the Appointment Form

In addition, in Spring 2018 we changed the appointment form in two ways to provide some additional data for us. We look forward to finding out how these answers might trend in the future, and we'll use the information to help guide our tutor training efforts as well.

- 1) We added a question about whether or not students were required to come to the writing center.
47% of students were required to visit, 48% not (the 5% missing look like they left it blank)

- 2) We created a checklist of things to choose from instead of an open-ended question about what they wanted help with.
Students could choose up to three items from the options. The full list of choices can be found in Appendix C, which shows them ranked in order of most to least. Clearly the most popular are still "overall review" and "punctuation and grammar," but the results also show that a number of students want help with organization and transition strategies, issues that reflect not only writing but critical thinking development. APA documentation is also a higher concern than MLA, reflecting the majority use of that particular documentation style. Fortunately, these issues were on our staff agendas or focused on in this past year's professional development goals described below.

Assessment: A Focus on Tutor Learning Goals and Improved Practices

Following the practice that Dr. Henning implemented, an additional assessment activity focuses on tutor learning and improvement goals. Improving tutor knowledge and resources is fruitful not only for the tutors but for the students they work with.

- 1) Each tutor creates a personal learning goal. We discuss ways they can track their progress, and at the final meeting of the academic year, each tutor writes a reflective paragraph summarizing their progress and results.
- 2) In addition, we also set collective improvement goals.

One way we improved the process this past year was by having the returning tutors set their personal learning goal at the start of *fall* semester, with the practicum tutors listening and learning from what the returning tutors were doing. Then in January, any practicum tutors who were hired on regular payroll also set goals.

In reviewing this past year's learning goals, methods, and outcomes, one thing in terms of the process we can continue to improve upon next year is to work on how the tutors structure their methods and develop ways to create better tracking of their progress.

The full list of goals can be viewed in Appendix B. A few of the notable goals and results from their work include

- using the resources such as the whiteboards and iPad to create visuals for students and to connect them directly to resources they can use later
- increased reflection and purposeful approaches that keep them from falling into doing the same rote thing with every student

A common goal among several tutors was how to engage students who are required to come or otherwise unenthusiastic. Considering our initial findings from our appointment data about how many students are required to come, their findings were helpful for the group to consider. Their findings overlapped: each found that a slightly different approach in which they focused on the introduction, conclusion, and organization first seemed to make a difference (rather than reading through the whole paper right away as we standardly do). They had a good discussion about the tips and strategies they developed for themselves.

We also created some collective improvement goals, related to issues that the tutors identified that would help improve students' and tutors' experiences with the Writing Center. We set these improvement goals in the fall and reviewed them at the start of spring semester. The three collective goals and their related outcomes are as follows:

- Help improve students' perceptions and understanding of the online tutoring formats
 - Dr. Baker did more focused PR about the different types of appointments and standardized how she described the e-tutoring appointments as being "like an appointment for the paper" since the student did not need to be online compared to the chat
 - Dr. Baker changed some of the language on the appointment site to clarify the differences
 - More students remembered to attach their paper and we had fewer complications this past year
 - Tutors were trained to always look for an attached paper and respond to it even if the student had signed up for a chat or face-to-face appointment
 - One tutor had a demanding chat appointment in which the student was disrespectful; we debriefed this appointment and discussed as a group what responses should be in such situations
- Work with professors to inform them of scheduling availability (to decrease student anxiety, especially when required to come)
 - Dr. Baker made announcements at SmSUFA in which she periodically updated faculty on openings on the schedule, demonstrated the scheduler, waitlist feature, and corresponding instruction video link, and requested any faculty who

- were requiring the Writing Center to visit with her first (though only 2-3 faculty did)
- Dr. Baker directed students who contacted her about not being able to get into the Writing Center to SmartThinking, walking them through the process to submit their work
 - Faculty learned about the availability of SmartThinking at SmSUFA assembly; some instructors indicated they would pass that information on to students.
 - Explore additional PR and education efforts
 - Dr. Baker met with a Marketing class group who took the Writing Center on as a client for a project. Unfortunately, their resulting project was never provided back to the Writing Center.
 - Librarians, 099 instructors, and College Now mentors came to our staff meetings to meet the tutors and discuss ways to interact and guide students about our services
 - Table tents were created and distributed throughout the library
 - Napkin holder signs for the Residential Dining area were created and will be put in place next fall
 - Three tutors and Dr. Baker participated in a Residence Hall program dedicated to the Writing Center
 - Dr. Baker increased her announcements at SmSUFA and on the SmSUFA listserv
 - One tutor went to three classes to give information about the Writing Center; Dr. Baker met with the incoming Rn-to-BSN students each term
 - Tutors participated in the Student Services Fair and the Mustang Palooza
 - Dr. Baker contacted the entire faculty body (in addition to English faculty and select student services personnel as in the past) about recommending students to be tutors
 - Some minimal updates were done on the web site, but this remains an area to improve

Technology Improvements and Challenges

As noted in last year's report, we were fortunate to procure an iPad, with funding provided by the English Department. The tutors again reported this year that they were grateful for the iPad, as they use it frequently during face-to-face sessions. They were able to look up citation information and other examples, look at students' papers online together, and access the scheduler to help students make return appointments.

This past year, we requested and TRC was able to provide a Mac desktop in place of one of the PCs. We've had a slight increase in the number of students who have sent us documents created in Pages (Apple's word processing program), and we have not been able to open those. While our instructions clearly state to upload papers in .doc, .rtf, or .pdf formats, students don't always see these instructions, and we are trying to accommodate students as much as we can. Although I don't think we ended up having anyone submit this kind of paper format in spring

semester after we had the Mac installed, it's good to know we have the capability moving forward. We also have some tutors who prefer using a Mac platform.

An ongoing challenge has been having usable t-drive access. Because the t-drive is a protected server, each term I have to send in a list of tutors qualified to have access. The Writing Center t-drive folder is only available to the tutors on the Writing Center machines. We've had quite a few headaches with the t-drive first being named incorrectly once it was installed (confusing the tutors as it was called "Creative Writing" instead of "Writing Center"), with some of the tutors getting access but not all of them, with having to have the t-drive installed on the Mac, and then having different instructions for how to access it on the different operating platforms. While I still want to pursue the goal of having all of our common documents and historical documents in a safe storage place on the t-drive, it simply didn't work well this semester. We might revert to flash drives for the tutors while I manage the t-drive just for archival purposes.

Summary and Looking Ahead

1) One of the primary needs of the Writing Center moving forward is enough money to operate to meet the needs of the students who want to use the Center. The high usage rates indicate that our appointment times are set fairly well and/or that the online e-tutoring option helps provide service to students at a distance as well as those local students who might not be able to come to a face-to-face meeting. The waitlist feature was definitely used, and students did a better job cancelling their appointments (rather than not showing up) so that waiting students could get in.

With all of that said, however, usage rates of 85% to 96% in the fall and 70% to 76% in the spring mean that a number of students who might like face-to-face appointments face difficulties getting in when they want to, especially during peak times in the semester. While we have played with the budget somewhat in terms of saving money so that we can add hours to the schedule during peak times, this doesn't always work for the tutors, who are students themselves and cannot afford to give more of their own time. Some centers try to staff so that they hit a 60-70% usage rate, as they are then able to offer enough hours to accommodate students who need them, and the tutors are more available for drop-ins. It is very rare in our Writing Center that a student can drop by and receive help without having scheduled an appointment first.

2) The availability of Smart Thinking online writing help paid for by MinnState was made known to faculty at the end of fall semester. It's possible that this affected some faculty who chose to require it rather than the SMSU Writing Center, although there is no data that I have regarding it, and the one faculty member who mentioned requiring it was not someone who routinely sent their students to the Writing Center in the past anyway. Dr. Baker herself explained SmartThinking and sent students to it who could not get into the SMS Writing Center. It would be helpful to receive any stats about how much the writing portion of SmartThinking is used by SMSU students.

3) The additions of the “required to visit” question on the Appointment form will be useful moving forward to see how required visits impact the writing center. The checklist of options about what students want help with rather than an open-ended question on the appointment form will help inform tutor training and learning and our goal-setting next year.

4) This fall was the last year that ENG 490 was a three credit class. The EPSH Department plans to make this two credits and to require Communication Arts and Literature majors to take both the one-credit 480 and two-credit 490. Thus there will still be a total of three credits required for students in this major, but changing it in this way solves the potential conflict students in this major had when they wanted to begin tutoring by taking 480 the year before they would be able to take 490, since 490 is only offered every-other year.

5) One goal from last year, helping the tutors become more professionally engaged by getting them to attend and ideally present at writing center conferences, has not yet come to fruition. However, as students have gotten to know Dr. Baker more now in her second year after returning to direct the Writing Center, more have indicated interest in this kind of opportunity. Several of them had interest in attending the Midwest Writing Center Association spring conference, but unfortunately the timing conflicted with those tutors’ pre-student teaching requirement. We will keep working toward this goal.

6) Items that we would like to develop but have limited time available for include revamping the web site, addressing and conducting some deeper assessments, developing “fellows” programs with tutors aligned with specific classes or disciplines for whom we do a significant amount of tutoring, and/or developing other approaches in concert with those faculty. Another issue that arose this past year was the concept of working directly with faculty to address students who missed appointments related to their class. Some faculty have indicated wanting to be involved in this, so we are weighing whether or not that would be wise.

Appendix A

List of 2017-2018 Writing Center Tutors

Zoey Bartlett (fall semester)
Nicole Berning
Sariah Cheadle
Sara DeSmet (fall semester)
Nikolay Ivanov *
Tess Novack
Katherine Speiker *
Shelby Taylor (fall semester)
Sophia White *
Emily Williamson *
Madyson Yost

* indicates a returning tutor

Appendix B

2017-2018 Tutor Learning Goals, Methods, Outcomes and Reflection

Learn how to offer to work on organization instead of grammar/punctuation/proofreading initially requested by a student when structural flaws are evident

- Develop an approach to use with such students

Outcome and Reflection: Not all students are happy to hear such suggestions about structure, especially when short on time, but the approach was developed and successfully used. The approach entailed the following:

- 1) Let student know that structure significantly affects grade
- 2) Let student know that the tutor's suggestions are not their personal vision, that there are clear guidelines for academic writing
- 3) Provide an estimate as to how long it might take to fix the structure of a paper

The approach was shared and discussed among the rest of the tutors.

Help students who are required to make appointments have longer, more engaging experiences in the Writing Center

- Consider how setting the agenda for a student who is required to come might be the same and might be different from students coming on their own
- Develop a purposeful approach and reflect on how well it worked

Outcome and Reflection: The approach developed entailed traditional agenda-setting such as having students describe their paper and asking if there was anything specific they wanted to work on. However, rather than reading the entire paper at once, the tutor then focused on reading the introduction and conclusion and looked at the works cited page. This allowed students to ask more questions and point out areas in their paper that they wanted to focus on. The tutor's reflection is that students spent more time on the paper and generated more questions using this approach.

Connect with students in e-tutoring appointments better

- Find ways to help students in a positive way without having the time or chance to ask questions like in a face-to-face or chat appointment

Outcome and Reflection: To achieve this goal, the tutor imagined the e-tutoring students in front of her and constructed how the student might have answered her questions based on the paper in front of her. She created a persona of the student in her mind and held an imaginary dialogue to help her decide how to address concerns in the paper. Thinking of the writer as a real person in front of her helped her get beyond the anonymous and less engaging nature of e-tutoring.

Make appointments more beneficial for those required to come or who do not appear to want to be at the appointment

- Ask more questions and give more prompts to give the writer more to think about; one in particular was to ask if there were any "small" concerns

Outcome and Reflection: The tutor feels she has improved on this. During the previous semester, students who were required only stayed 10-15 minutes. However, using this approach, almost all of her appointments this semester lasted 25-30 minutes, and some went over. Two examples were provided of how she asked if the student had more questions or she asked for more clarification, and each student stayed the additional 15 minutes and got more out of the session. Specifically, reflecting back on what was asked and focused on, the tutor found that looking at the organization, introduction, and conclusion first and then looking at the citations, grammar, and transitions helped this process. This corresponds to a different tutor's similar goal and outcomes. Her tactic of asking for any "small" concerns often led to longer and more involved discussions, as it was an opening for students to bring up something in a non-threatening way.

Take more time to incorporate more resources into the appointments

- Use the whiteboard to draw an outline of the paper
- Look at Purdue OWL together on the iPad for citation questions
- Show links to other resources on the iPad

Outcome and Reflection: Drawing the outline on the whiteboard helped writers see and visualize the whole paper. Showing the example citations on the Purdue OWL and then working on a few examples together helped students; it helped to do some examples first. Showing some of the other sections of the Purdue OWL for other issues or writing tips seemed to help students a lot, as it helped show them what they were doing wrong and they could see examples of how to fix it, rather than the tutor just telling them. When working with students online rather than face-to-face, she provided links to these resources.

Improve my ability to explain grammatical concepts, especially the ones I am not as familiar with myself

- Develop language and phrases to use

Outcome and Reflection: She considers herself mostly self-taught when it comes to grammar and has an innate sense of what is correct, so it has been difficult for her to explain some rules. Overall the tutor felt she did a better job, although there were still things like comma placement that she struggled with. She thinks students actually understood better, and explaining things like comma splices and complicated citations helped her help herself as well.

Appendix C

Responses to New Appointment Form Question: “WHAT MAIN CONCERNS WOULD YOU LIKE TO FOCUS ON IN THIS SESSION? CHECK 1-3 ITEMS.”

* Note: this data is incomplete as this question was revised at the beginning of Spring 2018 but also tweaked during the semester with options about citation added. However, it provides a starting point for discussion and comparisons later. The responses are listed in order of most to least (which is different than the order they appear in on the appointment form).

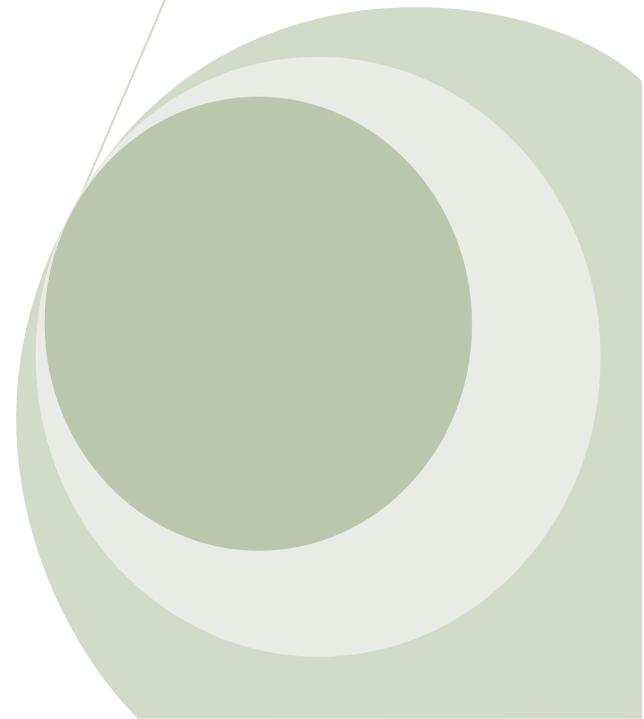
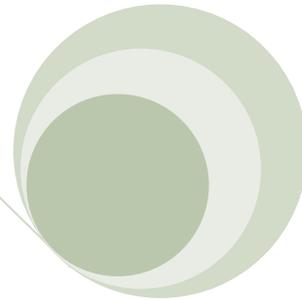
Overall review	189 / 51.92%
Punctuation and grammar	176 / 48.35%
Organizing the paper/Paragraphing	113 / 31.04%
Proofreading skills	102 / 28.02%
Transitions	98 / 26.92%
Using correct citation format	97/ 26.65%
Developing my ideas and content	95 / 26.10%
Writing a thesis/focus	77 / 21.15%
APA documentation	69 / 18.96%
Writing an introduction and/or conclusion	65 / 17.86%
Integrating my sources with my own ideas	48 / 13.19%
MLA documentation	44 / 12.09%
Understanding the assignment	44 /12.09%
Brainstorming my ideas	35 / 9.62%
Adapting my writing to my audience	31 / 8.52%
Other	17 / 4.67%



COLLEGE NOW: SMSU Concurrent Enrollment ANNUAL REPORT

This document reflects College Now activities and accomplishments during the academic year.

2017-18



Introduction

This report will present important data that represents the scope of the Southwest Minnesota State University concurrent enrollment program known as “College Now,” report on general operations, and establish goals for the future operation of the program.

Data

College Now partnered with 112 school districts, offering 533 courses around the state during the FY 18 school year. The Program experienced another increase in credits for the year, generating 37,146 credits from 5,470 unduplicated students. The program revenue thus also saw an increase. Revenue is reflected below:

- FY 2014 \$1,448,368
- FY 2015 \$1,553,559
- FY 2016 \$1,683,095
- FY 2017 \$1,715,688
- FY 2018 \$1,757,430

College Now duplicated students rose from 9,858 in FY17 to 10,170 in FY18. College Now was responsible a total of 1,238 FYE in FY18 equating to 54.8% of Lower Division FYEs and 39.1 total Undergraduate FYEs. This is up from 1,201-- equating to 49.8% and 39.1% respectively in FY17.

Operations

- The increase in responsibility and title from the College Now Coordinator position to Assistant Director in 2017-18 made it possible during the academic year to continue improvements in the day-to-day operations and communication with our high school partners. Putting additional expectations and load on the new Assistant Director, we created a new format for requesting courses—making it easier to view, edit and pull lists. We also implemented group registration sessions at both fall and returning spring registrations. It allows the Assistant Director to work with around 8-10 new students each day and get them through the process versus two or three a day as in past years. We also implemented these groups for continuing PSEO students, which helps provide for availability to meet with students who

want assistance in registration

- Due to the severe teacher shortage in Minnesota, SMSU College Now received a grant from the state of Minnesota to develop and offer “Introduction to Teaching” or “Intro to Education” for concurrent enrollment. The grant is for junior and senior high school students with the goal of promoting the field of Education as a future career for rural students, especially students of color, American Indian, and other underrepresented students. Money in FY18 was spent primarily on the hire of a temporary Education Coordinator to help this program get up and going. The coordinator was hired and started in February. She recruited 15 high schools who will begin teaching in Fall of 2018. An Education faculty member has been hired to mentor the classes and oversee the offerings in 2018-19.
- SMSU was recently approved as a site for funding from the Expanded Moorhead Online 18 grant distributed by the Metro EXCU Service Cooperative. Starting in summer 2018, eligible concurrent enrollment teachers can receive a \$300 per credit tuition scholarship to reach graduate credit taken at SMSU in math, English and business to assist in meeting HLC credentials. Along with a 10% reduction SMSU is offering to teachers, this brings the cost of our graduate courses down to approximately \$100/credit in these three areas.
- SMSU has been identified as the lead institution in Credit for Prior Learning (CPL) at the graduate level in the Minnesota State System. The specific intention of CPL at the graduate level is to create a pathway by which concurrent enrollment high school teachers, partnering with Minnesota State Colleges and Universities can receive graduate credit for knowledge and experiences when equivalent to the depth and breadth of graduate coursework and/or mastery of graduate course outcomes and objectives. To meet HLC guidelines on teacher credentialing, teachers offering concurrent enrollment need to have a master’s degree in discipline or a master’s degree in any field with 18 graduate credits in the discipline which they are offering concurrent enrollment. This program will work to grant credit to teachers who have experiences equivalent in scope to graduate courses. In 2017-18 SMSU developed a plan to create between 3-18 credits of shell courses in multiple disciplines. These courses will then serve as the available options for CPL credits and could potentially be offered as actual seat/online courses in the future. These 3-18 credits will include 3 credits of open elective, special topic, or individual study. During 2018-19 SMSU will develop coursework in willing disciplines, host training and continue discussions with MinnState System Office.
- In an effort to communicate with schools and inform teachers of HLC issues we added an updates and communications page to our website, had a series of visits at regional superintendents meetings, and sent out regular communication to teachers. Discussions and planning related to HLC teacher credentialing continues to be a major focal point for SMSU College Now. Teachers must be fully accredited by Sept. 1 2022.

- A strong push was made to improve information and communication to college now students about issues related to SMSU College Now courses. Through input from the SMSU advisory committee, the College Now office developed the first in planned series of videos to help inform students about such things as grading procedures, how to receive credit for college courses, how to send transcripts, differences in official and unofficial transcripts, StarIDs, available scholarships, and attending SMSU after high school. Additional videos will be added next year.

Goals

- One-year
 - Send comprehensive fact sheets to each high school on their individual credits, savings, and other valuable information.
 - Complete a second student informational video for the start of classes on expectations, rigor, and registration
 - Finalize first round of the high school teacher transcript reviews with all academic departments. Develop plans for teachers to finish credentialing by Sept. 1 2022.
 - Streamline processes for student appeals and 504/IEP submission.
 - Request additional grant money to support expansion of College Now courses, additional staff person and SMSU student support measures
 - Improve SMSU branding and affinity with our College Now students with more videos, branded syllabi, etc. SMSU PowerPoint Templates, SMSU logos, etc.
 - Get more actively involved with NACEP. Lead peer review team.
 - Increase discussions on equity for students in regards to College.
 - Look for continued opportunities for graduate studies/credentialing for CN teachers.
 - Host Future Educator's Day on campus for high school student
 - Assist MnCEP in getting g501c3 status
- Three-year
 - Look for continued opportunities to better serve our 19 county region
 - Expand in multiple CN areas
 - Provide very clear final plans for teachers completing credentialing process.
 - Work with legislation to fully fund CE in the state of Minnesota
 - Increase SMSU College Now regional and national involvement and recognition
- Five-year
 - "Minnesota CEP of Choice"
 - Develop relationships to enhance recruiting
 - Have majority of teachers appropriately credentialed with HLC and have an acceptable pathway for schools unable to reach the credentialing requirements.