



College of
Arts, Letters and Sciences

Dr. Aimee D. Shouse, Dean

Annual Report 2018-2019

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English, Philosophy, Spanish and Humanities

Dr. Pat Brace

Fine Arts and Communication Department

Dr. Dan Kaiser

Mathematics and Computer Science Department

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SMSU ENGLISH, PHILOSOPHY, SPANISH &
HUMANITIES DEPARTMENT

Annual Report, 2018-19

Submitted by

Neil Smith, Chair of EPSH

June 30, 2019

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INTRODUCTION

(Dr. Neil Smith)

This has been my final year as Chair of the English, Philosophy, Spanish, and Humanities Department, although I hope to hold the position again at some point in the future. This was a year for changes, for planning, and for reevaluating our goals. We learned to live without a longtime faculty member while applauding a newly tenured and promoted professor. We saw some changes to our Spanish program. And we fought for a faculty member who had been retrenched, and are still fighting to keep that position as we go into the summer. All in all, we did our best to give students an excellent year of instruction, mentoring, and advising.

In Spanish, we said goodbye to Prof. Mary Thron, who will move on to U of M – Morris. We have conducted a search to replace this position, and it is still going on.

Dr. Eric Doise's application for tenure and promotion was approved, and he will be an Associate Professor starting this Fall.

We have put the English for Multilingual Speakers classes to the test this past year, and are preparing to enroll our incoming Taiwanese MBA students (and other international students) for the Fall.

Over the past two years, we and the Faculty Assembly have tried to convince the administration that retrenching our Philosophy position was not a good idea. However, we have not been able to change their minds. I understand that talks are continuing between Dr. Sander-Stout and the new incoming President, Dr. Jayasuriya, so there may be more news to come on that front.

If last year was a challenge, I would say this year gave us time to reflect and consider what's ahead. We understand that there will be more budget and enrollment issues, but we will do our best to recruit new students for our programs and make the most of what we're given, budget-wise. I look forward to working with Dr. Lori Baker, who was elected as our new Department Chair for the next term. Her experience makes her an excellent choice for the role.

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

Term	No Concentration	LICR-Creative Writing	LIT-Literature	Total English
English Total	6	21	7	34
Fall	4	11	3	18
Spring	1	10	4	15
Summer	1			1

	No Concentration	PLAW-Pre-Law	Total Philosophy
Philosophy Total	19	6	25
Fall	9	3	12
Spring	9	2	11
Summer	1	1	2

Minor	# of Minors
Literature	
Fall	2
Spring	2
Philosophy	
Fall	3
Spring	4
Pre Law	
Fall	10
Spring	8
Summer	2
Religious Studies	
Fall	2
Spring	1
Spanish	
Fall	18
Spring	19
Summer	3
Writing	
Fall	12
Spring	12

PERSONNEL, BUDGET, & SUPPORT

Dr. Eric Doise was granted tenure and promotion this year, to begin in 2019-20.

Prof. Mary Thronnd completed her final year as a fixed-term faculty for the Spanish College Now program.

Dr. Lori Baker was elected as our incoming Department Chair for the next three years.

Our numbers for the 2018-19 year:

- Fulltime tenured – 13
- Fulltime probationary – 3
- Fulltime fixed-term – 1
- Part-time fixed term - 1
- Active Adjuncts – 6

That gives us a total of 18 faculty members, 6 adjuncts, plus 1 Administrative Assistant.

FY2019 Starting Budget Balances:

English	\$5,996.00	This is the only one that changed from FY2018
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. She keeps this train running smoothly.

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: 115
 - Total Faculty Load: 68.18
 - Total Enrollment: 2,401 students
 - Total Credits HRs: 8,509 credits
-
- English Only –
 - Total Sections: 62
 - Total Faculty Load: 36.7
 - Total Enrollment: 1,306 students
 - Total Credits HRs: 5,224 credits
-
- Literature Only –
 - Total Sections: 53
 - Total Faculty Load: 31.48
 - Total Enrollment: 1,095 students
 - Total Credits HRs: 3,285 credits
-
- Spanish –
 - Total Sections: 33
 - Total Faculty Load: 19.14
 - Total Enrollment: 630 students
 - Total Credits HRs: 2,520 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 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. Mary Thronnd taught our College Now section in Spanish this past year, but has moved on.

- **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 have more information this year for our graduate enrollments. We offer two classes per Summer on a rotating basis(LIT 6XX and 6XX, and ENG 6XX and 6XX), along with an Autoethnography course offered in Fall, and a special MNWe Seminar offered each Spring.

We approved two new graduate certificate programs in Writing and Literature that will begin in the Fall of 2019. In order to give students enough credits, we will add a new 500-level Shakespeare course (stacked with a renumbered 400-level course) beginning in Spring of 2020.

Term	Subject	Number	Section	Enrolled
20181	LIT	622	1	20
20181	LIT	632	1	18
20185	ENG	656	1	6
20185	ENG	680	1	7
20191	ENG	675	1	16
20191	ENG	670	1	13
20195	ENG	656	1	4
20201	ENG	632	1	16
20201	ENG	622	1	13

PROGRAM REPORTS

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

By Dr. Amanda Bemer, Director of PWC and Academic Writing

This annual report summarizes the PWC program's major activities in the academic year of 2018-2019. 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 who 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 response to this concern, Drs. Bemer and Henning have worked to make better use of open resources for PWC classes. The following classes are now using only open resources:

- ENG 331: Business Communications,
- ENG 351: Writing in Health and Medical Professions, and
- Eng 360: Scientific and Technical Writing.

Innovations to ENG 360: Scientific and Technical Writing based on assessment results

In 2016, the Writing Committee, a subcommittee of the English, Philosophy, Humanities and Spanish department, gathered its first assessment data in ENG 360. As a 300-level class, the expectation is that reports from this class will meet the third-year writing level on the SmSUFA approved writing rubric. While results from 2016 were close to the third-level, we had concerns that the reports we were assessing were the result of a group project rather than individual effort. The first change that had to be made to ENG 360 is that the report be made an individual project.

In the next round of assessment of ENG 360, the assessment results took a significant dip across all categories of the rubric, but the most troubling issues were in areas of source

citation and genre. As a result, two changes were made to the ENG 360 curriculum. Drs. Bemer and Henning added the APA format section of the Purdue OWL as a reading assignment and created an APA format quiz for use in all sections of ENG 360. And, to give students more support in writing their reports, Drs. Bemer and Henning created a series of discussions for the report unit that require students to submit pieces of their report for feedback BEFORE submitting the full report.

This last round of assessment has demonstrated improvement in the report genre, but source use is still an issue. I plan to add a “remediation” unit to the course for those who do not achieve at least a B on the APA format quiz.

Innovations to ENG 361: Advanced Composition for online delivery

In spring 2018, ENG 361 was moved to a completely online format for the first time. To prepare for this change, Dr. Henning created a brand new set of assignments and sequence of assignments for ENG 361. She starts with a summary assignment to teach students how to read an argument and then moves immediately into the research paper so that students have plenty of time to complete process assignments related to strengthening their argument skills before writing their papers (See Figure 1.).

Figure 1: Revised Assignments & Sequence for ENG 361

Major Writing Assignments 450 Total Points

All writing assignments have thorough assignment sheets that you will find in the content area of D2L. However, you can expect to complete the following for the points indicated:

- Major Assignment One (argument summary): 50 points
- Major Assignment Two (classical, supporting-reasons argument): 200 points
- Major Assignment Three (collaborative rhetoric open letter): 100 points
- Major Assignment Four (rhetorical visual analysis): 100 points

Creation of New Course, ENG 351: Writing in Health and Medical Professions

Dr. Henning has been building her scholarly expertise in medical writing and given the needs of both the Nursing and Exercise Science programs, Dr. Henning wrote and took through the curriculum process ENG 351 which any student with an interest in health or medicine can take in lieu of ENG 251: Writing in the Professions.

Creation of Online Certificate

Drs. Bemer and Henning created an online, undergraduate certificate in Professional Writing in Spring 2019. The certificate encompasses four currently offered courses:

1. English 251: Writing in Professions/or/English 351: Writing in Health and Medical Professions/or/Philosophy 303: Ethical Issues in Professional Life;
2. English 331: Business Communications;
3. English 360: Scientific & Technical Writing; and
4. English 361: Advanced Composition.

The certificate has passed faculty assembly and is now awaiting approval from Minnesota State. We hope to start offering it in Fall 2019.

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 Ecopreneurial Response to a Lean Model of Technical Communication” that they delivered at the 2018 Council on Programs in Scientific and Technical Communication (CPTSC) Conference in Minneapolis, MN, in October 2018. This conference is both national and refereed.
- Dr. Henning was consultant/reviewer for the Oxford University Press’s text: *Technical Editing*.
- Dr. Bemer wrote blog post about open, online textbook for Minnesota State’s Academic and Student Affairs newsletter/blog.
- Dr. Bemer presented on the open textbook at the Minnesota E-Learning Summit in August.
- Drs. Bemer and Henning (along with Dr. Baker and Daniloff-Merrill) has a proposal entitled “SMSU Writing Rubric: What you should know about it & how you could use it” accepted for the SMSU Fall 2019 Professional Day.
- Dr. Bemer (with Lori Baker and Lisa Lucas) submitted and awarded \$10,000 Minnesota State Innovation Funding Award sustaining grant for open, online textbook (including Shark Tank Open attendance to accept award).
- Dr. Henning had a conference proposal entitled “Am I Doing This Right? Using Rhetorical Commonplaces to Transform Self-Care Texts for Heart Failure Patients” accepted for presentation for the 2020 Annual Conference on College Composition and Communication (CCCC) in Milwaukee, WI in March 2020. This conference is both national and refereed.

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:

- Drs. Bemer and Henning attended anti-bullying training in fall 2018 where they learned about helping groups develop psychological safety so that they can work effectively.
- Drs. Bemer and Henning attended a presentation on using PressBook, a resource for writing an online text, on April 17, 2019.

- Drs. Bemer and Henning attended a variety of administrative and pedagogical sessions at the 2018 Council on Programs in Scientific and Technical Communication (CPTSC) Conference in Minneapolis, MN, in October 2018.
- 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.

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.

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

- Recommended Colin Nelson for the Robert L Carothers Distinguished Student Writers Award (spring 2019) (Drs. Bemer and Henning);
- Completed court reporter reference for PWC alumna, Crystal Joos (fall 2018) (Dr. Henning)
- Phone reference for PWC alumna, Angie Stucker for Rembrandt Foods (fall 2018) (Angie accepted a position as technical writer with the company in January 2019) (Dr. Henning);
- Dr. Henning used microgrant funds won during the Foundations' Campus Giving Campaign to mentor and pay PWC major, Hanna Vos, to complete public relation tasks for the PWC major including: tabling at recruitment fairs, re-design of the PWC bulletin board, and creation of a flyer to advertise the new certificate (spring 2019).
- Dr. Bemer hired computer science major Shane Birdsall on the open textbook project.

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/> (Drs. Bemer & Henning)
- 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 2018-2019, Dr. Henning served on the following committees:

- Cowan Committee
- English Department Writing Subcommittee
- Walter Mann Writing Center Scholarship Committee

Furthermore, Dr. Henning participated in the program review for Master's in Education with English emphasis and 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.

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
- University Technology Advisory Committee
- Attended presidential open forums

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

- Abby Graf was a paid intern for the SMSU Office of Marketing and Communications (fall 2018).
- Sabrina Pankratz, was an unpaid intern and book editor for Lew Schaffer (former wheelchair basketball coach and professor) (fall 2018).

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.
- 2019 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.
- American Heart Association; Dr. Henning completed Healthy for Life facilitator training so that she can act as a volunteer who provides Healthy for Life education to community members interested in having a healthy heart
- Healthy 56258 Nutrition Network Committee; Dr. Henning will be working with this local, community committee to provide Healthy for Life education.

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

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

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 survey data from students regarding their perception of the major and student learning outcomes. 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); **Completed.**
- 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); **Completed.**
- 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); **Completed.**
- 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); **Survey Creation Completed.**

Creative Writing Program Annual Report 2018-19

By Judy Wilson, Director of Creative Writing

The Visiting Writers Series

The Creative Writing Program sponsored or cosponsored several events over the course of the past year. They include:

- Alumnus **Xavier Pastrano** earned his BA in Creative Writing from Southwest Minnesota State University, his MA in English from the University of North Dakota, and his M.Ed from the University of Sioux Falls. He was the winner of the Evelyn Sundby Himes award in 2011 for his manuscript of poetry titled *Plumeria* and has poems published in the anthologies *Thunderstorms* and *The Scandalous Lives Of Butterflies*, both published by Scurfpea publishing. He resides in Sioux Falls, South Dakota where he teaches English at Lincoln High School and College Composition at Southeast Tech. **Xavier visited three classes and gave a public reading followed by a Q & A and booksigning.**
- Alumna **Cassie Williams** earned a BA in Creative Writing and a MA in Education (English emphasis) from Southwest Minnesota State University, Marshall, MN. She has presented at schools and events in the Twin Cities and Marshall. She has published her work in a variety of literary journals. As a wife and the mother of four children, Williams is currently sharing her journey on Instagram as a mother and writer under the name Poetess Unbound. Williams is the SMSU Academic Specialist for the Office of Diversity and Inclusion and Access Opportunity and Success as well as the co-instructor for a Human Relations course. **Cassie visited two classes and gave a public reading accompanied by musician Oak Kelsey. Her reading was followed by a Q & A.**
 - Alumnus **Oak Kelsey** grew up in Lamberton, Minnesota and graduated in 1995 with B.A. in Theatre Arts from Southwest Minnesota State University. Oak's passion for art has encompassed multiple mediums, such as self-produced zines, digital and film photography, visual art, songwriting, sampling, playing multiple instruments and collaborating with artists. **Oak served as musical accompaniment to Cassie Williams poetry reading.**
- **Adam Vines** is an associate professor of English at the University of Alabama at Birmingham, where he is Editor of *Birmingham Poetry Review* and Director of the English Honors Program. He has published poems in *Poetry*, *Kenyon Review*, *Southwest Review*, *The Literary Review*, *The Hopkins Review*, *Barrow Street*, *Five Points*, *Green Mountains Review*, *32 Poems*, among others. He is the author of *Out of Speech* (LSU Press, 2018) and *The Coal Life* (U of Arkansas P, 2012) and coauthor of *Day Kink* (Unicorn Press, 2018) and *According to Discretion* (Unicorn Press, 2015). **Adam gave a public reading followed by a Q & A and booksigning.**
- In February, the Creative Writing Program worked in conjunction with the Office of Diversity and Inclusion and AOS to bring in a visiting writer as part of Culture Shock week. **Israel Francisco Haros Lopez** was born in East Los Angeles to immigrant parents

of Mexican descent. He is a recipient of the Makers Muse Award from the Kindle Project. He has published numerous volumes of poems and illustrations. He brings his firsthand knowledge of the realities of migration, U.S. border policies, and life as a Mexican American to his work with families and youth as a mentor, educator, art instructor, ally, workshop facilitator and activist. Even with a 1.59 High school G.P.A., Israel managed to go back to the community college and raise his grades to get accepted into U.C. Berkeley and receive a degree in English Literature and Chicano Studies followed by an M.F.A in Creative Writing. At formal and informal visual art spaces, Israel creates and collaborates in many interdisciplinary ways including poetry, performance, music, visual art, and video making and curriculum creation. His work addresses a multitude of historical and spiritual layered realities of border politics, identity politics, and the re-interpretation of histories. **Israel visited a total of 11 classes across the curriculum, gave the keynote speech for the Culture Shock kickoff, and offered a special spoken word workshop followed up with an open-mic event.**

- Saara Raappana, the communications director for **MotionPoems, Inc.**, the world's largest producer of poetry films, facilitated a viewing and discussion of MotionPoems from the last ten years that confronted a variety of social issues.
- **Patrick Scully**, offered up his interpretation of Walt Whitman as a gay man in his solo performance of *Leaves of Grass—Illuminated*. The performance was followed by a Q & A session.

Other Activities Associated with the Creative Writing Program

Perceptions, the student literary and art journal, produced Volume 11. A special release reading / reception was held on May 1st.

The Undergraduate Research Conference: Five creative writing majors participated in the conference reading select pieces from their capstone portfolios.

Creating Spaces: This spring marked the 15th anniversary of our Creating Spaces writing contest for students in grades three through twelve. The contest is a collaboration with SWWC Service Cooperative. A group of twelve students clocked 39 volunteer hours serving as first round judges for the contest this year. The judging process was coordinated by Professor Marianne Zarzana. Three faculty members served as final judges for the contest (Dr. Judy Wilson, Professor Saara Raappana, and Lisa Lucas Hurst). Judy Wilson put together the anthology for the event and Marcy Olson designed the cover using art chosen from a local high school art show. Approximately 200 people were in attendance at the Awards Ceremony for the event on April 14th. Megan Maynor, a children's book author, served as the keynote speaker.

Yellow Medicine Review: The last academic year has seen the production of two more issues of *Yellow Medicine Review*. The Fall 2018 issue was a special theme issue for indigenous playwrights, an idea generated during the previous year at the Returning the Gift Native Literature Conference at the University of Oklahoma in Norman, OK. The Spring

2019 issue was guest edited by two young indigenous women writers, both graduates of the IAIA program in Santa Fe, New Mexico. The past year also saw Yellow Medicine Review receive high praise in *Poets & Writers* magazine.

Philosophy Program Annual Report

Philosophy Program Contribution to the 2018-2019 Annual Report for the Department of English, Philosophy, Spanish and Humanities

2018-2019 was a challenging year for the philosophy program. Last year, as a result of the “academic prioritization” process, senior administration decided to retrench associate professor of philosophy Dr. Maureen Sander-Staudt. Although the program and the department argued to reverse this decision, it appears that our efforts were unsuccessful and that Dr. Sander-Staudt taught her last class at SMSU in Spring 2019. During her time at SMSU Dr. Sander-Staudt proved to be a talented teacher, a productive scholar, and a meaningful mentor to many students. She will be greatly missed.

In other program news:

- Dr. Stewart Day was on sabbatical 2018-2019.
- In March, Dr. Brett Gaul took members of his Aesthetics class and members of the Philosophy Club to see the philosophical film *Us*. After the film, the group enjoyed a robust conversation about the meaning of the film.
- In April, the Philosophy Club, advised by Dr. Maureen Sander-Staudt, hosted a discussion of the question “What is Art?” in the William Whipple Gallery. Assistant professor of art Anne Wedler and Philosophy Club members Carter Barker and Shawn Valez offered their perspectives on this question. As a result of the discussion, those in attendance gained a deeper appreciation of both art and philosophy.

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

During the academic course 2018-2019 the Spanish program offered seven SPAN courses throughout the year. In addition to this, the Spanish program offered two independent studies, a Global Studies course (GLBL), and collaborated both with the History program and the Literature program to offer HIST and ENG courses to students registered in the Spanish Minor. Fostering the collaboration already established with the History program and embracing the new partnership with the Literature program will be crucial to help SMSU students achieve the college credits required by the Spanish Minor to graduate on time.

This year the Spanish program offered a new course since the program returned to the EPSH department, SPAN 341 “Spanish Culture and Civilization”. The course was planned and structured as a way to prepare students in the Spanish program for the Global Studies seminar “Spain: Urban Geography and Social Practices.” Both courses SPAN 341 and GLBL 199 prepared students for a trip to Spain planned for June 2019. In this trip SMSU students visited several historical cities in Spain such as Córdoba, Seville, Madrid or Barcelona, and by staying with host families in their first week of the trip they fully immersed into the Spanish culture.

Regarding the academic activity of professor José A Losada Montero during the course 2018-2019, professor Losada Montero delivered a lecture called “Autonomy and Heteronomy Galician Identity and Post Identity Politics” in the III North American Symposium of Galician Studies in Denver, CO. He also attended the 50th Annual Convention of the Northeast Modern Language Association in Washington, DC. In Washington, he chaired and organized the panel, “The Transnational Turn: Literary Studies Beyond the Natio-State” and he delivered a lecture on “Depoliticization and Disempowerment in Postnational Galician Studies”. In addition to this, on March 13th professor Losada Montero was invited to deliver a lecture at the Graduate Center of CUNY (City University of New York) as part of the round table “Galician Culture: Past, Present and Future”. This round table was part of a discussion series organized by several universities on Galician, Spanish and European immigration in the Americas.

Professor Losada Montero also finished writing an editing a manuscript for Robert Simon’s book *Blanca Andreu, Galicia, and the New Iberian Mysticism* (Lexington Books, 2019). This book contributes to the ongoing discussion of the place of contemporary Galician writer Blanca Andreu’s work within the 1980s as part of a larger resurgence of the Surrealist in Spanish poetry and its possible placement in the more recent mystical poetry of Spain.

2018-2019 Writing Center Annual Report (Dr. Lori Baker)

Overall 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 and one faculty volunteer over the course of the academic year (see Appendix A). Four tutors returned from the previous year, and seven were newly trained.

During Fall 2018, ENG 480 (one-credit course open to students in any major) was offered; this course provided training for the tutors, and the students in the course contributed unpaid practicum hours (described further in sections that follow).

Emily Williamson continued as the student coordinator during the fall of 2018, and Nicole Berning was student coordinator during the spring of 2019. The student coordinator 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, the same as the previous fiscal year. In addition, Dean Shouse wrote and was awarded in November 2018 a grant from MinnState related to developmental education. A portion of this grant was for an increase in Writing Center tutoring hours (\$1396.50) and for promotional materials (\$1000). This increased the overall budget for the Writing Center substantially, to \$6792.50. This increased funding helped to restore what had been a \$500 budget cut the previous year (see chart below for recent budget history).

FY 19	\$4396
	\$1396.50 grant funds for tutor hours
	<u>\$1000</u> grant funds for PR materials
	\$6792.50
FY 18	\$4396
FY 17	\$4396 (-\$445 from previous year)
	<u>+\$500</u> mid-year from Provost's budget

\$4896
FY 16 \$4841

The budget is largely used for student payroll. Of the \$5792.50 allotted (not including the \$1,000 fenced for promotional materials), approximately 83% of this past year’s budget was spent on student payroll.

In addition to using regular student payroll, we were fortunate to have one tutor with some work study funds to contribute during spring semester. Her work study funds provided 12 additional 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 \$9.65 to \$9.86 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 six practicum tutors who contributed hours as part of their requirements for ENG 480. These six practicum tutors in ENG 480 contributed 78 unpaid hours of tutoring per the practicum requirement in that course during Fall 2018.

The other major expenditure (\$715) is for our annual subscription to WOnline; while this is fairly significant (12% 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 gives them two online tutoring options in addition to face-to-face meetings, to ensure that we meet the needs of both on- and off-campus students and all receive the type of 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 out of the normal operating budget for our bookmarks and table tents/PR.

We do have a small remainder this year (\$248) due to one student ceasing to tutor in April due to her other commitments. We are using this money to fund the registration and travel costs of a tutor who proposed and was accepted to present at the International Writing Center Association (IWCA) Conference next year.

Tutor Training

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

Training Courses

This past year, ENG 480 Tutoring Writing (five weeks, one credit) was offered. (Every other year, ENG 490 is also offered, but this was the off-year for 490.) 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. 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 three 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, and, returning to a previous tradition, I hosted a barbeque at my home during Finals Week to treat the tutors and to honor our graduating tutors.

The agenda items over the course of the year included the following:

- Learning about Tutor.com and anticipating what that might mean for our students and our own PR efforts
- A later spring meeting with guest Dr. Michael Albright to discuss what the perceptions of Tutor.com had been in fall semester and what the tutors felt their roles were in relation to it
- A discussion with EMLS instructors Dr. Mary Ellen Daniloff-Merrill and Dr. Eric Doise, along with International Student Services Office Administrator Jamie Leonard (on behalf of Director Juan Tavares) about the needs of their students, the design of the program, and how we can best help EMLS students
- Assessment planning during which we set collective and individual goals for improvement
- A review of required reporting protocols set by the University and safety issues and what to do in case of a crisis
- A brainstorming session of how to redesign the Writing Center's web site
- Mid-year review of our collective and personal goals to ensure the tutors were working on them
- Dr. Maria Kingsbury providing information on the "I Listen" campaign

- Troubleshooting how to work with College Now students who send in GoogleDoc links and working out the best process to accommodate that
- Collective review of PR efforts, including digital ad for the dining area, table tents revised to reflect Tutor.com comparison, and a new APA vs. MLA handout created by one of the tutors
- Brainstorming and photo shoot for grant money allocated to PR
- Ongoing training regarding correct format for APA
- Much of the usual ongoing review of how well the writing center is functioning, training on operational items (official email, commenting on PDFs, working with different professors who require visits, and addressing any questions or concerns)
- 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 coordinators Emily Williamson (fall) and Nicole Berning (spring) met bi-weekly. They aided Dr. Baker in reminding the other tutors about submitting timesheets, helping to develop the agenda for staff meetings, creating materials such as a digital ad for the dining commons and instruction sheets that professors can share, 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, to sections of LEP 100 and University Experience classes, and to the Women's Basketball Team; and participation in the fall Student Services fair. When possible, tutors from the Writing Center accompanied her or represented the Writing Center. Although Dr. Baker was not provided direct access to the Writing Center web pages, she directed LeeAnn Teig to make several brief edits.

Support for Tutor Growth and Development

In addition to the staff meetings, the SMSU Writing Center is fortunate to have an endowed scholarship available for Writing Center tutors who are returning the following year. This spring, Dr. Baker met with Jessica Anderson to revise the scholarship questions and to create a rubric for rating the applications. Using the new rubric, the faculty committee awarding the Walt Mann Memorial Scholarship for Fall 2019 decided to split the award in the following manner this year:

- Meghan Sullivan \$500
- Colin Nelson \$500

- Nicole Berning \$350

Each year Dr. Baker encourages tutors to become more actively involved in writing center work and development and to use opportunities in the Writing Center to help tutors develop materials for their own portfolios and resumes. This took several forms this year:

- Nicole Berning wrote a proposal for and was accepted to present at next fall's International Writing Center Association Conference, to be held in Columbus, OH, in October. Nicole's presentation is about an alternate method to the commonly used CRAAP Test for evaluating online sources that she has developed that other tutors can use with their students (several other tutors are interested in traveling along to the conference)
- Tess Novack substantially revised a handout comparing MLA and APA format
- Emily Williamson created a new bulletin board introducing the tutors
- Tess Novack created a new bulletin board describing paragraph writing
- Emily Williamson created several instruction sheets and a digital ad

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 2018 Usage Statistics for the Writing Center

During the Fall 2018 term, the Writing Center provided **364** 30-minute tutorials (almost identical to Fall 2017's 365 sessions) for 205 unique students in these categories:

- 195 face-to-face tutorials made by appointment; and
- 169 online appointments (includes both chat [31] and e-tutoring [138] appointments (the same number of chats but fewer e-tutoring sessions than Fall 2017).
- This represents 54% face-to-face and 46% online, which is a shift from the previous fall semester's ratio of 45% and 55%, i.e. -9% online.
- This reflects a strong 76% usage rate (appointments made compared to appointments available); if we look at the usage rate from Sept. 24 (several weeks into the semester) through finals, it rises to 83%. From mid-term (Oct. 8) to the end of finals, the usage rate was 88%. These are very strong usage rates, although lower than Fall 2017's rates of 85% overall and 96% from mid-term to finals. It is possible that the introduction of Tutor.com and its readily visible connectivity via D2L could have had an initial impact on the Writing Center's usage rates. But a

usage rate of 75-80% is very strong and is actually positive for students, as it means they encounter less frustration when trying to make an appointment and finding them all booked.

Fall 2018 Client Evaluations of the Writing Center

In Fall 2018, **52 clients** completed online evaluations with these results:

- 100% of those surveyed rated their session excellent to good; no students rated the session as fair or poor.
- 98% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (79% strongly agreed).
- 92% said they would recommend the writing center to their peers.

These statistics closely match the Fall 2017 results.

Spring 2019 Usage Statistics for the Writing Center

During the Spring 2019 term, the Writing Center provided **456** 30-minute tutorials to 214 unique students in these categories:

- 197 face-to-face tutorials made by appointment; and
- 259 online appointments (includes both chat [67] and e-tutoring [192] appointments).
- This represents about split of 43% face-to-face to 57% online appointments, a slight increase in online compared to Spring 2018 (55%). Interestingly, this is a lower percentage of face-to-face appointments than in fall, which aligns with what might be expected as students discover the services, more online sections of courses, and fewer first year writing or first year experience courses require a face-to-face visit. It is the opposite trend of what happened the previous year, however.
- This reflects an overall 73% usage rate (appointments made compared to appointments available). If we look at the usage rate from Jan.22 (one week into the semester) through the end of regular classes, the overall usage is 78%. Moving slightly later into the semester from Feb. 10) through the end of regular classes, it rises to 82.5%. Looking even deeper into the data, it appears that Feb. 24 (two weeks prior to Spring Break) through April 15 generated the highest usage data, with appointments booked 88% of the time. This is interesting given that in the past, we tended to add hours late in the semester, but perhaps this demonstrates a greater need earlier. Also, this spring our finals week hours were not highly utilized (about 47%), which likely means major writing projects were due earlier and that College Now students did not utilize the hours as much as in fall semesters, when their end-of-project timing is slightly more closely aligned.
- We added a Sunday afternoon online-only appointment option for two hours most Sundays. These appointments were used 69% of the time, so they proved to be quite popular even though only online.

Spring 2019 Client Evaluations of the Writing Center

In Spring 2019, **44 clients** completed online evaluations with these results:

- 93% of those surveyed rated their session excellent to good, with 80% rating it excellent (only 1 student rated it fair or poor).
- 93% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (84% strongly agreed).
- 98% 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.

The data is especially interesting considering the grant monies that were infused into the spring semester. The data shows that with the addition of tutoring hours per the grant money, the usage rate rose several percentage points. In other words, when more appointments were offered, they were used. Also very importantly, there was no decline, meaning that students want and will use the additional hours.

Assessment: Breaking Down Some Usage and Appointment Data

In Spring 2018 we changed the appointment form in two ways to provide some additional data for us.

- 1) We added a question about whether or not students were required to come to the writing center.

In Fall 2018, 44% were required to visit, with 56% not required.

In Spring 2019, 41% were required to visit, and 59% were not.

This compares to the previous Spring 2018 numbers when 47% of students were required to visit, and 48% not. This will be an interesting stat to track moving forward. A study published in a 2019 issue of *WLN* found that required visits actually led to increased writing center usage, despite some of the obstacles related to required visits.

- 2) Last spring 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 each semester.

Comparing Spring 2019 to Fall 2018, the most requested item in fall was “overall review” compared to “punctuation and grammar” in spring, although percentage-wise the overall review item is quite similar both semesters. Both items are the top items each term. In fall, more students asked to work on paraphrasing, transitions, thesis, and adapting to an audience compared to spring, perhaps an indication of the types of issues more prevalent in introductory writing classes that occur in the fall. While organizing is a top concern both terms, in spring there is more of an emphasis on “developing my ideas” and on citation-related issues.

Comparing Spring 2019 to Spring 2018, overall review dropped behind punctuation and grammar help, and concerns with transitions and citation were greater in 2018 than in 2019.

APA documentation remains a higher concern than MLA over the semesters, reflecting the majority use of that particular documentation style. Fortunately, many of 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.

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, we can continue to improve on how the tutors structure their methods and develop ways to create better tracking of their progress.

The full list of individual tutor goals can be viewed in Appendix B. Several students came up with similar goals. A number of tutors wanted to work on their APA format knowledge, which is quite useful given the data that more of our students come for APA help than MLA. One of the tutors substantially revised an APA vs. MLA handout that the other tutors then began to use and had success with. Another shared goal was working on providing questions and suggestions in online tutorials rather than editing. While the work in this area is more subjective, the tutors reflected that they had some success in self-monitoring and improving their techniques. Several tutors had goals related to enriching the interactions and learning of the students through either visuals and examples or through listening strategies. In our mid-year and final staff meetings in which we discussed how we were doing on individual goals, the tutors really engaged in discussion and shared the tips and strategies they had developed.

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:

- 1) Develop our strategies and understanding about how to best work with EMLS students
 - Dr. Daniloff-Merrill and Dr. Doise from the EMLS program and Jamie Leonard from ISS visited our staff meeting and described the EMLS program and the needs of the international students
 - They donated the books used in the EMLS program so that the tutors can have access to the materials and review the books to learn about the class
 - We had a deep discussion regarding whether teaching grammar in context is the appropriate method for many EMLS students and what the approach of the classes is
 - Tutors' training was reinforced that it helps to look for/work on patterns; tutors helped instructors know that it is useful when they send students in to work on one or two specific things

- 2) Ramp up PR efforts and students' understanding of what we do in the Writing Center, especially knowing that Tutor.com has been adopted and is so easily accessible to students
 - We held two discussions at staff meetings about Tutor.com (one including Dr. Michael Albright, who is working on an article with Dr. Baker), reviewing how it works and how it might complement what we do while also comparing how our services and local knowledge are different and positive attributes.
 - Emily did online-only tutoring for two hours on Sunday afternoons, which helped provide a popular weekend option (useful given Tutor.com's always-available service)
 - We redesigned our table tents to highlight what we offer compare to Tutor.com and distributed them around the library where Tutor.com table tents were also in place.
 - We created a digital ad to run in the residential dining room (we had created napkin holder inserts last year to be used this year, but the dining service discontinued those)
 - Dr. Baker continued to do 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.
 - The grant created the initial exigency for a new branding campaign created by Marcy Olson, and the grant funds are helping us to purchase a variety of promotional materials and a stand-up banner that should help publicize the Writing Center next year.
 - Dr. Baker visited with librarians Pam Gladis and Maria Kingsbury about other possible, more visible locations in the library and ways to work and raise awareness across staffs, such as the undergraduate peer research helpers.
 - Dr. Baker was added to a MinnState working group on tutoring that she had not known about before (it is primarily out of Student Affairs) and received information about Tutor.com from that group.

- 3) Provide better information about making appointments and how the Writing Center scheduling works
 - Emily created several handouts that were sent to faculty to use or post on their D2L pages that explain the process for making an appointment and the types of appointments available.
 - We worked in staff meetings to address how the tutoring and commenting work on our end – we reviewed how to insert comments, how to attach commented-on papers for the students to see them, and how to work with GoogleDocs and with PDFs.
 - Dr. Baker made announcements at SmSUFA in which she periodically updated faculty on openings on the schedule and reminded them about the scheduler, waitlist feature, and corresponding instruction video link, and requested any faculty who were requiring the Writing Center to visit with her first. Several faculty requested more information or help deciding how to refer students to the Writing Center.
 - We discovered one student had figured out how to work around limits on the number of appointments each week by immediately cancelling them AFTER they had been completed successfully; Dr. Baker had to intervene and email with the off-campus student and his CN teacher

- 4) Additional outcomes from our end-of-the-year wrap up:
 - An overall important outcome is that the tutors voiced that they would like to schedule time to learn or do work besides the actual tutoring; they would like additional workshops with guided topics. This is a wonderful request and shows how engaged the tutors were in learning and continued professional development.
 - The tutors requested that we add preferred pronouns to our appointment form in addition to preferred name.
 - Some minimal updates were done on the web site, but this remains an area to improve.

Technology Improvements and Challenges

The tutors have appreciated having access to both a Mac and PC computer this year, and most tutors reported using the iPad during face-to-face sessions for immediate access to resources and examples.

As was the case last year, an ongoing challenge has been having usable t-drive access. Due to the many issues related to giving tutors access and training them on it, this year we discontinued having all of the tutors deal with the t-drive. Instead, we are returning to flash/thumb drives on each machine to house needed shared documents like common responses to online papers. The student coordinators and Dr. Baker will have access to the t-drive. We started a project in late spring to review what is on the existing flash drives and what is on the t-drive and to try to make the t-drive a true historical archive of materials. That project will need to continue next year.

A challenge has been College Now students sending in links to GoogleDocs rather than uploading papers, or being unable to understand how to read comments inserted into Word documents when we return them. Dr. Baker worked with one of the CN high school teachers in particular and we made a protocol change that CN students can send us a link to a GoogleDoc if they paste it into the description of what is being worked on and if they use the correct “sharing” to include editing so that tutors can not only access the document but insert comments. This has worked some of the time.

Summary and Looking Ahead

1) Grant summary

The monies from the developmental grant from MinnState that Dean Shouse wrote and procured were immensely helpful. While all of the funds were disbursed in spring semester, some of the grant money was earmarked at the end of fall semester by allocating more hours then and using the grant money in the spring to offset those additional hours. The funds enabled us to have additional hours during the last three weeks of fall semester and fall Finals Week (for a total of 25 hours), and be open for an additional 7 hours a week for 16 weeks in the spring semester. Clearly, as noted in the usage summaries above, when the funding for more tutoring was provided, students took advantage of the additional hours.

The promotional materials funds were also spent on a variety of items that will be used going toward:

- Buttons
- Post its
- Pencils
- Water bottle/laptop stickers
- PullUp banner (to be displayed in library lobby, at fairs, and around campus)
- Posters

In addition, the availability of the PR money in essence led to a new “branding” campaign with materials that will be useful in years to come and in a revision of the web site. See Appendices D & E for examples of the new brand identity and PR item designs, and Appendix F for a list of PR quotes gathered from students who visited the Writing Center about how the Writing Center was helpful or useful to them.

This grant money helped us meet needs that were identified in last year’s report. 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. Ideally, I would like to have enough funding to run both appointment and drop-in hours simultaneously, so that students who find the appointment

times they need are already booked would have access to an on-campus tutor, or so that tutors could help students with quick questions that might not require a full 30 minute appointment.

2) The switch to Tutor.com online writing help, paid for by MinnState (a new contract, as the past years the system offered SmartThinking.com), was well publicized and the service was easily available. Training sessions at Professional Development Day made the faculty highly aware of it, and its prominence on every D2L page as well as PR materials provided from Tutor.com made it easy for students to spot and use. This was somewhat frustrating as Dr. Baker has argued in the past for visibility for local tutoring services on D2L, but that is controlled at the system level. The introduction of Tutor.com actually helped some faculty become aware of the SMSU Writing Center and our offerings in comparison. System-wide Tutor.com usage (across all of the content areas) was very high and exceeded the budget set aside for it, causing institutions to have to pull back from offering additional hours to students who asked for it (as students received 15 hours total usage for the year). Tutor.com tutors are available 24 hours a day and their paper review service promises a 24 hour turn-around. The statewide tutoring group and Dr. Baker's own observations of students' Tutor.com-commented-on papers indicate uneven depths of responses and levels of editing for students. The impact of Tutor.com will need to be observed in the future. It is possible to view it as complementary to SMSU's local tutoring in which the tutors know the professors and expectations, there is local oversight of the tutors, and there is ongoing tutor training and adaptations to SMSU instructors' needs.

3) Recruiting a diverse tutoring staff is an ongoing issue. 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. Other strategies and better responses are needed.

4) It's nice to have the data from the checklist of options about what students want help with rather than an open-ended question on the appointment form. This data will be shared with the tutors next year to help inform our goal-setting next year and the tutors' request for workshops.

5) Next fall will be the first year that ENG 490 will be a two credit class instead of three credits. This shouldn't affect the practicum hours contribution to staffing too much since ENG 480 (and the practicum hours related to it) is a prereq for 490, except for an occasional student who takes 480 the year before 490.

6) One goal from the last two years, helping the tutors become more professionally engaged by getting them to attend and ideally present at writing center conferences, is seeing some progress. As students have gotten to know Dr. Baker more now in her third year after returning to direct the Writing Center, this interest is growing. Nicole Berning did write a proposal with help from Dr. Baker and was accepted to present at next year's International Writing Center Association Conference. Several new and even incoming/not yet tutors have expressed interest in attending

with her next fall, which would be a wonderful opportunity for them to learn more about the writing center field.

7) Some of the same items that we would like to develop but have limited time available for continue from last year. This includes revamping the web site and developing “fellows” programs with tutors aligned with specific classes or disciplines for whom we do a significant amount of tutoring. Two items from last year, addressing and conducting some deeper assessments and developing approaches in concert with some faculty did get addressed somewhat, with some progress made looking into appointment and usage data and learning more about EMLS needs and what those instructors would like. One issue that was brought up last year was working directly with faculty to address students who missed appointments related to their class. We did not pursue this this past year.

Appendix A

List of 2018-2019 Writing Center Tutors

Desiree Bauer
Nicole Berning *
Hailey Bieber
Sariah Cheadle *
Colin Nelson
Tess Novack *
Thalia Otero
Hannah Stremmel
Meghan Sullivan
Emily Williamson *
Madyson Yost *

Faculty volunteer: Maria Kingsbury

* indicates a returning tutor

Appendix B

2018-2019 Tutor Learning Goals, Methods, Outcomes and Reflection

**similar goals grouped together where appropriate*

(3 tutors) Become more familiar with APA; learn/hopefully master APA format; help students and professors who use APA and MLA in their classes

- Educate selves about APA; use Purdue OWL; prep in advance for appts that state APA format as the goal; create APA vs. MLA compare and contrast handout; use that handout

Outcome and Reflection: To achieve this goal, the three tutors who had similar goals followed the methods listed above. Each noted increased understanding and ability to use APA format and to model it for students. One tutor achieved her goal of creating the APA/MLA comparison handout, and she and the other tutors actually used the handout in sessions and found it quite useful. One tutor noted that she has become more familiar with the basics of APA format, and she reflected further that it would help her in the future to also do some practice exercises, which is something we could do as a whole staff.

(2 tutors) Facilitate online tutoring sessions better: learn how to give effective comments/suggestions on eTutoring appts; work on asking more questions instead of trying to edit

- Increase awareness of types of comments being written and make effort to ask questions in comments (to see comments as implied conversation)

Outcome and Reflection: The tutors reflected that while they “still struggle with not going full blow editor mode,” each recognized that they are doing a better job with making suggestions and asking questions. One tutor noted that there are still times when a mistake has to be pointed out, but she makes sure to explain how the grammar or punctuation works and does not just edit. The other tutor noticed her improvement when she was hired as an editor for a different project and could see how she “had to ... change my editing stance” between the Writing Center vs. editing approaches. She noted that in the Writing Center online appointments, she had a better appreciation for how to use questions and examples to help point out what a student needs to learn.

Help students by providing visuals and resources

- Inform students about Purdue OWL and show them web pages while working together
- Provide links to examples from the OWL when tutoring online
- Draw diagrams about punctuation and grammar on the white boards

Outcome and Reflection: The methods above represent the different strategies and tactics that the tutor developed over the year in alignment with her goal. The tutor found the links to be especially helpful when working with students on citations, annotated bibliographies, and cover pages.

Investigate the role of listening in the Writing Center

- Research in this area

Outcome and Reflection: The tutor found that research in this area is very thin. Applying her previous knowledge about listening theories, she looked for information related to writing centers but found primarily pragmatic communication tips and strategies. She is interested in designing a research study anchored in theory about how listening is enacted in the Writing Center in the future.

Appendix C

Responses to Appointment Form Question: “WHAT MAIN CONCERNS WOULD YOU LIKE TO FOCUS ON IN THIS SESSION? CHECK 1-3 ITEMS.”

* Note: this data is fairly new as this question was revised at the beginning of Spring 2018 from an open-ended question to a list of concerns. It was also tweaked during that semester with options about citation added. Thus this past Fall 2018 and Spring 2019 provides the first complete cycle of data compared to Spring 2018.

The responses are listed in order of highest to lowest percentage (which is different than the order they appear in on the appointment form) during the most current semester.

Main Concern	Spring 2019	Fall 2018	Spring 2018*
Punctuation and grammar	249 / 54.61%	161 / 44.23%	176 / 48.35%
Overall review	240 / 52.63%	188 / 51.65%	189 / 51.92%
Proofreading skills	148 / 32.46%	94 / 25.82%	102 / 28.02%
Organizing the paper/Paragraphing	129 / 28.29%	112 / 30.77%	113 / 31.04%
Developing my ideas and content	112 / 24.56%	82 / 22.53%	95 / 26.10%
APA documentation	90 / 19.74%	65 / 17.86%	69 / 18.96%
Transitions	89 / 19.52%	99 / 27.2%	98 / 26.92%
Using correct citation format	85 / 18.64%	63 / 17.31%	97 / 26.65%
Writing an introduction and/or conclusion	70 / 15.35%	61 / 16.76%	65 / 17.86%
Writing a thesis/focus	65 / 14.25%	74 / 20.33%	77 / 21.15%
Integrating my sources with my own ideas	55 / 12.06%	37 / 10.16%	48 / 13.19%
MLA documentation	51 / 11.18%	35 / 9.62%	44 / 12.09%
Understanding the assignment	49 / 10.75%	45 / 12.36%	44 / 12.09%
Brainstorming my ideas	40 / 8.77%	33 / 9.07%	35 / 9.62%
Other	29 / 6.36%	26 / 7.14%	17 / 4.67%

Adapting my writing to my audience	20 / 4.39%	26 / 7.14%	31 / 8.52%
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Appendix D

New Brand Identity Images



Appendix E

PR Material Designs

Post It



www.SMSU.edu/go/writingcenter

Water Bottle/Laptop Sticker



Banner Drafts



SMSU

Writing Center

Helping students write their best.



SMSU

Writing Center

Helping students write their best.



DRAFT



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DRAFT



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Appendix F

Student Quotes for PR Materials

***gathered in Spring 2019; PDFs of signature sheets available**

In response to the question “How does the SMSU Writing Center help you, or what do you enjoy or appreciate about the Writing Center’s services?”

I feel the Writing Center helps by having people available to work with you one on one on anything from brainstorming ideas to citation format and anything else.

–Caitlin Goodrich, Accounting major

The ease of making appointments and the friendly staff. :)

--Keaton Rommel, Justice Administration major

They helped me a lot. They help me to solve my writing problem and topic.

–Ting-Syuan Chu, Marketing major

What I really appreciate about the Writing Center and the students that work there is that no matter how complex or difficult your paper seems to be, they always break it down to your level of understanding, surprisingly; you will eventually do well in that paper.

–Moshood Agboola, Biology/Exercise Science major

They are very helpful and are very knowledgeable and are prepared with my topic when I come in.

–Danielle Olson, Early Childhood Development major

THE SPUR UPDATE
(Dr. Ruthe Thompson)

Spur editors and writers attended the College Media Advisers/Associated Collegiate Press annual convention in New York City, the College Media Advisers Mega Workshop at University of Minnesota, and the Truth and Transformation : Changing Racial Narratives in Media Conference at Hamline University.

They are working with students in the Computer Science Club to create an app for the paper that will do push notifications and increase visibility and readership of the Spur.

Two editors are developing a podcast to talk about issues of importance to college students. That project is ongoing this summer.

Editorial staff member Sabrina Pankratz is reporting and writing for the Marshall Independent this summer.

Editor Lacey Barke does a news show at Marshall Radio this summer.

Hannah Vos, PWC major and Editor on the Spur is doing a paid internship at Michels Communications in Sioux City, IA. The company publishes several regional magazines.

THE HONORS PROGRAM
(Dr. Brett Gaul)

The number of new students in the honors program has risen from 2 in 2015-2016, to 6 in 2016-2017, to 23 in 2017-2018, and to 24 in 2018-2019. The 23 new students who joined the honors program in 2017-2018 comprised the largest new class of students in over a decade, and perhaps even in the program's history—at least until 2018-2019 when 24 new students joined the program. Overall membership in the program has also risen from 19 at the end of 2016-2017, to 38 at the end of 2017-2018, and to 57 at the end of 2018-2019. From 2016-2017 to 2018-2019, total membership in the program has increased by 200%.

In November 2018 Director Gaul and honors students Emily Berscheit, Ayan Nur, Kelly Regan, and Jacey Schiager traveled to Boston, MA, for the 2018 National Collegiate Honors Council National Conference. In April 2019 Gaul and honors students Bailey Jorgensen, McKenzie Schmeichel, and Allyson Thuringer traveled to Menomonie, WI, for the 2019 Upper Midwest Regional Honors Conference. Jorgensen presented her poster titled "The Effects of Adverse Childhood Experiences on Depression and Suicidal Ideation in College and University Students," and Thuringer delivered a presentation titled "What Can Be Learned From Psychology Experiments Failing the Replication Test?"

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 taught online courses for the first time--one course in the fall semester (ENG 251), two courses in the spring semester (ENG 251 and LEP 400, Re-imagining disABILITY through Literature), for two new preps.

She published a poem in *Boomer Lit Mag*, Summer 2018: "California Road Trip, 1969."

She was interviewed by Patrick Moore, Communications Director, Pioneer Public TV, at the Great American Read event, Marshall-Lyon County Library, Aug. 23, 2018.

She participated in the Minnesota Humanities Center Listening Session, Pioneer Public TV, Granite Falls, as a representative of SMSU, Aug. 29, 2018.

She presented at the South Dakota Festival of Books, *Poetry of Presence* Reading, Brookings, SD, Sept. 22, 2018

She presented two sessions of "The Art of Storytelling" as part of the Time Travelers Program, Lyon County Historical Society, one for 1st-3rd graders and one for 4-6th graders in Feb. 2019.

She submitted a new poem, "citizen song," to the Ekphrastic Poetry Project at the Marshall Area Fine Arts Center (MAFAC), and presented her poem at the opening of the "Absentia: Abandoned Past" Exhibit of photographer Laura Migliorino's work, March 23, 2019.

She organized and moderated a panel, "Re-imagining disABILITY through Literature," with presenters Christine Stewart, Cassie Williams, and Dana Yost, at AWP19, Portland, OR, March 28, 2019.

She read an excerpt from *Becoming* by Michelle Obama at the "Other Places: Libraries Transport You" Reading, hosted by the SMSU Theater Department for National Library Week event, Marshall-Lyon County Library, April 8, 2019.

She coordinated the student and faculty judging for the 15th Annual Creating Spaces, a regional writing contest for 3rd – 12th grade students, in conjunction with SW/WC Service Cooperative; selected the cover photo with Judy Wilson by a regional high school student; lined up the

keynote speaker, children's book author Megan Maynor; hosted the awards ceremony, April 14, 2019, attended by about 180 students, parents, family members and teachers.

She presented a reading, "Re-imagining disABILITY through Literature," with SMSU graduate and former student Cassie Williams and current student Kristen Barnhardt. I read my own poetry as well as poetry by SMSU graduate Dana Yost, and an essay excerpt by Christine Stewart, on April 15, 2017, for the SMSU Fine Arts Celebration.

She participated in the "Prairie Homeless Companion" event about rural homelessness at the Marshall-Lyon County Library, and read her new poem about homelessness, "Little Enclaves Everywhere," April 30, 2019.

Neil Smith, Professor of English/Chair of EPSH

This was Prof. Smith's last year as Chair of the Department of English, Philosophy, Humanities, & Spanish for the foreseeable future. It was his seventh year as Chair overall.

He completed a novel this past year, and is now looking for an agent to represent it. He also completed a novella that is currently under consideration at a publisher.

The anthology *The Obama Inheritance*, featuring the story "I Will Haunt You," won the Anthony Award for Best Anthology at Bouchercon in 2018.

Teresa Henning, Professor of English

See PWC Program Report

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

See PWC Program Report

Brett Gaul, Professor of Philosophy/Honors Program Director

Dr. Brett Gaul's article titled "Want This Job? Provide Your Facebook Username and Password: The Cases of Justin Bassett and Robert Collins" will be published in Broadview Press's *Professions in Ethical Focus* (2nd ed.).

In Fall 2018 Gaul offered a GOLD College class titled "The Big Questions of Life."

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

Award Period ▲	Portfolio Name	Name	TechId	Amount
Spring 2019 ▼	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Spring 2019	Walter L. Mann Endowed Scholarship	Sariah Cheadle	12571169	\$400.00
Spring 2019	University Gala Fine Arts Endowed Scholarship (Literatu...	Hailey Bieber	13067489	\$1,250.00
Spring 2019	University Gala Fine Arts Endowed Scholarship (Literatu...	Sariah Cheadle	12571169	\$1,250.00
Spring 2019	William Whipple Arts and Humanities Scholarship Fund	Sariah Cheadle	12571169	\$900.00
Spring 2019	Leo Dangel Creative Writing and Literature Scholarship	Thalia Otero	12461016	\$1,275.00

Award Period ▲	Portfolio Name	Name	TechId	Amount
Fall 2019 ▼	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Fall 2019	Robert L Carothers Distinguished Student Writers Award	Colin Nelson	13041129	\$250.00
Fall 2019	Mary and Jack Hickerson Endowed Scholarship	Daryl Pennington	14009421	\$1,075.00
Fall 2019	Walter L. Mann Endowed Scholarship	Meghan Sullivan	13416326	\$500.00
Fall 2019	Walter L. Mann Endowed Scholarship	Colin Nelson	13041129	\$500.00
Fall 2019	Walter L. Mann Endowed Scholarship	Nicole Berning	13020025	\$350.00
Fall 2019	Alec Bond Memorial Scholarship	Miriam Krause	13366317	\$187.50
Fall 2019	Alec Bond Memorial Scholarship	Kelsey Melin	14009604	\$93.75
Fall 2019	Alec Bond Memorial Scholarship	Stanze Smith	13296843	\$93.75
Fall 2019	Eileen Thomas Endowed English Scholarship	Thalia Otero	12461016	\$475.00

FY 2019 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 & Design, 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 & Design 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 & Design 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 13th Annual *Fine Arts Celebration* which ran from April 1st to May 11th. 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.

2019 ANNUAL REPORT INFO FROM MUSIC

Prepared by John Ginocchio, Music Program Coordinator

Section I – Description of Department

C – Activities

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

Music:

- 3 SMSU Student Recitals (11, 12, & 7 student performers)
- SMSU Jazz Ensemble Concert
- Combined SMSU/Community Concert Band & Symphonic Chamber Winds Performance
- Southwest Minnesota Orchestra Performances
- SMSU Chorale Concert
- Men's Glee Club & Bella Voce Concert
- Mustang Ovation (with performances by Maria Callens (piano) and the Symphonic Chamber Winds)
- Festival of Moors and Christians Display
- 1 Senior Recital

Beyond the *Fine Arts Celebration* other collaborative efforts included:

The Jazz Ensemble collaborated with the other band programs in Marshall for the "All-City Jazz Festival" in April.

The Jazz Ensemble collaborated with the bands at Marshall High School and Minneota High School, bringing professional jazz saxophonist, Denis DiBlasio, to town for clinics and concerts at those schools.

The Pep Band performed in a combined pep band with the group at Springfield High School.
The Jazz Ensemble and Chorale performed for the University Gala.
The Symphonic Chamber Winds coordinated with the Dean's Office to perform at "Mustang Ovarions".
SMSU Singfest represented a collaboration between the Chorale and area school choral programs.
The Friends of the Orchestra and the SMSU adjunct string faculty collaborated on the Southwest Minnesota String Festival.
The band program worked with other area band directors to provide equipment for the annual SWMBDA Honor Band Festival.

D – Academic Personnel

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

Professor John Ginocchio: Full-time, tenured; Doctor of Arts in Music; Director of Bands, Music Program Coordinator; all bands, Foundations of Aural Theory, Secondary Ensemble and Classroom Methods, Orchestration and Choral Arranging, Chromatic Post-Tonal and 20th Century Theory, Teaching Music in Elementary Schools/Elementary School Music Methods and Materials, Public Performance Studies, Applied Trombone/Euphonium/Tuba, Applied Instrumental Conducting, Junior and Senior Instrumental Recitals, and Junior Proficiency.

Associate Professor Stephen Kingsbury: Full-time, tenured; Doctor of Musical Arts; Director of Choral Activities; all choirs, Music Theory I & II, Secondary Ensemble and Classroom Methods, Orchestration and Choral Arranging, Vocal Diction, Music History I, Applied Choral Conducting, Public Performance Studies, Junior and Senior Vocal Recitals.

Professor Daniel Rieppel: Full-time, tenured (Sabbatical, spring 2019); Doctor of Musical Arts; Director of Keyboard Studies; Southwest Minnesota Orchestra, Class Piano I, Music History II, Survey of World Music, Applied Piano, Piano Competency, First Year Seminar

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

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

Instructor Jia Cao: Adjunct; Master of Music; Applied Cello

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

Instructor Thomas Fortner: Adjunct; Master of Music; Southwest Minnesota Orchestra

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

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

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

Instructor Danae Nelson: Adjunct, Bachelor of Arts in Music; Applied Piano, Class Piano II-III-IV, Piano Competency

Instructor Holly Nester: Adjunct; Master of Arts; Applied Flute
Instructor Katie Pacza: Adjunct, Doctor of Musical Arts; Popular Music, Applied Voice
Instructor Beth Steuck: Adjunct; Bachelor of Arts in Music; Applied Piano, Applied French Horn
Instructor Jim Tabaka: Adjunct; Master of Arts in Musicology; Survey of World Music, Applied Guitar
Instructor Tom Vondracek: Adjunct; Bachelor of Music Education; Applied Trumpet
Instructor Diane Wright: Adjunct: Bachelor of Science in Music Education; Applied Violin, Applied Viola
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:

- Conducted the SWMBDA 11-12 Honor Band in January and the NEMBDA 9-10 Honor Band in February
- Presented a session, "Unhelpful Conducting Habits Learned from 'Helping' Students" at the Tennessee Music Educators Association Conference
- Wrote an article for the "Programa Revista de Festes de Moros i Cristianos" for Cocentaina, Spain
- Conducted programs featuring Spanish band music and marches of the Festival of Moors and Christians with the Mankato Area Community Band, the Marshall Municipal Band, the St. Cloud Community Band, and the Swift County Concert Band
- Brought Denis DiBlasio to SMSU to perform with the Jazz Ensemble as part of the Guest Artist Series
- Hosted the first Festival of Woodwinds at SMSU with guest flutist, Immanuel Davis as part of the Guest Artist Series
- Received grants from the Southwest Minnesota Arts Council and from U.S. Bank to support the Denis DiBlasio Residency and the Guest Artist Series
- Served on grant panels for the Minnesota State Arts Board and for the Southwest Minnesota Arts Council
- Served as the Chair of the Department of Fine Arts & Communication
- Served on the Alma Mater Taskforce; Commencement Committee; Academic Appeals Committee; and chaired the Whipple Scholarship Committee

Associate Professor Stephen Kingsbury

- Guest Conducted the Jr. High and Elementary Choral Festival at Murray County Central High School
- Guest Conducted at Tracy and Heritage Christian Academy
- Presented at the Minnesota Music Educators Association Midwinter Inservice along with the SMSU Chorale, "Resisting the Tyranny of the Barline: Teaching Metric Stress and Meter in Renaissance Polyphony"
- 2018 Rhetoric Society of America Bi-Annual National Convention, May 2018, Co-Presented a Talk Entitled “ ‘I Do Not Think it Means What You Think it Means’: Negotiating Shared Disciplinary Jargon” with Dr. Maria Kingsbury
- Worked with voice faculty to bring outstanding vocal artists to do masterclasses with our students, including: Dashon Burton, voice; Kayla Wilkins, voice; and James Barnet, collaborative pianist
- Brought outstanding guest artists to perform with the SMSU Choirs, including: The Minneapolis Guitar Quartet; Wes Meyers, double bass; Casey Rafn, piano; Jesse LaBrie, bass; and Katie Pacza, soprano
- Co-chaired the SMSU Alma Mater Task Force and prepared the choral score/arrangement for the premier at Commencement
- Served as the Music Program Assessment Liaison
- Appointed Repertoire and Resources Chair for Student Services for the Minnesota Choral Directors Association (2-year term)

Notable Adjunct Instructor Accomplishments:

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 the Music Program is often interwoven into the activities of our students and ensembles. As students prepare they are learning practical skills that help them better understand the habits and skills required for professionals in music fields. The following list of activities 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	8/21-24 FA 135	Pep Band	Music majors; Non-majors; Community members

Performance for Freshman Convocation	8/24	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	9/8 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	9/22 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Pursuit of Excellence Marching Band Festival	9/22 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
Collaborative Piano Masterclass with James Barnet	10/3 FA 132	Chorale, Vocal Ensemble, Applied Voice	Music majors; Non-majors; Community members
University Gala	10/5 RA Facility (SMSU scholarship donors)	Jazz Ensemble; Chorale	Music majors; Non-majors; Community members
SMSU Homecoming Parade	10/6 downtown Marshall	Pep Band; Chorale	Music majors; Non-majors; Community members
Performance for SMSU Football	10/6 REC	Pep Band	Music majors; Non-majors; Community members
SMSU SingFest	10/8 Fine Arts building and Theatre	Chorale; area high school choirs	Music majors; Non-majors; Community members; area high school choir members
Outreach Performance for Springfield High School Football	10/17 Springfield H.S.	Pep Band	Music majors; Non-majors; Community members; High School Band Members
Performance for SMSU Football	10/20 REC	Pep Band	Music majors; Non-majors; Community members
Southwest Minnesota Orchestra Concert "Making Music in Marshall"	10/26 SCCPA	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members

Performance for SMSU Football and "Play Like a Mustang"	11/3 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members; area high school students
SMSU Chorale concert with the Minneapolis Guitar Quartet; "Things Are Changed upon the Blue Guitar"	11/8 First Lutheran Church	Chorale with guest ensemble, the Minneapolis Guitar Quartet	Music majors; Non-majors; Community members
Performance for SMSU Men's Basketball	11/6 RA	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	11/10 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Vocal Masterclass with Kayla Wilkins	11/14 FA 132	Chorale, Vocal Ensemble, Applied Voice	Music majors; Non-majors; Community members
Performance for SMSU Women's Basketball	11/16 RA	Pep Band	Music majors; Non-majors; Community members
Fall Festival of Song	11/17 First Lutheran Church	SMSU Applied Voice Students	Music majors; Non-majors; Community members
Performance for SMSU Women's Basketball	11/17 RA	Pep Band	Music majors; Non-majors; Community members
Mustang Pep Band in Concert	11/19 FA Theatre	Pep Band	Music majors; non-majors; Community members
Student Recital	11/28 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Men's Glee Club and Bella Voce concert "I'm Bound Away"	11/28 First Lutheran Church	Men's Glee Club; Bella Voce; Applied Choral Conducting Students	Music majors; Non-majors; Community members
Student Recital	12/5 FA Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Concert Band concert "Happy Birthday, Lennie!"	12/6 FA Theatre	SMSU/Community Concert Band; Applied Instrumental Conducting students	Music majors; Non-majors; Community members

Performance for SMSU Basketball	12/7 RA	Pep Band	Music majors; Non-majors; Community members
“TubaChristmas”	12/8 Student Center	Applied Low Brass students; area low brass players	Music majors, non-majors; Community members
Performance for SMSU Basketball	12/8 RA Facility	Pep Band	Music majors; Non-majors; Community members
Senior Recital: Patrick Rowe, voice	12/9 First Lutheran	Applied Voice; Senior Vocal Recital	Music majors; Music minors; non-majors; faculty
SMSU Jazz Ensemble “Celestial Music”	12/10 FA Theatre	Jazz Ensemble	Music majors; Non-majors; Community members
Vocal Master-class	12/11 FA 132	Applied Voice	Music majors; non-majors
Student Recital	12/12 FA Theatre	Public Performance Studies; Applied Lessons	Music majors; Non-majors
Instrumental Master-class	12/12 FA 135	Applied Lessons	Music majors; non-majors
Performance: Southwest Minnesota Orchestra “Holiday Cheer!”	12/13 Holy Redeemer Church	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members; Professional, paid musicians
Performance for SMSU Basketball	1/18 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball	1/19 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball	2/1 RA Facility	Pep Band	Music majors; Non-majors; Community members
Festival of Woodwinds with guest artist, Immanuel Davis (flute)	2/2 FA 135 and Fine Arts Theatre	Applied Lessons; bands	Music majors; Non-majors; Community members; Guest artist
Performance for SMSU Basketball	2/2 RA 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
SMSU Chorale and Dr. Kingsbury MMEA Informance	2/14 Minneapolis Convention Center	Chorale	Music majors; Non-majors; Community members; attending music educators
Performance for SMSU Basketball	2/15 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball	2/16 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for Mustang Boosters Club, "Gold Rush Raffle"	2/23 Conference Center	Pep Band	Music majors; Non-majors; Community members
Vocal Masterclass with Dashon Burton	2/27 FA 132	PPS, Applied Voice	Music majors; Non-majors; Community members
SMSU Music Program & Scholarship Auditions	3/2 Fine Arts building	Various music majors as assistants	Music majors
SMSU/Community Concert Band & Symphonic Chamber Winds Performance "Monuments"	3/7 FA Theatre	Concert Band; Symphonic Chamber Winds	Music majors; Non-majors; Community members
Senior Recital: Illana Peter, voice & flute	3/10 First Lutheran Church	Applied Voice; Applied Flute; Senior Vocal Recital; Senior Instrumental Recital	Music majors; Music minors; non-majors; faculty
Spring Sing Concert	3/24 First Lutheran Church	Applied Voice Students	Music majors; Non-majors; Community members
SMSU Jazz Ensemble with guest artist, Denis DiBlasio (baritone sax & flute)	3/25 Minneota H.S.	Jazz Ensemble	Music majors; Non-majors; Community members; Minneota H.S. Jazz Bands
SMSU Jazz Ensemble with guest artist, Denis DiBlasio (baritone sax & flute)	3/26 Marshall M.S. Auditorium	Jazz Ensemble	Music majors; Non-majors; Community members; Marshall H.S. Jazz Bands

All-City Jazz Festival	4/1 SCCPA	Jazz Ensemble; Marshall H.S. & M.S. Jazz Bands; Holy Redeemer jazz band	Music majors; Non- majors; Community members; Marshall band members
Senior Recital: Margaret Wolverton, voice	4/6 First Lutheran Church	Applied Voice; Junior Vocal Recital	Music majors; Music minors; non-majors; faculty
Choir Concert: Men's Glee Club and Bella Voce "Ecstasy & Exultation"	4/11 First Lutheran Church	Men's Glee Club; Bella Voce; Applied Choral Conducting Students	Music majors; Non- majors; Community members
Southwest Minnesota Orchestra Concert "From Darkness Into Light"	4/13 SCCPA	Southwest Minnesota Orchestra	Music majors; Non- majors; Community members
Student Recital	4/17 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non- majors
SMSU Jazz Ensemble Concert	4/22 FA Theatre	Jazz Ensemble	Music majors; Non- majors; Community members
"Mustang Ovation"	4/23 SMSU Conference Center	Symphonic Chamber Winds	Music majors; Non- majors
SMSU Chorale: Masterworks Concert "Ein Deutsches Requiem"	4/23 First Lutheran Church	SMSU Chorale	Music majors; Non- majors; Community members
Student Recital	4/24 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non- majors
SMSU/Community Concert Band & Symphonic Chamber Winds Performance "Spirits"	4/28 FA Theatre	Concert Band; Symphonic Chamber Winds	Music majors; Non- majors; Community members
Spring Master-class (Non Majors)	4/30 FA 132	Applied Lessons	Non-majors; Music majors (secondary lessons)
Student Recital	5/1 Fine Arts Theatre	Public Performance Studies; Applied Lessons	Music majors; Non- majors
Music Juries	5/6 & 5/7 FA 132	Applied Lessons	Music majors & minors
Junior Proficiency Oral Exams	5/8 FA 126	Junior Proficiency	Music major

SMSU Commencement	5/11 RA Facility	SMSU/Community Concert Band; Men's Glee Club; Bella Voce; Chorale	Music majors; Non-majors; Community members
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Based on information collected during the NASM Self-Study in 2017, the faculty in the **Music Program** received made changes to the B.A. and B.S. degrees starting in the fall of 2018. The change removed an underutilized course from the curriculum. Its place, a new course, Foundations of Aural Theory, was created and added to the major. The faculty put considerable effort into designing and delivering this course in the fall of 2018. Additionally, the inclusion of this course, changes were required to MUS 172, Music Theory I and to MUS 174, Music Theory II. The instructor of these courses also worked extensively to adjust the course content. Moving into FY 2020, the faculty will review the effectiveness of these new and revised courses and continue to make needed adjustments to maximize student success and content delivery.

In October, 2018, the Music Program submitted their first Progress Report to NASM regarding steps taken to address suggestions from the accrediting body. In December, the NASM Commission responded with approval on three of the four areas of concern. These three areas included: a program strategy outlining the hiring of qualified part-time faculty; reassessing the practice of allowing the covering of teaching studio windows; and revision of published materials with references to professional careers. The Music Program had requested an extension to work on the fourth area (creation of a comprehensive 5-year strategic planning document including budgetary targets, costs, and revenues), which the commission granted. In March, 2019, the Music Program submitted their second Progress Report. The response from the NASM Commission is expected in July, 2019.

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

Jack Elbert was selected as a member of the 2019 Minnesota Intercollegiate Band that performed at the MMEA Midwinter Inservice.

Emily Berscheit, Rachael Blake, Whitney Burns, Jack Elbert, Samantha Hotzler, Maddie Lambert, Ryan Ohm, Illana Peter, and Chris Syphokham attended the MMEA Midwinter Inservice helping with the SMSU booth as well as attending sessions and concerts.

Patrick Rowe, Illana Peter, and Margaret Wolverton successfully completed Senior Recitals.

Noah Anderson successfully completed student teaching.

Two recent music alumni were accepted to graduate degree programs in music.

Paul Schell ('18)—University of North Dakota (composition)

Daniel Christenson ('18)—Texas State University (composition)

E – Service to University

Music Program

Performances for the University Gala, Commencement, and Mustang Ovations.

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); school visits by faculty; individual student calls and emails; 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.

Providing leadership and support in the selection of text and melody for the new SMSU Alma Mater.

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 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 and masterclasses by: Dr. Anna DeGraff; the Minneapolis Guitar Quartet; Immanuel Davis; Denis DiBlasio; Katie Pacza; Jesse LaBrie; Wes Myers; Casey Rafn; Dashon Burton; Kayla Wilkins; and James Barnet.

The Pep Band offered opportunities for high school musicians to play with the band through “Play Like a Mustang” and their combine pep band event at Springfield High Schools.

Dr. Kingsbury and the SMSU Chorale presented an informance at the Minnesota Music Educators Association Midwinter Inservice.

Activities related to the Guest Artist Series were open to the community.

The Festival of Woodwinds was open to all area woodwind players regardless of age.

"TubaChristmas" was open to all low brass players in the area regardless of age.

G – Assessment

The Music Program continues to teach and refine a curriculum guided by six Music Program Goals. A detailed listing of each can be found in various documents and online, but in short, they include:

1. Performance Skills
2. Theoretical and Aural Skills
3. Historical and Cultural Context
4. Pedagogical Skills
5. Conducting Skills
6. Technological Skills

The six program goals are based on the standards of the National Association of Schools of Music. The Program Assessment Plan is designed to measure student achievement in each of these goals, sometimes through a series of assessments culminating in one or two key assessments and at times based on key assessments given upon completion of significant instruction.

Under the leadership of Program Assessment Liaison, Dr. Stephen Kingsbury, the Music Program completed its first Report on the Assessment of Student Learning (RASL) in the fall of 2018. In the Narrative Summary, Kingsbury wrote:

In general, the Fall 2018 RASL paints a strongly positive picture of student learning within the SMSU Music Program. Our students are doing well, and have been doing better over time. The faculty are aware of some minor issues relating to Goals 2, 3, and 5 and will continue to monitor those issues and make adjustments to our curriculum and instructional models as seems necessary and prudent.

The faculty were very pleased to see the strong work produced by our students in FY 18, but noted the areas of weakness and made special efforts to address them this year. Several new assessment rubrics were created in order to better understand the strengths and weaknesses in student work in several goal areas. These included rubrics assessing Junior and Senior Recitals (Goal 1); research papers in Music History courses (Goal 3) [based in part on the writing rubrics developed for the Liberal Education Program]; and conducting projects completed as part of Applied Choral Conducting and Applied Instrumental Conducting (Goal 5). The RASL for FY 19 will include data from these new rubrics.

Other areas of concern cited in the FY 18 RASL (as well as in the most recent NASM Self-Study) including were also addressed with new courses and initiatives this year. In Goal 1, concerns were raised regarding instrumental student knowledge and fluency in scales. It was believed that inconsistencies in instruction and a lack of specific guidelines for success was a key obstacle to student success. In response to this need, Dr. Ginocchio developed a "Scale Guidelines" booklet that was purchased by all students enrolled in 200 and 300 level lessons. The booklet included all major and minor scales written in the ranges of each instrument along with specific scale patterns that should be practiced and would be tested at the end of each semester. In order to give students the opportunity to systematically work on these skills, three major scales and their relative minor scales were assigned during each semester this year, and students were tested on those scales at the end of each semester. Beginning in FY 20, all students completing Junior Proficiencies will be required to be able to perform each scale and scale pattern at the designated tempi. In addition to stressing the importance of this scale work to applied faculty, students also had opportunities to practice the scales together during designated class days during Public Performance Studies. Scale assessments indicate that while student achievement can still be improved, the standardization of required material is allowing students to focus more effectively on their practice.

A second area highlighted in the RASL and NASM Self-Study focused on students' aural theory skills. In the fall of 2018, a new theory curriculum was initiated with a new course focusing on the development of foundational, aural theory skills. The creation of this course also

required the revision of the MUS 172, Music Theory I course allowing it to focus entirely on written theory skills. Although the results have been largely positive, several ideas for improvement have been noted and will be addressed in the next installment of the courses in fall, 2019.

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=17

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—17 N—0	PPS; Ensembles; Lessons; Theory; piano	My progress—A to C Text/materials—A to C Course Content—C
2	Y—12 N—5	Aural Theory; Music Theory I and III; Orchestration & Choral Arranging; piano	My progress—C Text/materials—C Course Content—C
3	Y—8 N—9	Music History II; World Music	My progress—A Text/materials—P to C Course Content—P to C
4	Y—5 N—12	Applied Piano; PPS; Secondary Methods; ensembles	My progress—C Text/materials—C Course Content—C
5	Y—3 N—14	Applied Conducting; PPS; Theory; piano	My progress—C Text/materials—C Course Content—C
6	Y—5 N—12	Secondary Methods; Orchestration & Choral Arranging	My progress—C Text/materials—C Course Content—C

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—19 N—0	Applied Lessons; PPS; Ensembles	My progress—C Text/materials—C Course Content—C
2	Y—14 N—4	Music Theory II; 20th Century Theory; Lessons	My progress—C Text/materials—C Course Content—C
3	Y—12 N—7	Music History I; Vocal Diction; 20th Century Theory	My progress—A to C Text/materials—C Course Content—A to C
4	Y—6 N—13	Vocal Diction; Elementary Music Methods; lessons	My progress—C Text/materials—C Course Content—C
5	Y—3 N—17	PPS; Ensembles	My progress—A to C Text/materials—A to C Course Content—A to C
6	Y—7 N—12	20th Century Theory; Class Piano; Elementary Music Methods; ED course	My progress—A to C Text/materials—A to C 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 appear 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. Perceived growth in Goal 3 was inconsistent between the two semesters. The courses were taught out of normal order this year (Music History II in the fall and Music History I in the spring) due to the sabbatical of one faculty member. While some found the content and text/material to be considerable or adequate in the fall semester,

- there were several who found them to be poor. However, in the spring semester all students reported them to be adequate or considerable. This difference will require further discussion among the faculty.
4. Goals 4, Pedagogy, represents skills and content which tend to be course specific, and these courses tend to be upper-division courses, so it is not surprising that fewer students indicated work in these areas. Again, students appeared to be satisfied with these courses.
 5. FY19 is a year in the cycle where the only courses designed to address conducting skills (Goal 5) are Applied Choral Conducting and Applied Instrumental Conducting. These courses can only be taken by students who have completed the MUS 366, Conducting (offered in spring of 2018), so few students had the opportunity to take these courses. However, some students recognized that they could learn about conducting through other courses and observation.
 6. Although it appears that only a small number of students appeared to recognize courses in which technology content was included, those numbers do reflect the approximate number of students taking classes with strong technology components. Overall, students found their progress, materials, and content to be considerable or at least adequate.
 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 Alma Hale, Art Program Coordinator

This was the first year of Anne Wedler's fixed term appointment, replacing the retired Bob Dorlac. The Art & Design Program has definitely benefited from Anne's enthusiasm and determination to help us be the best that we can be. She has shown a great desire to not only stabilize the program's enrollment, but increase it, and has invested much creativity and energy to that end.

As a Program we decided to change our name from simply "Art Program" to "Art & Design Program" in acknowledgement of the Graphic Design Emphasis, which includes more than half

of the majors. It also recognizes the role design plays in all forms of art. The name change was approved, and has been implemented in university documents and publications.

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.

1. The Art & Design Program works with the Marketing Program 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.
2. The SMSU Art & Design 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.
3. *Foundation of Art and Design 2D*, *Foundation of Art and Design 3D* and *Introduction to Visual Arts*, *Art History I* and *Art History II* 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.
4. Individual Art faculty are involved in projects that ensure quality for many programs on campus. For example, Professor Hale worked closely with members of the Hospitality Management faculty to plan and offer a Global Studies class to South Korea. Professor Brace prepared a jewelry exhibit to display in the theatre lobby during the production of "Sense and Sensibility" that reflected the style during the era of Jane Austen.
5. 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.
6. 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.
7. 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 includes this class for its Public Relations majors as an elective to give these students experience communicating with a visual rather than verbal language. Marketing Majors have the same elective in their curriculum.
8. Through the College Now 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 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.

Fine Arts Celebration: This year's Faculty Art Exhibit, which includes faculty and staff from across campus, had a very small showing. As a result, Anne Wedler and Alma Hale supplemented the show with some of their older work.

2: Accomplishments by Faculty:

Program activities:

- *Art Program Fall Welcome Picnic:* the fourth annual, held at Independence Park the first weekend of fall semester. Organized by Professor Hale with set up help from Dr. Brace and Professor Wedler. 10-12 students in attendance.
- *Recruiting Opportunities:* On behalf of the Program, Professor Hale organized and staffed a table at the Career Expo hosted by the Southwest West Central Service Cooperative, and held on the SMSU campus. The Graphic Design Advisory Council was also involved, including the student representative on that Council. Hale also joined Adjunct Professor Don Sherman in a visit to the College Now program in Brooklyn Center and was able to work directly with the students there.
- 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. In addition, Professors Wedler and Hale developed and got approved the beginnings of a graduate curriculum to provide an opportunity for College Now teachers retain their credentials to offer those courses, as well as offer other art teachers in the state a chance to enhance their professional development.
- 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.
- Alma Hale and Anne Wedler created a series of graduate level courses that will be offered to area teachers as well as College Now teachers needing graduate credits.

Individual Faculty Accomplishments

Dr. Patricia L. Brace

Service

- served as co-Parliamentarian for SmSUFA Faculty Assemblies
- served on Women's Studies Committee
- chaired Cowan Award Committee
- Faculty Marshall for Commencement
- member of the Friends of the Library, Marshall/Lyon Co. Public Library

Teaching Work

- updated content for several courses based on research in Switzerland and France
- updated content for American Art History based on research in Phoenix, AZ
- prepared and taught a new course, Art History II

Presentations

- Gave a presentation on Art for 1968 Series, sponsored by SMSU History Club, for

Gold College, SMSU & Public Library; researched in part by visiting 1968 Show at Minnesota History Center

- Reader for Children's Literature & Other Worlds readings sponsored by Library & theatre program

Creative Work

- Spring jewelry show: asked by theatre program to do display of Jane Austen Era jewelry for SMSU theatre production of "Sense & Sensibility." Researched period & created jewelry designs for display in Theatre Lobby

Alma Hale

- served as the Art Program Coordinator
- served on SMSU Curriculum Committee
 - served on the Global Studies 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 published in the *Journal of Marketing Development and Competitiveness*
- took students to visit art galleries in the Twin Cities along with Anne Wedler
- held Graphic Design Advisory Council meetings in fall and spring semesters
- memberships in online photography forums, including *viewbug.com.*; *Model Mahem*; *Midwest Model Collective*; and *MeWe*.

Anne Wedler

- served on Whipple Scholarship Committee
- participated in SMSU Faculty Art Show as part of Fine Arts Celebration
- completed extensive curriculum revisions, and along with Alma Hale, created a series of new graduate level Art courses
- had a solo exhibition at Alaska Pacific University
- had works displayed in two juried exhibitions
- Blue Mountain gallery juried exhibition in New York, New York
- "Miles of Separation" at C Street Gallery at Drury University in Springfield, Missouri.
- attended and presented a paper at the "Fate, Foundations in Art and Teaching and Education" in Columbia, Ohio.
- organized field trips to the Minneapolis Institute of Art along with Alma Hale
- advised the Art Club

Pat Hand

- 3-D Adjunct
- Taught Gold College course

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 visiting artist Del Zartner
- 11 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.
- Three students were awarded Gala Art Scholarships

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.
- Approved new course offerings through Curriculum Committee, including ART 350 *Contemporary Art History* to be offered as an LEP course. ART 286 *Topics in Art: Digital Art* was also approved with an eye to making it a part of our regular curriculum.
- Approved new course offerings through the Graduate Curriculum Committee, including ART 521 *Advanced Problems in Painting*, ART 543 *Advanced Photography*, and ART 551 *Research Methods in Art History*.

Overhauled the prerequisites for nearly all courses offered in the Program and changed or removed them for most courses offered. In this process we also cleaned up our catalog offerings, removing those which are no longer offered.

5: Assessment Report:

- Efforts continue to make our assessment process accessible to others outside the program. To this end we have worked closely with Dr. Jeff Bell in standardizing our Sophomore/Junior Review standards and reporting. This will help us track our progress of students through the Program from Freshman through graduation and ensure that they are learning what we intend for them to learn.
- Presented a poster of our efforts at the Assessment Day reception.

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. A few of the responses dipped down to the Poor category for facilities and course offerings. This continues to be a staffing, budget and space issue.

2019 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 second year of our Theatre BA Partnership. Two students completed the BA program in the Spring, one completed the first year of the program, and three more have been admitted to officially begin the program in the Fall.
 - Partnered with Marshall Community Services and Marshall Area Stage Company to offer the second annual SMSU Children’s Theatre and High School Musical Theatre Workshop in June. After two weeks of preparation and rehearsal, the Children’s Theatre performed *Hi, Ho, Robin Hood* on June 14 and the high school students presented a musical theatre cabaret on June 14 and 15.
 - Remounted *The Awesome 80s Prom* as a special late night event on January 23 for the Kennedy Center American College Theatre Region 5 Festival in Sioux Falls
 - Collaborated with SMSU’s McFarland Library, the Marshall-Lyon County Public Library, as well as faculty, administrators, staff, students, and community members to present *Other Places, Other Times, Other Worlds...Libraries Transport You* on April 9 in honor of National Library Week and to present *Inside and Out: Fashions of 1968*, on November 13.
 - Presented the *Constitution Day Revue* on September 18, songs and scenes celebrating the Constitution, citizenship, and American history, for the Constitution Day/Week events sponsored by the SMSU Student Senate, SMSU McFarland Library, and SMSU Theatre.
 - Collaborated with the Student Hospitality Opportunities (SHO) to offer dinner theatre events in conjunction with *Young Frankenstein* and *Sense and Sensibility*.
 - Collaborated with SMSU Drama Club to provide Second Grade Workshops in Theatre for Park Side Elementary school students.
 - Theatre students in the Theatre History I class participated in the multidisciplinary Undergraduate Research Conference.
 - Provided entertainment for the University Gala, and Professor Mike Lenz once again 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

1. New teaching work done this year

- I adapted my THTR 220 Television Appreciation class for online asynchronous delivery, and also created a new theme, Superhero TV, which I taught in the Fall semester.

2. Scholarly and creative activity

- Directed the children's theatre touring production of *Miss Electricity*, January-March 2019, my first time directing a children's show and coordinating a tour.
- With Bare Bodkins Theatre, performed in *A Midsummer Night's Dream* as Titania, Theseus, and Snug, in Summer 2018.
- Performed as Mrs. Jennings and served as Dialect Coach for *Sense and Sensibility*, February-April 2019.
- Served as a KCACTF production respondent and member of the Regional Selection team for 5 productions in South Dakota, Minnesota, and Iowa throughout the year (also applies to item 5).
- Performed in a scene from *The Good Doctor*, and performed a monologue from *Equus*, for the KCACTF Region 5 Faculty Acting Showcase in January 2019
- Coordinated and was a dramatic reader for *Other Places, Other Times, Other Worlds...Libraries Transport You*, April 9, 2019, SMSU Whipple Gallery and Marshall-Lyon County Public Library.
- Presented a Public Speaking Workshop for MN Collegiate DECA Emerging Leaders Academy, November 2018.

3. Continued professional growth

- Attended Professional Development Days (also relates to item 4)
- Attended productions at the KCACTF Region 5 Festival in January 2019
- Facilitated Post Mortems for 6 Theatre and Drama Club productions throughout the year

4. Commitment to student growth

- Coordinated the London Theatre Experience for the second time, with planning and orientation sessions throughout the year, and culminating in a trip to the UK May 15-24 with a group of 14 students, alumni, staff, family, and friends (also relates to item 5).
- 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 guest artist residency for Matthew Murry as director of *T.I.C. (Trenchcoat in Common)* in November-December 2018, and with Sheila Tabaka, co-coordinated guest artist appearances by alumni solo performer Joshua Larson (*John's Divine Comedy*, September 2018) and Tessa Priem (*Inner Reformation*, November 2018).
- Coordinated logistics of the KCACTF regional festival trip and the KCACTF responses to our productions

- Coached 4 students and their partners for the Irene Ryan Acting competition at the KCACTF Region 5 Festival, December 2018-January 2019
- Served as liaison for the Fine Arts Living and Learning Community

5. Service to university, community, & profession

- Coordinated the Theatre Program's five-year Program Review process and Self-Study.
- Served as the Program Assessment Liaison (PAL) for Theatre
- Participated in student recruitment and registration events and activities throughout the year.
- Served as a member of the Committee for Institutional Assessment throughout the year.
- Served as alumni liaison for the Theatre Program, by managing an alumni Facebook group throughout the year and updating lists of alumni employment
- Coordinated the Faculty Acting Showcase for the KCACTF Region 5 Festival, November 2018-January 2019
- Served as a preliminary round respondent for the Irene Ryan Acting Scholarship competition at the KCACTF Festival, January 2019

b. Sheila Tabaka

2018 was the inaugural season of the SMSU Children's Theatre. It is a partnership I sought out between SMSU, Marshall Community Services and Marshall Area Stage Company. We presented a children's show (as typical) with *Disney's The Aristocats*. AND we expanded the programming to include the Musical Theatre Workshop for students grades 9-12.

June 23, 2018-Tea & Talk of "Here Comes the Bride" for the Cottonwood County Historical Society

Assisted with the community screening of the film *Farmer of the Year*

Spent 2 weeks in Scotland and England, researching Jane Austen, visiting key places in her life, and collecting photos for the production and items for the lobby display.

Attended the University Gala in support of the fundraising efforts for artistic (and presidential) scholarships

Assisted with the planning and execution of Constitution Day activities.

Assisted Marilee Thomas in providing garments for a presentation she did at the Lyon County Historical Society, about the American Red Cross.

Served on several SMSU committees/workgroups including: Civic Engagement workgroup; HLC Strategic Planning committee; Physical Plant committee; Faculty Improvement Grant committee; Intercollegiate Athletic Advisory committee.

Costume Designer for *Young Frankenstein*; *Trenchcoat in Common (T.I.C.)*; *Miss Electricity*; *Sense and Sensibility*.

Built costumes and ran the Costume Shop for all the above shows.

Continuing to provide Anita Gaul with a myriad of garments for the many presentations she does on fashion for her history classes.

Coordinated the SMSU Rummage Sale

Coordinated the performance of Josh Larson's one man show *John's Divine Comedy*
 Coordinated the initial discussion for the performance and subsequent Master Class
 of Tessa Priem and her one woman dance show, *Inner Reformation*
 Presented "Inside and Out: Fashions of 1968"
 Provided Marianne Zarzana with a Victorian garment for a Christmas event she
 attended.
 Performed in the 38th annual Holiday Bacchanal
 Mounted a benefit performance of *Awesome 80's Prom*, as a brush up for below...
 Presented *Awesome 80's Prom* as a late-night event at KCACTF in Sioux Falls, SD.
 Oversaw the creation of the costumes for the Drama Club productions of
Unnecessary Farce and *You're a Good Man, Charlie Brown*
 Organized a student field trip to see *Woyzeck* at SDSU in Brookings, SD.
 Organized the 2nd grade workshops.
 Took students to NYC over Spring Break
 Director of *Sense and Sensibility*
 Coordinated the Fashion Runway event, presented during the Fine Arts Celebration
 Coordinated the Student Academy Awards viewing, presented during the Fine Arts
 Celebration

c. Mike Lenz

Revised and adjusted the curriculum, content, and format of Stage Craft I & II and of
 Stage Management I & II
 Designed and created the scenes, lighting, and sound for four Theatre Program shows
 during the year
 Along with the other theatre faculty and students, presented "The Awesome 80's
 Prom" at the Region 5 Festival of KCACTF
 Completed "Green Dot" training and assisted in presenting it to groups at SMSU
 Served on the University Gala Committee and also Emceed the event
 Worked with the Marshall Area Stage Company on their production of *Chicago* and
 coordinating the use of the Fine Arts Theatre and equipment for the production.

3. Notable accomplishments by students to be highlighted.

- Paran Kashani, one of the first students in the SMSU-Normandale Theatre BA Partnership Program, received a KCACTF Region 5 Certificate of Merit for directing her Senior Project show, *Steel Magnolias*.
- Sariah Cheadle received a KCACTF Region 5 Certificate of Merit for Physical Comedy in *One Man, Two Guvnors*.
- The cast of *The Awesome 80s Prom* received a KCACTF Region 5 Certificate of Merit for Improvisation.
- Singer Rax Rax and dancer Avianna McFarquhar auditioned and were accepted into the highly competitive Musical Theatre Intensive that culminated in a cabaret performance for a thousand people at the KCACTF Region 5 Festival, January 2019
- Elizabeth Zoya, Avianna McFarquhar, and Allie Lamote auditioned for and were admitted to the selective Open Jar Institute, a Broadway summer training program in New York.

- Sariah Cheadle studied abroad in the UK at the University of Reading during the Fall 2018 semester.
4. Assessment
 - a. Progress of Program Assessment Plan development – We completely overhauled our Assessment Plan, including revising our outcomes, course maps, timetable, and other assessment-related documents, and began implementing our new plan in Fall 2018.
 - b. Short summary of assessments from this past year (does not need to be too detailed) –
 - We completed our 5-year Program Review, including our Self-Study report and site visit by external consultant Amanda Petefish-Schrag of Iowa State University. We expect Professor Petefish-Schrag’s report sometime in June.
 - Using our new Assessment Plan mentioned above, we set aside a day at the end of the Fall 2018 semester, and in support of assessing program Outcome 1 and related LEP/MnTC outcomes, we used the VALUE Rubrics for Written and Oral Communication to score selected artifacts from our THTR 230 Script Analysis and THTR 435 Theatre History I courses to collect data for program SLOs, and artifacts from THTR 100 Theatre Appreciation, THTR 220 Film and TV Appreciation, and LEP 400 in support of LEP SLO assessment. For Outcome 4, we evaluated student performance data on Theatre History I tests and projects. We will repeat these tasks again over the summer for Spring classes, with THTR 100, as well as THTR 440 Theatre History II.
 - We met once each semester to discuss our courses, and how our students overall, and each of our majors and minors individually, were progressing towards our 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.
 5. 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 8 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
 6. 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 3-15, 2019, SMSU Theatre facilities

Professors Tabaka and Lenz, area K-12 students The Children's Theatre students performed *Hi, Ho, Robin Hood* on June 14, and the high school students presented a musical theatre cabaret on June 14 and 15.

London Theatre Experience trip

May 15-24, 2019, London, Stratford-upon-Avon, Bath, UK; on campus orientations throughout the Spring semester

THTR 310 The London Theatre Experience

Professor Schmidt coordinated, participants included students, staff, alumni, family, and community members.

Theatre Banquet

May 6, 2019, Marshall Golf Club

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

Drama Club 12th Annual Playwriting Festival

May 1, 2019, Black Box

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

Second Grade Workshops

April 26, 2019

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

Drama Club's production of *You're a Good Man, Charlie Brown* and Production *Post Mortem*

April 25-28, Post Mortem April 30, 2019

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.

Creating the Fairies' Makeup for A Midsummer Night's Dream

April 23, 2019, Black Box

Presented by student Jennifer Homan, attended by students and faculty

Travels in England: Studying Abroad and Why It Could Be For You

April 18, 2019, Whipple Gallery

Presented by student Sariah Cheadle, attended by students and faculty

Student Academy Awards

April 15, 2019, Black Box

Professor Tabaka coordinated and students (Theatre and non) participated to view award-winning student films.

10th Annual Fashion Runway

April 9, 2019, FA Theatre lobby

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

Sense and Sensibility, Dinner Theatre, and Production Post Mortem

April 4-7, 12-14, Post Mortem April 19, 2018, Fine Arts Theatre and Black Box
THTR 100 students worked in the Scene Shop and Costume Shop and on various crews;
SHO coordinated dinner

Directed by Professor Tabaka; designed by Professors Tabaka and Lenz; produced by Professor Schmidt. Cast of 16 included students (Theatre and non), faculty, and community members. Performances attended by students, faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Other Places, Other Times, Other Worlds...Libraries Transport You

April 8-9, 2019, Whipple Gallery and Marshall-Lyon County Public Library
Professor Schmidt coordinated, readers including faculty, students, and community members; audiences included students, faculty, staff, and community members.

Spring Break New York trip

March 2019

THTR 315 The New York City Experience

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

Miss Electricity and Production Post Mortem

February 15, 22, 23, 24, March 1, 2, 3, 8, Post Mortem March 5, 2019

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews
Designed by Professors Tabaka and Lenz; produced by Professor Schmidt. Cast of 12 included students (Theatre and non). Seven touring performances to area schools, and public performances attended by students, faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Auditions for You're a Good Man, Charlie Brown

February 2019, Black Box

Coordinated by Drama Club; Students (Theatre and non) auditioned

Kennedy Center American College Theatre Festival (KCACTF) Region 5

January 20-26, 2019 (with preparation throughout Fall semester), Sioux Falls, SD

12 students (Theatre and non), 4 faculty and staff

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.

Auditions for Sense and Sensibility

January 2019, FA Theatre

Professor Tabaka coordinated; students (Theatre and non), faculty, and community members auditioned.

38th Annual Holiday Bacchanal

December 13, 2018, FA Theatre lobby

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

Auditions for *Miss Electricity*

December 12-13, 2018, FA Theatre

Professor Schmidt conducted, students (Theatre and non) auditioned

T.I.C. (Trenchcoat in Common) and Production Post Mortem

December 3-9, Post Mortem December 11, 2019, Black Box

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews
Guest director Matthew Murry directed a cast of 6 that included students (Theatre and non) and community members; designed by Professors Tabaka and Lenz, produced by Professor Schmidt. Crew of students (Theatre and non). Performances attended by students, faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

***Inner Reformation* performance and movement workshop**

November 19, 2019, Black Box

Guest artist Tessa Priem presented a movement workshop and performance of her original work, *Inner Reformation: An Autobiography Danced*, for audiences of students (Theatre and non), faculty, and community members.

Drama Club's production of *Unnecessary Farce* and Production Post Mortem

November 15-18, Post Mortem November 20, Black Box

Cast included students (Theatre and non). Performances attended by students, faculty, staff, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

Inside and Out: Fashions of 1968

November 13, 2018, Whipple Gallery and Marshall-Lyon County Library.

Professor Tabaka coordinated, participants and audience included students (Theatre and non), faculty, and community members.

Missoula Children's Theatre Q&A

October 25, 2018, Black Box

Two MCT actor/directors on tour in Marshall conducted a Q&A about life as a professional touring actor, attended by Theatre students.

Young Frankenstein, Dinner Theatre, and Production Post Mortem

October 24-27, November 1-3, Post Mortem November 5, 2018, FA Theatre and Black Box

THTR 100 students worked in the Scene Shop and Costume Shop and on various crews; SHO coordinated dinners

Professor Lenz directed a cast of 6 students (Theatre and non) and community members. Designed by Professors Lenz and Tabaka; produced by Professor Schmidt. Crew of students (Theatre and non). Attended by students (Theatre and non), faculty, staff, administrators, alumni, and community members. Post Mortem attended by cast, crew, and Theatre faculty.

John's Divine Comedy performances

October 6-7, 2018, Black Box

SMSU alum and professional actor Joshua Larson presented two performances of his original one-man show for audiences including students (Theatre and non), alumni, and community members.

SMSU Theatre Sale

October 1-5, 2018, FA Theatre

Professors Lenz and Tabaka coordinated, staffed by students (Theatre and non), and shoppers included students (Theatre and non), faculty, staff, and community members.

Constitution Day Revue

September 18, 2019, Black Box

Professors Schmidt and Tabaka coordinated, participants and audience included students (Theatre and non), faculty, staff, and community members

Auditions for Fall Theatre and Drama Club shows

September 4 and 6, 2018, 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

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:

- Take 2 Improv shows (Gold Rush Days, Homecoming, Halloween, Valentine's Day, May show, etc.)
 - Christmas caroling at area elder homes
 - Homecoming Parade participation
 - Weekly production meetings for Drama Club productions
-

Communication Studies Program 2019 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 2018-19 academic year. This has been a very productive year for the program. The largest task of the program this year was a revision of our programmatic SLOs for each of the four majors housed within the program. In addition, the program continued to revise curriculum, do active recruitment and work through staffing challenges. This report is by no means a comprehensive account but does include several highlights of the program's activities.

INDIVIDUAL FACULTY INFORMATION:

Professor Mark Fokken:

New teaching work:

- Redesigned online course offering of COMM 110 for the Fall and spring terms. This included some new video modules.
- Incorporated the use of the Collaborative Learning Classroom in COMM 200 Small Group Communication in the Fall term. I used the space on 5 different occasions for collaborative learning activities.
- Mentored a new College Now site at Willmar High School.
- Administered the Personal Report of Communication Apprehension (PRCA) as an assessment device in College Now sections.
- Used Adobe Connect to record class sessions in COMM 310 in the Spring term to assist a student who needed to enroll as a distant learner.

Scholarly activity:

- Served as a reviewer for the Central States Communication Association Conference – Argumentation and Forensics division.
- Served as College and University representative to the Comm. and Theatre Association of MN Board of Governors.
- Served on the staff of the American Forensic Association National Individual Events Tournament.
- Invited adjudicator for 5 high school speech tournaments.
- Created new course in partnership with Professor Herder to offer Credit for Prior Learning (CPL) at the graduate level: COMM 589.
- Served as a host for an episode of “Meet the Candidates” on Pioneer Public Television.

Continued Professional Growth:

- Attended the Communication and Theatre Association of MN annual conference.
- Attended Fall and Spring professional development day programming.
- Maintained membership in Communication and Theatre Association of MN, National Communication Association, American Forensic Association, Pi Kappa Delta and routinely review publications from all these organizations.

- Became recertified to adjudicate MN state high school league speech and debate tournaments.

Continued Student Growth:

- Mentored Doria Drost as assistant tournament director for the annual HS Speech tournament at SMSU.
- Served as tournament director/host of the 20th annual SMSU High School Speech Invitational.
- Advised 15+ students throughout the academic year.
- Advised undeclared students during all-university registration programs.
- Advised student internships (several each term).

Service to university, community and profession:

- Served as program coordinator for Comm. Studies Program.
- Served on several committees: Liberal Education, Physical Plant, Academic Technology, Academic Computer Users, Strategic Enrollment Management, Cowan Award.
- Recipient of the American Forensics Association National Individuals Events Tournament (AFA-NIET) Distinguished Service Award.
- Served as the Program Assessment Leader for all four majors in the Comm. Studies Program (COMM, COMM-PR, COMM-BDM, COMM/Arts/Lit-Sec. Ed.)
- Supervised a revision of the Student Learning Outcomes for all 4 Comm. Studies majors.
- Served as Master of Ceremonies for Fall Convocation.
- Served as Treasurer and Bookkeeper for Lutheran Campus Ministry.
- Served as Chair of the Board of Trustees at Our Saviour's Lutheran Church, Canby, MN.
- Exhibited at the faculty and staff art show in April.
- Judged 5 MN State HS League sanctioned speech tournaments, including the state speech tournament.
- Served as College and University representative to the Board of Governors of the Comm. and Theatre Association of MN.
- Served as adjudicator for the Marshall HS Speech Team mock tournament.
- Sewed quilts for graduating seniors at my church (7).
- Baked and donated items to a variety of projects including Our Saviour's Lutheran Church County Fair dining hall, OSL Fall Bazaar, Setting the table for Hospice silent auction, ABATE of Southwest MN fall fundraiser, University Gala, church youth and forensics team bake sales.
- Drove for meals-on-wheels on two separate occasions.
- Chair of the Video streaming ministry team at Our Saviour's Lutheran Church.
- Fair Dining Hall committee at Our Saviour's Lutheran Church.
- Served at funerals and other events at Our Saviour's Lutheran Church.
- Contributed to Cathy Cowan award video.

- Volunteer announcer for the Canby Hat Daze parade, SMSU Homecoming Parade, and a variety of events at the Yellow Medicine County Fair.
- Host of “Meet the Candidates” debate on Pioneer Public TV, October 2018.

Professor Rick Herder:

New Teaching Work

This year I used GoReact in all sections of Comm110 and have transitioned to using their online evaluation rubric tool to provide feedback and assign grades. The online rubrics I have developed track closely with the paper evaluation forms we have traditionally used in the Communication Studies Program. Since GoReact allows me to record student presentations and give them point by point feedback on specific aspects of their performances, this year I began requiring students to write a brief paper in which they evaluate their own performances and track their progress on specific learning outcomes. So far I am finding that most students take the assignment seriously and appear to appreciate the types of feedback they have been receiving.

Scholarly activity

This past year I continued work on the following projects:

- Sponsored a panel for the Economics and Society division of the National Communication Association held in Salt Lake City in November, 2019.
- Wrote and presented a paper for the Economics and Society division of the National Communication Association held in Salt Lake City in November, 2019 entitled *Supply Chain Labor and Critical Pedagogy: The Coalition of Immokalee Workers and the Introduction of Worker-Driven Social Responsibility*.
- Co-sponsored a research panel that was accepted as part of a “showcase symposium” at the Academy of Management for the Academy of Management annual convention to be held in Boston in August, 2019. The title of our presentation is: “The Coalition of Immokalee Workers uses Inclusionary Organization Networking and Ensemble Leadership to Change Modern-day Slavery Practices.”

Continued Professional Growth

This past fall I was invited to participate in the 2018 Minnesota Teacher Licensure Examinations (MTLE) Test Materials Review Conference. I was invited to participate because I teach COMM 450 Secondary Teaching Methods: Communication Studies. As a participant in the conference, I helped review and edit possible questions for the MTLE teacher licensure exam for secondary Communication Arts and Literature.

Commitment to Student Growth

This was my first full year as faculty advisor to the Non-Traditional Students Organization. As a former non-traditional student, I must say I enjoy working with this organization. I am pleased to report membership in NTSO has bounced back this year after several years of languishing with only a handful of members. The officers and members have renovated the club room (CH121) by purchasing new furniture

and redecorating the room. Most importantly, this year the club sponsored several fundraisers and activities, including the annual Tree of Hope and a new “Stuff-a-Stanger” event. In both instances the money raised will benefit needy children in our community and region.

Service to the University, Community and Profession

- Judged several high school speech tournaments including: The Marshall High School Speech Spectacular, the SMSU High School Invitational tournament, two MSHSL sub-section tournaments (Adrian and Montevideo), and one MSHSL section tournament at SMSU
- Served on the board of the Literacy Volunteers of Southwest Minnesota
- Served as a member of the SMSU Institutional Review Board
- Served on the City of Marshall Charter Review Commission
- Served on the City of Marshall Cable Commission
- Served on the Staff Parish Relations Committee at Cornerstone United Methodist Church

Professor Ben Walker:

New Teaching work done this year

Taught a LEP 100 course for the first time. “Fantasy Football” had significant interest from students.

Scholarly activity

Presented three sessions at the 2018 National Communication Association Conference in Salt Lake City:

- The Arrogance of Unpacking Your Invisible Forensics Knapsack.
- Eschewing the 5-Part Speech: Metamodern Speech Writing in Collegiate Individual Events Competition.
- Negotiating Our Way out of the Banking System: Strategies for Encouraging Student Engagement and Creative Expression through Critical Communication Pedagogy in the Classroom

Commitment to Student Growth

Directed the Forensic Team in a variety of competition, community, and campus events.

Volunteered to help prepare the DECA team for national competition

Service to the University, community and profession:

- Served as the Executive Secretary of the Minnesota Collegiate Forensic Association
- Reviewed article submissions for the National Forensic Journal and the Speech Communication Association of South Dakota-Journal.
- Served as the Lyon County DFL Chairperson

- Advised the College Democrats and led Get Out the Vote efforts for the 2018 midterm elections on campus

Professor Jos Ullian:

New Teaching Work

Highlights of courses taught this academic year:

- COMM 110 Essentials of Speaking & Listening
 - Introduced a storytelling component into the course
 - Introduced “Emerging Topics” for Impromptu exercise
- COMM 112 Multicamera Studio Production
 - Introduce shooting on new set
 - Designed new opening for the exercises
 - Introduced students to teleprompter use (new equipment addition)
- COMM 114 Single Camera Field Production & Editing
 - Experimented with a more basic approach to single camera production so as to get students through the production cycle sooner.
 - Produced two video tutorials to teach and reinforce techniques
- COMM 162/362 Broadcasting & Digital Media Activities
 - Students worked on Football and Basketball broadcasts
 - Students worked on Cathy Cowan video for Mustang Ovarions
 - Students worked on developing audio podcasts
- COMM 345 Sports Broadcasting
 - Students worked on Sports Show
 - Students worked on video to explain Football and Basketball rules
- COMM 480 Creative Workshop in Media Production
 - Broadcasting & Digital Media majors began work on senior projects
- COMM 488 Senior Seminar
 - Students worked on senior projects under my mentorship
 - Students practiced and delivered final presentations

Scholarly activity

Professor Ullian's creative work involves producing videos for the Communication Studies program and for the university. This year he was the executive producer for 6 home football games and 23 home basketball games, and created some new graphics for those broadcasts. In addition, he produced the opening motion graphics for the Homecoming Parade and for the A Very Prairie Christmas broadcast (canceled due to inclement weather). In the fall, SMSU Media and Studio 1, the Marshall Public Access organization, collaborated in broadcasting the Election 2018 Candidates Debate held in the Upper Conference Center at SMSU. He designed the opening and closing motion graphics and the animated lower thirds super to identify the speakers for that show.

Continued Professional Growth

- Ongoing member of the Broadcast Educators Association.

- Attended the International Broadcast Convention in Amsterdam this September to research new equipment and become knowledgeable about emerging channels of media distribution.
- Member of DVXUsers.com (source for updates on video equipment and production)

Commitment to Student Growth

- Took two SMSU students to the Film School in Prague
- Found sources of funding for video equipment and production assets that would further the development of students' video production skills. One of the major acquisitions was a professional TV set for the Multimedia Studio which will allow students to produce a professional looking video for their demo reel when they go out job hunting
- Organized the SMSU Media Professionals visits, allowing students to meet professionals in the media field and gave them the opportunity to make connections and ask questions about careers in the media creation field. Guests included: Jim Nelson, multimedia journalist/writer for Fox and Friends, Fox News; Joe Santagata, ESPN and ESPN International; Jeff Hoyt, KJ Films: Director of Photography and Lighting Professional; and Jason Mazzota, Independent Filmmaker.

Service to the University, community and profession

- Served on the Academic Technology Committee
- Served on the University Technology Advisory Committee (4 at Large)
- Ex-Officio Member of the Commencement Committee
- Executive Producer for the 6 Home SMSU football Games broadcasts and 23 Home SMSU Men's and Women's basketball Games broadcasts
- Executive Producer for the SMSU Commencement Ceremony Broadcasts and Flash Drive Sales
- Produced Graphics for the Homecoming Parade broadcast (multicamera broadcast canceled)
- Produced Graphics for "A Very Prairie Christmas" (broadcast canceled due to inclement weather) See Criterion 2
- Executive Producer and Graphics designer for the Election 2018 Candidates Debate Event broadcast from the Upper Conference Center of SMSU See Criterion 2
- Produced Video for The Cathy Cowan Award Video for the Mustang Ovarions Event.

Professor Julie Walker:

New Teaching work done this year

There were several areas where new instructional methods were employed this year.

- Did collaborative work between her COMM 220, Storytelling in Modern Communication course and Dr. Cyndi Aamlid's Sociology of Aging class to

have students create digital storytelling projects for residents at Boulder Estates in Marshall.

- Completed a complete revision of COMM 260, Media Writing to make it an online course.

Scholarly activity

- Co-presented and/or coordinated five presentations at the Communication and Theatre Association of Minnesota (CTAM) annual conference
 - LGBTQ+ Issues in Minnesota
 - Southern Accent Training Workshop
 - Communication Analysis as Student Research
 - Performing in Unique Spaces
 - Sexual Assault and Forensics: Student Performances and Student Experiences
- Served as a reviewer for *Communication Teacher* and the *Communication and Theater Association of Minnesota-Journal* (CTAM-J) and most recently, the *National Forensic Journal*

Commitment to Student Growth

- Completed "Green Dot" training and assisted in presenting it to groups at SMSU
- Coached numerous students for the Forensics Team and traveled with them to competitions throughout the country.

Service to the University, community and profession

- Co-chaired the Contingent Faculty Committee
- Chaired the LGBTQ committee
- Served on the Faculty Assembly Executive Committee
- Hosted and coordinated the "Mustang Stampede" Forensics meet in Mankato and assisted with several other meets around the state
- Served as the Media Specialist for the Comm. and Theatre Association of MN.
- Served as the President and Secretary for the Argumentation and Forensics Division of the CSCA.
- Elected President-Elect of CTAM
- Served as advisor to the GLBTA Student club.

PROGRAM INFORMATION:

Section 1: 2018-19 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 13th annual Fine Arts Celebration. The program sponsored events included the Spring Forensic Showcase performance 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. Professor Mark Fokken developed professional connections with the station by serving as a moderator for one of the live MN State House debates on Pioneer's *Meet the Candidates* program in October. Students and Professor Jos Ullian continue to work on developing relationships and internships with the station as well.
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 2018.
 - Marshall Speech Spectacular tournament hosted by Marshall High School, January 2019
 - Hosted the 2019 Minnesota Collegiate Forensics Association (MCFA) Championship Tournament on campus in February 2019.
 - 2019 MN State High School League Section IIIA tournament, April 2019
 - The team helped with the campus blood drive organized by the Student Association in October. The team donated time and food to the drive.
 - The team partnered with Marshall's New Horizon's Crisis Center to host and event about human trafficking in rural America, November 2018.
 - The team partnered with PFLAG of Marshall-Buffalo Ridge to put on a Trans Awareness Open Mic Night at Mainstay Café in Marshall, November 2018.
 - The team co-sponsored the "Out of Silence" performance in march that was organized by the Women's Studies Committee. Another co-sponsor was the Theatre program.
 - The team also collaborated with the New Horizon's Crisis Center's "I Ask" sidewalk chalk event in April. Team members participated and helped organize the event.
 - Forensics was a co-sponsor along with College Republicans and Democrats and the Political Science Club to bring Author's Dave Durenberger and Lori

Sturdevant to campus for a presentation entitled “When Republicans were Progressive.” It featured readings from their book and conversation/discussion with attendees.

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 fields. Those students in attendance were enthusiastic and appreciative. The session involved both faculty and current students in the program.
6. SMSU Media Collaborations: The SMSU Media Club and Broadcasting and Digital Media students collaborated with several organizations on video productions. These included
 - a. SMSU Athletics – broadcasted 8 home football games and 23 Men’s and Women’s home basketball games.
 - b. SMSU Forensics – Forensics Showcase performances.
 - c. SMSU Political Science Program – 2018 Candidates Debate broadcast.
7. SMSU Music Program – A Very Prairie Christmas (cancelled due to weather)

Section 2: 2018-19 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, recently finished her second Master’s degree at Minnesota State Mankato in Communication Studies. As part of her program, she did an internship with the SMSU Communication and Marketing office with Jim Tate. She conducted interviews and wrote feature stories for SMSU Today and all the alumni features for MARL. She also continues to teach as an adjunct for MSU Mankato.

Section 3: 2018-19 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 2019.
 - KMOJ Radio, Minneapolis, MN
 - KSFY Television, Sioux Falls, SD
 - 44i Marketing and Digital Communications, Sioux Falls, SD
 - Prague Film Institute, Prague, Czechoslovakia
 - United Way of SW Minnesota, Marshall, MN
 - MN Army National Guard, Minneapolis, MN
 - The Duluth Huskies, Duluth, MN
 - Healthy 56258, Marshall, MN
 - SMSU Football Team, Marshall, MN
 - SMSU Residential Life, Marshall, MN

2. Student Named President of the Year: **Crystal Enga**, a Senior Early Childhood Education major from Marshall was named the 2019 Core Co-Curricular Club and Organization President of the Year for her work with the Forensics Team. This is the second straight year she has received this honor.
3. Forensics Team places fourth at state tournament: The SMSU Forensics Team captured fourth place honors at the 2019 MN State Championship in the Limited-Entry Division held at SMSU. The team's performance was led by President and Senior **Crystal Enga** who captured the championship in the oratory category, qualifying her for the national tournament.
4. Student Competes at National Forensics Association Tournament: **Doria Drost** (Extemporaneous Speaking, Communication Analysis, Persuasion, Impromptu) qualified for and competed at the National Forensics Association Tournament held at Santa Anna, California in April of 2019.
5. Students Qualify for American Forensics Association National Individual Events Tournament: **Crystal Enga** (Duo Interpretation, Persuasion), **Chanelle Walker** (Duo, Drama Interpretation), and **Jocelyn Klein** (Poetry Interpretation) all qualified for the American Forensics Association National Individual Events Tournament held at the University of Alabama in Tuscaloosa in April of 2019.
6. Student Competes at Interstate Oratory Competition: Senior and team president **Crystal Enga** competed at the Interstate Oratorical Contest held at West Chester University in late April. She was one of only two students selected in each state to compete at this prestigious tournament. She earned her spot by capturing the championship in oratory at the state tournament held on the SMSU campus in February.
7. Drost serves as Assistant Tournament Director: **Doria Drost** served as the Assistant Tournament Director for the 2019 SMSU High School Speech Invitational in March. She worked closely with Tournament Director Mark Fokken to plan the event and execute the event.
8. Drost places 2nd in Individual Sweepstakes: **Doria Drost** placed 2nd in Individual Sweepstakes at the Icebox Classic Forensic tournament held at St. Cloud State University in February. Her teammate **Crystal Enga** placed 4th.
9. Students Present at State Conference: Seniors **Crystal Enga** and **Doria Drost** and sophomore **Chanelle Walker** presented their Communication Analysis speeches at the annual Communication and Theater Association (CTAM) Conference in St. Cloud in September. **Drost** also led a panel about accents for the stage and performance.

10. Individualize Interdisciplinary Major receives award: **Aaron Bible**, and IIM major with one of his major concentration areas in Communication, received the President's Leadership Award.

Student makes appearance on "The Price is Right": **Aaron Bible**, and IIM major with one of his major concentration areas in Communication, appeared on the popular gameshow "The Price is Right" in August of 2018.

Section 4: 2018-19 Curriculum Work/Changes:

This year involved several curriculum changes aimed at refining the curriculum and updating offerings to hopefully attract more enrollment.

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. Changes to the Health Communication Minor: Several changes were made to the Health Communication minor to bring it in-line with curriculum changes in other programs that have related coursework to the minor. Electives were altered to make it easier for students to complete the minor. Changes were also implemented to ensure off campus students, such as Exercise Science majors in the metro area, could complete the minor online.
2. Curriculum Changes of Less than Major Significance: A few changes of less than major significance were completed this year as well. They include:
 - a. Renumbering of COMM 303 Professional Presentations (3 cr.). This course was renumbered to COMM 403 and redesigned to reflect more advanced level presentation outcomes. In addition, a new course COMM 503 was added at the graduate level. The courses will be offered in a stacked format.
 - b. Creation of new course COMM 503 Professional Presentations (3 cr.): This course was created to help satisfy need for graduate coursework in communication. The class will be stacked with its undergraduate equivalent, COMM 403.
 - c. Creation of new course COMM 503 Creative Workshop in Media Production (3 cr.): This course was created to help satisfy need for graduate coursework in communication. The class will be stacked with its undergraduate equivalent, COMM 480.

- d. Cross-listing of ED 485/585 with COMM 485/585 (3 cr.): In 2017-18 the program collaborated with the Education Department to create a new course called “Collaborative Technology in the Learning & Industry Environments” as part of new offerings in the graduate area. This year, the course was formally cross-listed with ED 485/585 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 HLC credentialing standards.
 - e. Creation of new course COMM 589 Special Topics in Communication Studies (1-6 cr.): This course was created as a part of a university-wide initiative to offer credit for prior learning (CLP) at the graduate level. SMSU was selected as the campus in the system to be the leader in this area. As a result, several programs were invited to create shell courses like this one that could be used for evaluating and granting CPL. As with other graduate offerings, this course will be particularly helpful for high school teachers who are working in our College Now program to meet HLC credentialing standards.
3. Other Curriculum Changes:
- a. Program Mission Statement Updated: In August of 2018, the program updated its mission statement to include the phrase “...to ensure that graduates are articulate, engaged citizens.” This change was made to reflect an increased emphasis on the role that communication studies plays in equipping individuals to be responsible and effective citizens.
 - b. Senior and Sophomore Seminar Discussions: Acting on results of some assessment data coupled with a recommendation that came out of the prioritization process, the program held extensive discussions about the COMM 488 Senior Seminar (2 cr.) and COMM 288 Sophomore Seminar (1 cr.) courses. The program concluded that the common sophomore level seminar course was effective at preparing students for upper division coursework but that there were problems with a common senior seminar course. Each major in the program has upper division courses that could be designated as a capstone course and thereby eliminate the need for COMM 488. The program adopted the general concept of the elimination of the Senior Seminar course but has not yet worked out the details of how this will be implemented. Therefore, no curriculum proposals have been submitted. This curriculum revision will continue into 2019-2020.
 - c. Course Outlines: This year, the program continued work on updating course outlines for courses offered.

Transfer Pathways Implemented: This year, the Communication Studies Transfer Pathway went into full implementation and the Comm. Arts and Literature Transfer Pathway was approved for implementation/offering. The former has already been listed with several community colleges throughout the system.

Section 5: 2018-19 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 the SLOs and courses in each major.
 - a. Programmatic Assessment Plans: This year, the program undertook a major effort to redesign the SLOs for each of the 4 majors in the program. The primary objective was to reduce the number of SLOs to make assessment more focused and sustainable. Beginning in the Summer of 2018, the program began discussions on how to reduce and reword the SLOs. Work continued in the Fall and by December, new SLOs were finalized. On Assessment Day in February of 2019, the program worked on mapping the new SLOs to courses in each major and to the LEP goals. Timelines for assessment were also drafted. These new assessment plans and timelines will go into effect with the 2019-2020 academic year. The new assessment plans should be much more manageable as there are fewer SLOs to assess and they are mapped much more clearly to courses and LEP outcomes. For example, one of the majors in the program, Broadcasting and Digital Media, went from 14 SLOs to just 6. All these new assessment plans can be accessed on the T-Drive in the Communication Studies HLC folder.
 - 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. A concerted effort was made this year to administer the Personal Report of Communication Apprehension (PRCA) both before and after the class in several College Now sections this year. These data will be compared to on campus data that has been collected for the past several years.
 - 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 courses they teach.
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: The program utilizes a standard “Assessment Reporting Form” to be completed by each faculty member at the end of his/her course when assessment of a specific SLO was completed in one of their courses. These forms are reviewed by the program on a regular basis with the intent that the 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). All students in the course completed the assessment and will complete it again in the senior seminar course.
- 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 reader 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 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 scale. The results of this survey are reviewed by faculty and used to make necessary adjustments to curriculum as needed.
- d) Senior Portfolios: In the Senior Seminar course, students are required to compile a portfolio of their work organized around the student outcomes for their specific major. The student has to include at least two items of documentation showing they met each outcome. No piece of documentation can be used more than twice in the portfolio and each needs to be presented with rationale explaining how it met that specific outcome via an executive portfolio summary. Prior to this year, the portfolios were submitted through the portfolio networking website called Portfolium. Due to on-going costs of Portfolium and a no-cost option available through D2L/Brightspace, from this point on, the program will utilize eportfolios on D2L. The portfolios are 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 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 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. All students in the course completed the assessment in their Sophomore Seminar class as well. The scores are 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 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 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 2018 and the Spring of 2019. The surveys were a means of ascertaining the consistency of course delivery and student perception of the course meeting its competencies. 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. These efforts will be detailed in the program RASL this fall.
3. How do 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: 2018-19 Service Efforts of the Program

1. Hosted the Mustang Stampede Tournament on October 21, 2018: The SMSU Forensics Team, under the direction of ADOF Julie Walker, hosted this 4th annual 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 10 schools competing at the tournament.

2. Hosted Valley Minnesota Collegiate Forensic Association Championship Tournament on February 15, 16 and 17, 2019: As a service to the member schools of the MCFA, SMSU Forensics played host to this annual tournament 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. Just over 10 schools were represented with over 60 competitors. This was the fourth year that SMSU has played host to this tournament.
3. Broadcasting Sporting Events: Throughout the 2018-19 academic year, students of the SMSU Media Club and the Broadcasting and Digital Media Activities class have broadcast 31 sporting events. These games were recorded for Mustang Athletics analysis and also streamed over the SMSU website. Games broadcast or recorded included: 8 home football games and 23 Men's and Women's 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.
4. Presenting at the College Now Workshop: Assistant Professor Ben Walker, along with Associate Professor Mark Fokken and adjunct Jen Goblisch, presented at the fifth annual College Now Workshop and Conference at SMSU in August of 2018. The event provided continuing education opportunities for High School teaching assistant who are working with the College Now program. Approximately 22 instructors attended the sessions.
5. 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, debates, forums, etc.
6. 2019 Commencement Production: SMSU Media Club and students in the Broadcasting and Digital Media major, under the direction of Professor Jos Ullian, produced and live-streamed a production of the 2019 SMSU Commencement Ceremony.
7. Video-Production Services: The SMSU Media Production program has produced several videos throughout the year for a variety of purposes. For example, a video was produced for use during Mustang Ovarions to honor the legacy of Cathy Cowan and videos have also been produced for playback during sporting events.
8. SMSU Homecoming Parade: Associate Professor Mark Fokken teamed up with Emeriti faculty member, Dr. Jan Loft, to announce the SMSU Homecoming Parade in downtown Marshall in October.
9. Hosting High School Speech Tournaments: The SMSU Forensics Team within the program planned to 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 25-26, 2019
- b. SMSU High School Speech Invitational: March 16, 2019
- c. MN State High School League Section IIIA Tournament: April 6, 2019

Section 7: 2018-19 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. Alumni Speaker Series – Jim Nelson: October 5, 2018; Professor Mark Fokken coordinated a presentation by 2009 Radio/TV Alum Jim Nelson who is a writer and producer for FOX News in New York City. He spoke with approximately 15 attendees that included students from media production classes as well as staff members and faculty.
2. Forensic Team Activities/Events:
 - a. Mustang Stampede Tournament: The SMSU Forensics Team, under the direction of ADOF Julie 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 nearly 12 schools competing at the tournament.
 - b. Spring Forensic Showcase: April 2, 2019; This event involved several members of the team. Four of them performed and there were approximately 15 people in attendance.
 - c. Forensics Holiday Bake Sale: December, 2018; this is an annual fundraiser for the team. Multiple students (both majors and non-majors) assisted with the event.
 - d. Marshall Speech Spectacular: January 25-26, 2019; 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.
 - e. SMSU High School Speech Invitational: Planned for March 16, 2019; this annual tournament is hosted by the team as a fundraiser and learning opportunity for students. Prof. Mark Fokken served as tournament director and student Doria Drost served as the assistant director. The event involved 15 members of the team and SMSU community. It attracted 19 schools from throughout the region and involved over 400 participants.
 - f. Leaves of Grass Illuminated” Performance: May 2, 2019; the forensic team co-sponsored this event with SMSU Theater and the Creative Writing Club. They assisted in printing and promotion for the event.
 - g. National Library Week Performances: For national library week, the Forensic Team planned to perform some oral interpretation but this event was cancelled due to weather.

- h. 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 Santa Anna, CA, West Chester, PA and Tuscaloosa, AL.
3. Senior Seminar Project Presentations: April 29, 2019; 6 graduating seniors from the COMM 488 class presented; the events were free and open to the public; there were approximately 12 people in attendance including Comm. Studies Program faculty and the students in the COMM 288 Sophomore Seminar course, who were required to attend.
4. SMSU Career Expo: September 26, 2019; Professors Ullian, Walker (Ben) and Fokken participated in the annual career expo with an interactive exhibit featuring a chromakey (green screen). Several regional high school students stopped by the table and took information on careers in communication.
5. SMSU Media Programming: All programming streams over the SMSU Media livestream on the SMSU website. 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.
 - b. Candidate Debate Broadcast: Working with the Political Science Program and Club, the club recorded and produced this event for streaming and broadcast. Media Club, COMM 162, and COMM 112 students were involved.

Annual Commencement Coverage and Recording: The SMSU Media Club students, working under the direction of Dr. Jos Ullian, digitally recorded and broadcast SMSU's annual commencement ceremony. The event was attended by approximate

Department M & E Budgets

As of 6/20/19

6/21/19

Art 2-10702

FY19 Budget	\$ 3,572.00
0910 Student Salary	1,038.21
0924 Student FICA	24.75
1030 Equipment Rental	87.22
1410 Printing - Non-State	307.76
1411 Duplicating	1.30
1412 Marco copies	522.49
1460 Other Printing	33.99
1850 Contracted Food Service	26.80
2011 - Postage	42.87
2120 - 2720 Travel	348.82
3000 Supplies	675.65
3001 Supplies	67.65
Ending Balance	\$ 394.49

Music 2-10704

FY19 Budget	\$ 11,176.00
1010 Rent - Non-State Space	300.00
1030 Equipment Rental	87.23
1110 Advertising	330.00
1410 Printing - Non-State	1,627.49
1411 - Duplicating	458.49
1412 Marco copies	910.60
1560 Educational & Instructional	50.00
1570 Other Prof/Tech	1,599.59
1730 Software rental/license	4.99
1870 Other Purchased Service	620.00
1910 Public Speakers	-
2011 - Postage	1,922.22
2121 - 2230 Travel	1,120.92
2870 Memberships	1,837.00
3000 Supplies	(2,524.98)
3002 Equip Purchased	3,000.00
3011 Central Stores	42.85
Ending Balance	\$ (210.40)

Comm. Studies 2-10705

FY19 Budget	\$ 3,878.00
0910 Student Salary	545.23
1030 Equipment Rental	87.23
1410 Printing - Non-State	78.69
1411 Duplicating	52.10
1412 Marco copies	667.46
2011 Postage	21.97
3000 Supplies	314.92
Airtame Hub (approx.)	300.00
FY19 Carryover Request	1,750.00
Ending Balance	\$ 60.40

Theatre 2-10707

FY19 Budget	\$ 3,055.00
0910 Student Salary	1,321.27
1030 Equipment Rental	87.23
1410 Printing Non-State	164.74
1411 Duplicating	20.85
1412 Marco Copies	797.67
2011 Postage	120.05
3000 Supplies	815.57
Ending Balance	\$ (272.38)

Total Department Balance

\$ (27.89)

Annual Report 2018-2019

Department of Mathematics and Computer Science

July 5, 2019

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:

Huang, Mu-wan
 Kaiser, Daniel – Chair
 Man, Shushuang
 Morland, Heather
 Mortezapour, Kourosh
 Nelson, Les
 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	\$ 1,238.80
• Office supplies & misc	\$ 1,348.07
• Student Payroll	\$ 9,788.19
• Contest / Conference travel	\$ 992.06
• Major Field Tests	\$ 350.00
• Equipment	\$ 1,639.00

Current Year Activities

College Now Teachers' Conference

SMSU initiated the university-wide College Now conference in 2012. The seventh meeting was held in August of 2018. In the Mathematics breakout session, a discussion of how, we as mentors, can better support the high-school teachers. As usual, questions and concerns about the HLC mandate were also brought up and discussed.

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.

We were concerned that we would have to reduce the number of hours the center was available due to the increase in hourly rate paid to student workers. However, SMSU received a Developmental Education mini-grant that contained funds to support student tutors.

Due to a personnel issue, statistics on Math Learning Center usage were not provided to the department this year. We have hired a new director for FY 2020 (and hopefully beyond) so we do not expect the same problems to occur.

MAA North Central Region – Fall Conference

SMSU hosted the Fall meeting of the North Central Region of the Mathematical Association of America. Matt Zabka chaired the event.

ACM & Digi-Key Programming Contests 2018

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 students competed in the ACM International Programming Contest. The students, 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 up to three students have five hours to solve 9-10 problems and implement their solution with a computer program. The team implementing the most correct solutions in the shortest amount of time is 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. This year's event was chaired by Professor Moreland. The event was a huge success and received great reviews.

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 2019, 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 530 Real Analysis.

Scholarly Activity and University Service

Sami Shahin was on sabbatical during the Spring semester but still chaired the Academic Technology Committee and the Curriculum Committee, served on the Graduate Council, Graduate Curriculum Committee, and the IFO negotiating team.

Heather Moreland served on the Physical Plant committee and Academic Appeals. Heather also attended and helped organize the MAA conference at SMSU in October, and organized the aforementioned Math Masters competition in April.

Wije Wijesiri participated in following committees: Graduate Council and Graduate Curriculum.

Mu-Wan Huang attended the AMS-MAA Joint Meeting, January, 2019, served on the Academic Affairs Committee, and served on MinnState committee for Assessment of Course Placement. She also took two senior mathematics majors to the *Nebraska Conference for Undergraduate Women in Mathematics* this January in Lincoln, NE.

Matt Zabka served on the Committee for Institutional Assessment and chaired the search for a Math Learning Center director. Matt had the article, “A Random Bockstein Operator”, published in the journal of *Algebra and Discrete Mathematics* and has submitted “A Model for Random Chain Complexes” to the journal, *Topology and its Applications*. Matt gave the following talks and presentations:

- “An Introduction to Topological Data Analysis” at Laber Labs at NC State.
- a tutorial in topological data analysis at SMSU for the MAA-NCS in October.
- “Random Operators in Algebra Topology “in Nafpaktos, Greece at the 2018 *International Conference on Topology and its Applications*.
- “A Model for Random Chain Complexes”, in Minneapolis at the *IMA Bridging Statistics and Sheaves Conference*.

Matt also attended the MAA/ACM Joint Meeting in Baltimore.

Dan Kaiser, Shushuang Man, and Kourosh Morteza-pour received an NSF grant, as part of a multi-institution team to study whether offering the Mobile Computer Science Principles course through College Now would increase participation in computing by under-represented groups. This is the first year of a three-year project.

One of our graduating Mathematics and Computer Science majors, Brook Stang, presented the paper for her URC presentation at Posters in St. Paul, and the Mathematical Association of America conference in October. She was joined at Posters in St. Paul by Greg Bowen, a December, Computer Science graduate who presented in URC work.

College Now program

In 2018 – 2019 the department worked with approximately 80 schools. The enrollment was 3680 students, generating 14,138 credits (472 FYE). Faculty members serve as mentors for the high school teachers, visiting the schools and overseeing the assessment. In addition to full time faculty members, several faculty members recently retired from SMSU also serve as Mentors on an adjunct basis. As always, several new schools were added this year.

Joe Van Wie has said he will no longer do College Now mentoring. This comes after a total of 50 years of service as a full-time faculty SMSU member and adjunct.

Faculty mentors

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

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.

The department received a grant from Schwan's to match a Leveraged Equipment grant from MinnState. With this grant we were able to replace three aging departmental laptops and replace the Raspberry PI's in the Schwan's lab with the new Raspberry PI 4's.

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. Studying alternatives for implementing remedial/developmental mathematics at SMSU (funded by a Investments, Incentives, and Innovations grant).
3. Administering the Major Field test in both Mathematics and Computer Science
4. Assessing the oral and written communication skills of majors.

SCIENCE DEPARTMENT ANNUAL REPORT 2018-2019

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 FY19

Undergraduate Research Conference (URC) and Celebrate Science Week. 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 13th URC was held on December 3rd, 2018, with 172 students presenting 89 posters and 46

orals. We had 17 different programs participate with 29 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 85 total presenters, 46 poster presentations, and 3 oral presentations. This year was the first time that our Exercise science students from the Twin Cities presented their research on campus.

Restored prairie land donation: Emily Deaver and Tom Dilley facilitated the donation of 48 acres of restored prairie in Ghent, MN to the ENVIS program at SMSU. Originally farmland, a local conservation group (Bluebird Creek) obtained the land and about 15 years ago enrolled it in the CREP program, restoring the land back to prairie. In addition to the prairie, there is a small creek running through the property making it an ideal spot for both class and lab visits, as well as research. The plot will be called the “Richard and Irene Martaens Conservation and Research Area”, named after the people who facilitated the land becoming a restored prairie. A formal dedication and celebration is being planned for fall 2019.

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; Ralco employees, and community participants. 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.

Outdoor Learning Area: Alyssa Anderson (Biology), Emily Deaver (Environmental Science), and Kandy Noles-Stevens (Education) submitted a grant proposal for funds to create an outdoor learning area in the SMSU Wildlife Area. Funding (\$7,500) from SMSU’s Investments, Incentives, and Innovations program was used to purchase benches, an outdoor chalkboard, a teaching table, and multiple game cameras. The outdoor learning area will be set up during summer 2019.

Ralco summer research program: Ralco continues to sponsor research in Tony Greenfield’s lab. This program provides paid research experience for 2-3 student each summer as well as providing funds for equipment and supplies for the lab. This summer (2019) will be the sixth year for the summer research program.

Redwood River Mentoring and Monitoring Project. This is the 15th year of the project coordinated by Emily Deaver. This project is a perfect example of civic engagement which brings together students from SMSU, Marshall Jr and Sr high school students. To date we have mentored 3834 students.

SMSU’s 14th annual “Health Careers Day” was held on March 21st. Professionals from 15 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.

Science Department Full-Time Faculty by Program

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

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 Morgan Betker (coordinating metro program)

Physics: Dr. Ken Murphy

Science Department Support Staff

Emily Deuel, *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. Unfortunately, Emily resigned at the end of the academic year.

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.

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

All programs continue to see a reduction in budgets each year. 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 was able to replace some balances and pH meters** thanks to an equipment donation of a GC autosampler. This donation was coordinated through the research work done by Tony Greenfield and Jay Brown for Ralco.

Chemistry was also able to acquire a new atomic absorption spectrophotometer through the leveraged equipment program. Frank Schindler was able to acquire a match through his soil testing service. Atomic absorption spectrophotometry is an analytical technique used for determining the concentration of metallic elements (analytes) in a variety of sample matrices. Atomic absorption spectrometry is a very important analytical technique used across many disciplines in addition to chemistry. The new instrument replaces a failing 1983 Perkin Elmer model.

The Exercise Science program multiple instruments through the use of leveraged equipment funds and money generated by the Wellness and Human Performance center. The **Flexvolt Biosensor EMG units** provides low cost EMG units that will allow students to work with EMG in Anatomical Kinesiology lab. Currently we have one research grade EMG system that we use once a semester for a demo. With the flexvolt EMG system, we are able to have one EMG system per 2 students, thus, allowing students to run different EMG experiments giving them first-hand experience they are otherwise unable to get. The **One Doppler ABI Kit** is capable of measuring an ankle-brachial index (ABI). The ABI is used clinically to detect peripheral arterial disease, but recent student research from SMSU has found this measurement helps in understanding how blood pressure in the arms and legs may be regulated by the central nervous system/local factors differently in the upper body compared to the lower extremities. Therefore, this unit is capable of helping students learn clinical measures and is useful for

laboratory experience and research. The purchase of this portable unit will help SMSU students in the Twin Cities have similar course and research experience as those at the Marshall campus. Exercise science has also received funds **for TV monitors and Airtame connectivity** for their lab to share real-time collection of data and videos for their projects.

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. .

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** received a grant from 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 is being used to update the museum

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. **Alyssa Anderson (Biology), Emily Deaver (Environmental Science), and Kandy Noles-Stevens (Education)** submitted a grant proposal for funds to create an outdoor learning area in the SMSU Wildlife Area. Funding (\$7,500) from SMSU’s Investments, Incentives, and Innovations program was used to purchase benches, an outdoor chalkboard, a teaching table, and multiple game cameras. The outdoor learning area will be set up during summer 2019.

Wellness and Human Performance Center and the Exercise Science Fitness Center

The WHP center provides a dedicated space to offer Fitness Assessment and Exercise programming for our community clients. It is a great opportunity for service learning providing our students practical real-world experience.

SMSU Soil Testing and Characterization Laboratory

The soils lab 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 is primarily student run and 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 7700 student credit hours. This number does not include college now, independent study, directed study, practicum, or internship credits.

Student Credit hours generated by Science department			
	Fall	Spring	Total
Biol	1260	1342	2602
Chem	717	481	1198
ENVS	675	496	1171
EXSC (on campus and Twin Cities)	1298	917	2215
Phys	319	201	520
total	4269	3437	7706
*does not include college now, independent study, directed study, internship credits			

Science faculty are constantly updating, developing materials, and assessing their courses in a continued effort to support student learning and to provide a high quality and rigorous education. Much of the details on this can be found in individual faculty members PDRs and the upcoming program assessment reports.

II. B. Scholarly/Creative Activity

Faculty Presentations and Publications:

Alyssa Anderson presented research/scholarly works at international conferences; one presentations was co-authored by undergraduate students Anderson supervised:

- **Society for Freshwater Science Annual Meeting**, May 2019. Salt Lake City, UT. Oral Presentation Title: When Students are the Teachers: Engaging Undergraduates in Water Quality-Themed Outreach Events.
- **Third Joint Symposium on the Natural History and Geology of the Bahamas**, June 2019. Gerace Research Station, San Salvador Island, Bahamas. Poster Presentation: Size Distribution of *Isognomon alatus* from 2015 and 2018 in Two Inland Lakes of San Salvador (co-authored by an undergraduate Anderson worked with at Northern State University).

Emily Deaver presented a poster with Scott Peterson at Assessment Day Feb 8, 2019 on Assessment of the Redwood River Mentoring and Monitoring Project. Deaver was also an invited guest speaker at the *Society for Freshwater Science (SFS) Conference* in Salt Lake City, Utah in May 2019 and presented a talk titled ***Promoting Water Quality Stewardship through Student Mentoring and River Monitoring.***

Mostafa Hegazy had the following publications/presentations

- Colloca CJ, Gunzburg R, Szpalski M, Harrison DE, McAviney J, Hegazy MA, Freeman BJ. Quantifying Biomechanical and Neurophysiological Markers During Impulsive Spinal Manipulation in an Ovine Cervical Spine Model. *Proceedings of the 30th Annual Meeting of the Spine Society of Australia*. Queensland, April 5-9, 2019
- Colloca CJ, Gunzburg R, Szpalski M, Harrison DE, McAviney J, Hegazy MA, Freeman BJ. Elevated Somatosympathetic Responses to Spinal Manipulation in the Presence of Spinal Lesions. *Proceedings of the 15th Annual Meeting of the World Federation of Chiropractic Biennial Congress - - 2019 European Chiropractors' Union Convention*. Berlin, March 20-23, 2019
- Embaby EA, Abdallah AAA, Hegazy MA. Relationship between regional lumbar postures and trunk muscle fatigability during standing in chronic low back pain. *Proceedings of the 42nd Annual Meeting of the American Society of Biomechanics* Rochester, MN, August 8-11, 2018
- Gunzburg, Robert, Christopher J. Colloca, Claire F. Jones, David J. Hall, Jeb McAviney, Stuart Callary, Mostafa A. Hegazy, Marek Szpalski, and Brian JC Freeman. "Does nanoscale porous titanium coating increase lumbar spinal stiffness of an interbody fusion cage? An in vivo biomechanical analysis in an ovine model." *Clinical Biomechanics* (2019).

Morgan Betker presented a talk titled: *Controlling Stress for Success: A Multidisciplinary TED Talk*, during Exercise is Medicine Week at North Hennepin Community College – October 1-4, 2018

Jeffrey W. Bell was coauthor on 3 publications this past year and has several more manuscripts in preparation

- Philip X. Fuchs, Hans-Joachim K. Menzel, Flavia Guidotti, **Jeffrey W. Bell**, Serge P. von Duvillard, Herbert Wagner. Movement characteristics of volleyball spike jump performance in females (In Press. Accepted for publication January 2019 JSAMS_2018_322_R1)
- Serge P. von Duvillard, Herbert Wagner, Bennedikt Sperl, **Jeffrey W. Bell**. Testing specific physical performance in male team handball players and the relationship to general tests in team sports. Journal of Strength and Conditioning Research. (Accepted for publication November 2018: Manuscript Number - JSCR-08-10889R1)
- 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 <https://doi.org/10.1123/ijsp.2018-0014>).

Jeffrey W. Bell had additional presentations this past year.

- An invited lecture at Chatham University (SMSU Exercise Science undergraduate research, specifically with wheelchair athletes as subjects).
- Invited presentation at the South Dakota/Southwest Minnesota Hub of Midwest Great Plains Partnership for Undergraduate Life Science Education (simple metacognition activities to implement in courses).
- Poster Presentation at the August 2018 Midwest Great Plains Partnership for Undergraduate Life Science Education Meeting and Workshop (Bell, Jeffrey W. No Within-Course Effects of Metacognition Training).
- Poster Presentation – Midwest Great Plains Partnership for Undergraduate Life Science Education Meeting, August 2018.)

Other Faculty scholarship

Emily Deaver completed all work on the Environmental and Natural Resources Trust Fund (ENRTF) LCCMR grant she was awarded summer July 2016 (\$39,000) to modify and enhance the Redwood River Mentoring and Monitoring project. She submitted the final report July 18, 2018.

Alyssa Anderson formed connections with Department of Natural Resources personnel at Camden State Park and began fieldwork in streams within the park related to activity of winter-emerging insects. Six sampling events took place from January-March. Senior biology major Rabina Saud, who completed a Directed Research experience with Anderson, assisted with field and lab activities. This work was during SMSU's 2019 Celebrate Science Week (April 2019). This work will form the basis for continued studies of winter-emerging insects with SMSU undergraduates.

Emily Deaver and **Tom Dilley** continue to work on a personal area of research focusing on lichen. They have one students who will continue lichen research as her capstone research

project through Dec. 2019. We are now analyzing several different data sets on lichen in preparation for submitting a manuscript.

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. 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 will be the sixth year for the summer research program Talks are underway on how to expand this program so that more research and testing can be conducted during the academic year.

Student Research

Emily Deaver and **Tom Dilley** co-supervised 4 senior capstone undergraduate research projects that were presented at the 13th SMSU Undergraduate Research Conference as a PowerPoint oral presentation. In addition, one ENVS students presented work at the Feb. 2019 Posters in St. Paul event and the Minnesota Scholars Regional Conference in Rochester in March 2019.

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 15 students with 5 research posters in fall and 18 students with 5 research posters in spring

Alyssa Anderson supervised 24 students involved in 8 ecology-themed research projects that were presented as oral presentations during the URC. Three of these students presented their work at the Minnesota Conference of Undergraduate Scholarly and Creative Activity, held in St. Cloud.

Alyssa Anderson supervised a 2-credit Directed Research experience for senior Biology major Rabina Saud. Saud presented this work, titled **Survey of Winter Emerging Chironomidae in a Spring-Fed Stream in Camden State Park**, during Celebrate Science Week.

Grants and Funding

II. C. Professional Development

Alyssa Anderson continued her role as editor of *CHIRONOMUS: Journal of Chironomidae Research* and published an editorial in the journal: Anderson, A.M. 2018. Describing the undiscovered. *CHIRONOMUS: Journal of Chironomidae Research* 31:2-3. doi.org/10.5324/cjcr.v0i31.2887 .

Alyssa Anderson co-organized a special session for the annual meeting of the Society for Freshwater Science (held in Salt Lake City, Utah, May 2019). This meeting brings together nearly

1,000 freshwater scientists throughout the world. The focus of the session I am organizing is titled: “*Scholarship of Teaching and Learning in Freshwater Science.*” Anderson and her co-organizer personally invited colleagues from across the country to participate in the session, which will include ~15 speakers. Anderson also presented a talk in this session.

Emily Deaver continued to serve as an **Associate Editor of the journal *Bulletin of Environmental Contamination and Toxicology (BECT)*** periodically reviewing manuscripts, as well as reviewing manuscripts for *the Soil Science Society of America* journal. Deaver also attended the antibullying workshop (Oct. 2, 2018) and the ePortfolio Workshop (Dec. 2, 2018).

Tony Greenfield participated in “WeTeach” an interactive, collaborative course intended for instructors who teach online or blended courses. The modules prepare participants for online teaching success and introduces the concepts of Quality Matters (QM)

Morgan Betker participated in two online workshops to improve teaching and mentoring skills

- Minnesota Online Quality Initiative (MOQI) Webinar: “Increase Student Engagement with Discussion Boards” – Wednesday, February 20, 2019.
- Minnesota Online Quality Initiative (MOQI) Webinar: “Building Instructor Presence in Online and Blended Courses” – Wednesday, March 20, 2019.

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 **Alyssa Anderson** for the Ecology projects. **Tony Greenfield** for his continued summer research program with Ralco and assistance with environmental science student projects, and **Frank Schindler** for his work with students in the Soil Testing Laboratory.

Currently, ENVS faculty are supervising 9 senior capstone research projects which include field work and sampling spring and summer 2019. One project is an important civic collaboration with the MN DNR concerning the invasion of zebra mussels in Lake Sarah, Murray County, MN. The project includes substrate samplers to collect settled adult mussels while another aspect involves sampling the larval planktonic stage. This project will likely be a multi-year project. Other projects include things such as lichen research, weather monitoring, microplastics in sea salt and tardigrades. So far, we have spent 2 full days of field sampling and 6 lab days since the end of the semester. The fieldwork portion of these projects will be completed by the end of August 2019.

Biology major Amy Heibult began a project on prairie reconstruction in a year-long Directed Study with **Pam Sanders**. Amy presented a poster at CSW of this work *Evaluating the success of prairie reconstructions*. This was the first stage in a project that will continue with **Alyssa Anderson** and **Emily Deaver** to design and perform a survey of the reconstructed prairie area in Ghent that SMSU was recently given.

Emily Deaver took 3 students to the *Posters in St. Paul* for a MnSCU poster session for legislators on Feb. 28, 2019, and took 13 students (representing 7 different disciplines at SMSU) to the *Mn Undergraduate Scholars Conference* held at St. Cloud State University on March 25, 2018.

Mostafa Hegazy submitted three student research projects for presentation at national conferences. One was accepted. “Comparing Landing Mechanics after a Spike by Division II Front Row Volleyball Players” by Jessica Nihill & Taylor Reiss

Morgan Betker took students to the Northland Chapter ACSM meeting held at Brookings, SD and again at the meeting held at St. Kate’s University. Three students presented their capstone research projects.

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 (2018-2019)		
summer 2018	Aaron Wilson	MN DNR, Lake IBI Program (fish surveys), Brainerd, MN
summer 2018	Hunter Czycalla	Boat & Water Deputy, Meeker County, Litchfield, MN

Student clubs and organizations

Science faculty and students direct multiple campus clubs and organizations. However, this year marks **the first year for the Pre-Health Professional Club**. The President was Shawn Griffin, the Vice President was Trey Sachs, and the Professional Development Chair was Jon Dicke. The faculty advisor was Sandy Craner. The club invited a number of health professionals to give talks about their professions.

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 250 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 2000 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.

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. This newsletter is coordinated by our OAS Monica Miller. The 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 15th year of the project and we have mentored 3834 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.

Emily Deaver met with City Administrator Sharon Hanson and Bob Vanmoer, Superintendent of the Marshall Wstewater Treatment plant, to discuss potential joint projects and internships. She also helped with the Dakot 38+2 Ride luncheon (Dec. 19, 2018) and coordinated a presentation by ENVS alum Melissa Klecker who presented a talk on the Minnesota Conservation Corps (April 1, 2019).

Tom Dilley, Jay Brown, Kris Cleveland, and Ken Murphy conducted sessions at the annual **Science & Nature Conference** (May 2019) to help promote an maintain children's interest in science.

Alyssa Anderson, Emily Deaver, and Tony Greenfield collaborated with SMSU administrators, grounds personnel, and the Marshall Area Beekeepers Club to create an on-campus beekeeping site, utilized by interested members of the Marshall Area Beekeepers Club.

Alyssa Anderson developed a departmental Facebook site, where Science faculty and students can share relevant information.

Alyssa Anderson organized a campus cleanup in cooperation with other members of SMSU's Environmental Sustainability Workgroup. The cleanup was held the week of Earth Day (April 25th). Approximately 30 students assisted with the event

Alyssa Anderson serves on the Society for Freshwater Science's Education and Diversity Committee. This group works to enhance society conversation and awareness of best-practices in aquatic ecology teaching and outreach.

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.

Greenhouse Manager **Jacky Aslesen**, showing great initiative, propagated greenhouse plants to create enough for a plant sale and earned about \$700 for the greenhouse from the sale.

Morgan Betker, along with Connie Gores and several Twin Cities Exercise Science Students from all three of our campuses met at the Capitol Building in St. Paul, MN to present at *Minnesota State Day at the Capitol*. Morgan and her students spent the afternoon speaking with state senators, lobbyists, and trustees, about SMSU, our partnership program in exercise science, and why funding higher education is so important

II. G. Assessment

BIOL

Biology updated the Course Mapping & Alignment Matrix to align the changes in LEP outcomes with the program goals. All faculty continue with course level assessment to aid in continued improvements of their individual classes. This information is found within individual PDR reports. Much of the recent assessment at the program level has been with our capstone course. Faculty have been pleased with student performance over the past few years and so no specific curricular changes have been implemented at this time.

CHEM

Nothing to report at this time.

ENVS

Following our ENVS Program Assessment Plan, the major assessment effort this year was concentrated on the following courses: ENVS 101, 102, 180, 302,311 and capstone 390/400.

We updated our Course Mapping & Alignment Matrix using the new grid provided matching the new LEP outcomes with ENVS program goals. We continued to do assessment on our Senior Capstone Research projects that were completed in Dec. 2018. We updated our database with this information. In addition a plan was developed implement an E-Portfolio for ENVS majors

covering artifacts from their 4 years. A review of our PASL found that we were on schedule with our assessment plan.

The ENVS program continues to modify our senior capstone experience which consists of ENVS 390 and ENVS 400. These are independent courses, but both are part of the capstone experience. Therefore, we assess both in conjunction with one another. We have been ranking the senior projects for many years, and implemented a new refined and detailed rubric for quantitative, consistent analysis.

EXSC

The program updated the Course Mapping & Alignment Matrix to align the changes in LEP outcomes with the program goals. Below are a few examples of course level assessment completed this year.

Assessment results from EXSC 350 Exercise Physiology

Results indicated that student conceptual knowledge regarding exercise metabolism was below the expected level for a practitioner in an exercise science related career field. The 2017-2018 report suggested implementing a flipped classroom for this course may provide the active learning and additional focus time needed to develop this knowledge. The program developed the flipped classroom structure for this course and will implement it in the fall semester of 2019.

Evaluation of Prep U mastery utilization F17 and F 18

Fall 2017 the Mastery level was 5.05 on 1-8 scale. With the information I got from the PrepU platform, such as seeing what misconceptions students had, I made some changes to the lecture material. Fall 2018 the Mastery level was 6.24 on a 1-8 scale. This data analysis shows that the PrepU platform is a positive addition to EXSC 490. Student evaluations also reflected that the students liked this platform.

Pre and Post test assessments EXSC 480 S 19

Evaluation of Pre and Post tests for EXSC 480 for Spring semester shows good growth from the analysis of the tests (see Appendix A). Continued monitoring of these pre and post tests will help assess continued student learning in both summative and formative levels. When assessing critical thinking for the students in EXSC 490 and EXSC 480, both which work with community clients, it became evident that they were not given enough time after post-testing their clients to critically think about the results of the pre-test, their 10 weeks of exercise prescription, and the post test results. After discussion and agreement with the Schwan's Wellness manager, we did decrease the training to 9 weeks and added a week after their posttest for a one on one meeting between the student and their client. The requirements for this meeting was that they reflect on the pre and posttest results and discuss this with the client. They also are required to give the client a home exercise program (which they were required to do in the past) but now they will explain to the client how the home program reflects on the results of their training over time. Overwhelmingly the students and the clients thought this was a very beneficial addition to this experience. This format was continued this academic year.

The Department of Social Science

2018-2019 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 continues to work well with the Marshall ABE program. 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 Department is concerned about the move of the City of Marshall to SS on a temporary basis. We see no upside to this and many pitfalls. The move was made with no meaningful consultation and has had a negative impact on morale and we expect on the connection of our students to the department and program. It has already diminished the coherence of the department.

The Social Science Department at SMSU is composed of eighteen full-time members in seven disciplines, plus one administrative assistant. The Department welcomed, Amanda Sieling, who joined our Justice Administration Program as a tenure track member. We also conducted a search for new member of our Psychology major and will welcome Laura Koenig to the department in the fall who will replace Dr. Bill Pavot upon his retirement. The Department is wondering why some programs get retirements filled on the tenure track early and without debate while others do not. The Psychology Program and the entire Department feels that Dr. Pavot should have been replaced with a tenure track position.

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 History Center is moving to the Library and the Department is enormously pleased that the long struggle to find a sustainable home for the Center is long past. We thank everyone who helped with the move and finding a sustainable home for the History Center.

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 2018-2019, 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
Professional Development Days

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 2019, the Department of Social Sciences graduated some 67 students with majors, by my reckoning, a little more than 13.7% of the school's total 487 graduates. It is worth noting that in 2019, SMSU graduated the fourth most undergraduate students of any department.

Graduates by program:

History 7
Justice Adm 14
Law Enforcement 0
Political Science 6
Psychology 17
Social Work 14
Sociology 9

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 2019 there are 2 enrolled in the minor and 1 minor awarded.
- 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 2019 there are 2 enrolled in the minor. 17 students enrolled in the INDS course in the fall of 2018 and 23 enrolled in the INDS course in the spring of 2019.
- 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 Human Services 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 (2018-2019)

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)

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

Amanda Sieling, Assistant Professor of Justice Administration

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: 13th Annual Undergraduate Research Conference at SMSU.

- There were over 16 posters and 13 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.
- Psychology also worked hard on creating a new online major in community psychology health promotion. The Psychology Program second to none on this campus.

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.

Indigenous Nations and Dakota Studies

- The University has been unable to support this program with more than minimum adjunct offerings. SMSU had an excellent adjunct, Dr. Teresa Peterson, who, with full department support, was seeking a 25% fixed term appointment. SMSU could not go that far in its commitment to the INDS program. We lost Dr. Peterson and further damaged our relationships with the Dakota Communities. It will be a challenge to support the program going forward with adjunct appointments. This speaks directly to the University's support for ethnic studies programs generally, INDS specially, and the entire project of diversity and inclusion at SMSU.

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, 61 different CN sections were offered (21 General Psychology and 15 Intro to Sociology, 4 Geography, 21 Political Science). Our Social Science CN faculty held a total load of 35.96 credits. This year, our numbers dipped slightly and we will try to find out why.

Six-Year CN Numbers Comparison

Year	Faculty Load	Students	Credit Hours
2018-2019	35.96	1085	3255
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

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.

- As mentioned above, we are very happy to have resolved the uncertainty with the History Center. The move was and is an ordeal, but the certainty about its future is crucial.

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 2018-2019, the Social Science offered a total of 133 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 2019 a total of 285 students are listed as majors and 95 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	34	2
Justice Administration Law Enforcement	69 1	(15 criminal justice)
Psychology	82	36
Sociology	24	19
Social Work	52	(5 human services)
Political Science	23	16
INDS		2

Social Science Department Course Data			
Number of courses	Fall	Spring	Summer
History	12	8	1
Justice Administration	7	7	
Psychology	20	17	7
Sociology	14	8	3
Social Work	7	7	
Political Science	7	7	1
Number Enrolled by semester	Fall	Spring	Summer
History	251	153	12
Justice Administration	149	184	
Psychology	446	421	97
Sociology	354	178	56
Social Work	109	96	
Political Science	158	167	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 AY2018-2019. 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
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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 2018-2019. 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 2018-2019 academic year:

Student	Scholarship	Major	Award
Isabella Erickson	C. McNally Scholarship	History	400.00
Levi Magnuson	History Scholarship	History	300.00
Bryton Dresson			200.00
Megan Cull	Robert White Scholarship	Sociology	350.00
Isabella Erickson	Joseph Amato, Sr. Scholarship	Sociology	375.00
Katelyn Plendl	Nick Roberts Memorial Scholarship	Psychology	550.00
Amber Cobes	Sociology Scholarship	Sociology	300.00
Zoe Hess	Psychology Scholarship	Psychology	600.00
Katelyn Plendl	Cowan Scholarship	Psychology	475.00

Jenna Houseman	Maynard Brass Scholarship	Psychology	150.00
TBD	Perryman-Visser Scholarship	Accounting	
Ola Abimbola	John Zwach	Agricultural Ed	715.00
Emily Amundson		Marketing	500.00
Cory Becker		Marketing	1410.00
Shawn Merry		Agri Bus	1410.00
William Potry		Pol Science	1440.00
TBD	Political Science	Pol Science	

Budgets:

Budget Info for AY 2018-2019: Ending balances as of June 25, 2018.

Program	2018-2019 Allocation	Ending Balance
Justice Admin	892.00	0
Psychology	1511.00	0
Social Work	2701.00	0
Sociology	1422.00	0
History	1283.00	15.26
Anthropology	55.00	0
Indigenous Nations & Dakota Studies	137.00	0
Geography	510.00	0
Pol Science	1170.00	0

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), the Child Welfare Scholars program, 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.

Strengthen the Political Science Program and the Sociology Program that are both under stress due to staffing issues.

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.

2018-2019 Writing Center Annual Report

prepared by Dr. Lori Baker

Overall 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 and one faculty volunteer over the course of the academic year (see Appendix A). Four tutors returned from the previous year, and seven were newly trained.

During Fall 2018, ENG 480 (one-credit course open to students in any major) was offered; this course provided training for the tutors, and the students in the course contributed unpaid practicum hours (described further in sections that follow).

Emily Williamson continued as the student coordinator during the fall of 2018, and Nicole Berning was student coordinator during the spring of 2019. The student coordinator 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, the same as the previous fiscal year. In addition, Dean Shouse wrote and was awarded in November 2018 a grant from MinnState related to developmental education. A portion of this grant was for an increase in Writing Center tutoring hours (\$1396.50) and for promotional materials (\$1000). This increased the overall budget for the Writing Center substantially, to \$6792.50. This increased funding helped to restore what had been a \$500 budget cut the previous year (see chart below for recent budget history).

FY 19	\$4396
	\$1396.50 grant funds for tutor hours
	<u>\$1000</u> grant funds for PR materials
	\$6792.50
FY 18	\$4396
FY 17	\$4396 (-\$445 from previous year)
	<u>+\$500</u> mid-year from Provost's budget
	\$4896
FY 16	\$4841

The budget is largely used for student payroll. Of the \$5792.50 allotted (not including the \$1,000 fenced for promotional materials), approximately 83% of this past year's budget was spent on student payroll.

In addition to using regular student payroll, we were fortunate to have one tutor with some work study funds to contribute during spring semester. Her work study funds provided 12 additional 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 \$9.65 to \$9.86 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 six practicum tutors who contributed hours as part of their requirements for ENG 480. These six practicum tutors in ENG 480 contributed 78 unpaid hours of tutoring per the practicum requirement in that course during Fall 2018.

The other major expenditure (\$715) is for our annual subscription to WOnline; while this is fairly significant (12% 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 gives them two online tutoring options in addition to face-to-face meetings, to ensure that we meet the needs of both on- and off-campus students and all receive the type of 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 out of the normal operating budget for our bookmarks and table tents/PR.

We do have a small remainder this year (\$248) due to one student ceasing to tutor in April due to her other commitments. We are using this money to fund the registration and travel costs of a tutor who proposed and was accepted to present at the International Writing Center Association (IWCA) Conference next year.

Tutor Training

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

Training Courses

This past year, ENG 480 Tutoring Writing (five weeks, one credit) was offered. (Every other year, ENG 490 is also offered, but this was the off-year for 490.) 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. 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 three 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, and, returning to a previous tradition, I hosted a barbeque at my home during Finals Week to treat the tutors and to honor our graduating tutors.

The agenda items over the course of the year included the following:

- Learning about Tutor.com and anticipating what that might mean for our students and our own PR efforts
- A later spring meeting with guest Dr. Michael Albright to discuss what the perceptions of Tutor.com had been in fall semester and what the tutors felt their roles were in relation to it
- A discussion with EMLS instructors Dr. Mary Ellen Daniloff-Merrill and Dr. Eric Doise, along with International Student Services Office Administrator Jamie Leonard (on behalf of Director Juan Tavares) about the needs of their students, the design of the program, and how we can best help EMLS students
- Assessment planning during which we set collective and individual goals for improvement
- A review of required reporting protocols set by the University and safety issues and what to do in case of a crisis
- A brainstorming session of how to redesign the Writing Center's web site
- Mid-year review of our collective and personal goals to ensure the tutors were working on them
- Dr. Maria Kingsbury providing information on the "I Listen" campaign
- Troubleshooting how to work with College Now students who send in GoogleDoc links and working out the best process to accommodate that
- Collective review of PR efforts, including digital ad for the dining area, table tents revised to reflect Tutor.com comparison, and a new APA vs. MLA handout created by one of the tutors
- Brainstorming and photo shoot for grant money allocated to PR
- Ongoing training regarding correct format for APA
- Much of the usual ongoing review of how well the writing center is functioning, training on operational items (official email, commenting on PDFs, working with different professors who require visits, and addressing any questions or concerns)
- 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 coordinators Emily Williamson (fall) and Nicole Berning (spring) met bi-weekly. They aided Dr. Baker in reminding the other tutors about submitting timesheets, helping to develop the agenda for staff meetings, creating materials such as a digital ad for the dining commons and instruction sheets that professors can share, 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, to sections of LEP 100 and University Experience classes, and to the Women's Basketball Team; and participation in the fall Student Services fair. When possible, tutors from the Writing Center accompanied her or represented the Writing Center. Although Dr. Baker was not provided direct access to the Writing Center web pages, she directed LeeAnn Teig to make several brief edits.

Support for Tutor Growth and Development

In addition to the staff meetings, the SMSU Writing Center is fortunate to have an endowed scholarship available for Writing Center tutors who are returning the following year. This spring, Dr. Baker met with Jessica Anderson to revise the scholarship questions and to create a rubric for rating the applications. Using the new rubric, the faculty committee awarding the Walt Mann Memorial Scholarship for Fall 2019 decided to split the award in the following manner this year:

- Meghan Sullivan \$500
- Colin Nelson \$500
- Nicole Berning \$350

Each year Dr. Baker encourages tutors to become more actively involved in writing center work and development and to use opportunities in the Writing Center to help tutors develop materials for their own portfolios and resumes. This took several forms this year:

- Nicole Berning wrote a proposal for and was accepted to present at next fall's International Writing Center Association Conference, to be held in Columbus, OH, in October. Nicole's presentation is about an alternate method to the commonly used CRAAP Test for evaluating online sources that she has developed that other tutors can use with their students (several other tutors are interested in traveling along to the conference)
- Tess Novack substantially revised a handout comparing MLA and APA format
- Emily Williamson created a new bulletin board introducing the tutors
- Tess Novack created a new bulletin board describing paragraph writing
- Emily Williamson created several instruction sheets and a digital ad

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 2018 Usage Statistics for the Writing Center

During the Fall 2018 term, the Writing Center provided **364** 30-minute tutorials (almost identical to Fall 2017's 365 sessions) for 205 unique students in these categories:

- 195 face-to-face tutorials made by appointment; and
- 169 online appointments (includes both chat [31] and e-tutoring [138] appointments (the same number of chats but fewer e-tutoring sessions than Fall 2017).
- This represents 54% face-to-face and 46% online, which is a shift from the previous fall semester's ratio of 45% and 55%, i.e. -9% online.
- This reflects a strong 76% usage rate (appointments made compared to appointments available); if we look at the usage rate from Sept. 24 (several weeks into the semester) through finals, it rises to 83%. From mid-term (Oct. 8) to the end of finals, the usage rate was 88%. These are very strong usage rates, although lower than Fall 2017's rates of 85% overall and 96% from mid-term to finals. It is possible that the introduction of Tutor.com and its readily visible connectivity via D2L could have had an initial impact on the Writing Center's usage rates. But a usage rate of 75-80% is very strong and is actually positive for students, as it means they encounter less frustration when trying to make an appointment and finding them all booked.

Fall 2018 Client Evaluations of the Writing Center

In Fall 2018, **52 clients** completed online evaluations with these results:

- 100% of those surveyed rated their session excellent to good; no students rated the session as fair or poor.
- 98% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (79% strongly agreed).
- 92% said they would recommend the writing center to their peers.

These statistics closely match the Fall 2017 results.

Spring 2019 Usage Statistics for the Writing Center

During the Spring 2019 term, the Writing Center provided **456** 30-minute tutorials to 214 unique students in these categories:

- 197 face-to-face tutorials made by appointment; and
- 259 online appointments (includes both chat [67] and e-tutoring [192] appointments).
- This represents about split of 43% face-to-face to 57% online appointments, a slight increase in online compared to Spring 2018 (55%). Interestingly, this is a

lower percentage of face-to-face appointments than in fall, which aligns with what might be expected as students discover the services, more online sections of courses, and fewer first year writing or first year experience courses require a face-to-face visit. It is the opposite trend of what happened the previous year, however.

- This reflects an overall 73% usage rate (appointments made compared to appointments available). If we look at the usage rate from Jan.22 (one week into the semester) through the end of regular classes, the overall usage is 78%. Moving slightly later into the semester from Feb. 10) through the end of regular classes, it rises to 82.5%. Looking even deeper into the data, it appears that Feb. 24 (two weeks prior to Spring Break) through April 15 generated the highest usage data, with appointments booked 88% of the time. This is interesting given that in the past, we tended to add hours late in the semester, but perhaps this demonstrates a greater need earlier. Also, this spring our finals week hours were not highly utilized (about 47%), which likely means major writing projects were due earlier and that College Now students did not utilize the hours as much as in fall semesters, when their end-of-project timing is slightly more closely aligned.
- We added a Sunday afternoon online-only appointment option for two hours most Sundays. These appointments were used 69% of the time, so they proved to be quite popular even though only online.

Spring 2019 Client Evaluations of the Writing Center

In Spring 2019, **44 clients** completed online evaluations with these results:

- 93% of those surveyed rated their session excellent to good, with 80% rating it excellent (only 1 student rated it fair or poor).
- 93% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (84% strongly agreed).
- 98% 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.

The data is especially interesting considering the grant monies that were infused into the spring semester. The data shows that with the addition of tutoring hours per the grant money, the usage rate rose several percentage points. In other words, when more appointments were offered, they were used. Also very importantly, there was no decline, meaning that students want and will use the additional hours.

Assessment: Breaking Down Some Usage and Appointment Data

In Spring 2018 we changed the appointment form in two ways to provide some additional data for us.

- 1) We added a question about whether or not students were required to come to the writing center.

In Fall 2018, 44% were required to visit, with 56% not required.

In Spring 2019, 41% were required to visit, and 59% were not.

This compares to the previous Spring 2018 numbers when 47% of students were required to visit, and 48% not. This will be an interesting stat to track moving forward. A study published in a 2019 issue of *WLN* found that required visits actually led to increased writing center usage, despite some of the obstacles related to required visits.

- 2) Last spring 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 each semester.

Comparing Spring 2019 to Fall 2018, the most requested item in fall was “overall review” compared to “punctuation and grammar” in spring, although percentage-wise the overall review item is quite similar both semesters. Both items are the top items each term. In fall, more students asked to work on paragraphing, transitions, thesis, and adapting to an audience compared to spring, perhaps an indication of the types of issues more prevalent in introductory writing classes that occur in the fall. While organizing is a top concern both terms, in spring there is more of an emphasis on “developing my ideas” and on citation-related issues.

Comparing Spring 2019 to Spring 2018, overall review dropped behind punctuation and grammar help, and concerns with transitions and citation were greater in 2018 than in 2019.

APA documentation remains a higher concern than MLA over the semesters, reflecting the majority use of that particular documentation style. Fortunately, many of 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.

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, we can continue to improve on how the tutors structure their methods and develop ways to create better tracking of their progress.

The full list of individual tutor goals can be viewed in Appendix B. Several students came up with similar goals. A number of tutors wanted to work on their APA format knowledge, which is quite useful given the data that more of our students come for APA help than MLA. One of the

tutors substantially revised an APA vs. MLA handout that the other tutors then began to use and had success with. Another shared goal was working on providing questions and suggestions in online tutorials rather than editing. While the work in this area is more subjective, the tutors reflected that they had some success in self-monitoring and improving their techniques. Several tutors had goals related to enriching the interactions and learning of the students through either visuals and examples or through listening strategies. In our mid-year and final staff meetings in which we discussed how we were doing on individual goals, the tutors really engaged in discussion and shared the tips and strategies they had developed.

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:

- 1) Develop our strategies and understanding about how to best work with EMLS students
 - Dr. Daniloff-Merrill and Dr. Doise from the EMLS program and Jamie Leonard from ISS visited our staff meeting and described the EMLS program and the needs of the international students
 - They donated the books used in the EMLS program so that the tutors can have access to the materials and review the books to learn about the class
 - We had a deep discussion regarding whether teaching grammar in context is the appropriate method for many EMLS students and what the approach of the classes is
 - Tutors' training was reinforced that it helps to look for/work on patterns; tutors helped instructors know that it is useful when they send students in to work on one or two specific things

- 2) Ramp up PR efforts and students' understanding of what we do in the Writing Center, especially knowing that Tutor.com has been adopted and is so easily accessible to students
 - We held two discussions at staff meetings about Tutor.com (one including Dr. Michael Albright, who is working on an article with Dr. Baker), reviewing how it works and how it might complement what we do while also comparing how our services and local knowledge are different and positive attributes.
 - Emily did online-only tutoring for two hours on Sunday afternoons, which helped provide a popular weekend option (useful given Tutor.com's always-available service)
 - We redesigned our table tents to highlight what we offer compare to Tutor.com and distributed them around the library where Tutor.com table tents were also in place.
 - We created a digital ad to run in the residential dining room (we had created napkin holder inserts last year to be used this year, but the dining service discontinued those)
 - Dr. Baker continued to do 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.

- The grant created the initial exigency for a new branding campaign created by Marcy Olson, and the grant funds are helping us to purchase a variety of promotional materials and a stand-up banner that should help publicize the Writing Center next year.
- Dr. Baker visited with librarians Pam Gladis and Maria Kingsbury about other possible, more visible locations in the library and ways to work and raise awareness across staffs, such as the undergraduate peer research helpers.
- Dr. Baker was added to a MinnState working group on tutoring that she had not known about before (it is primarily out of Student Affairs) and received information about Tutor.com from that group.

3) Provide better information about making appointments and how the Writing Center scheduling works

- Emily created several handouts that were sent to faculty to use or post on their D2L pages that explain the process for making an appointment and the types of appointments available.
- We worked in staff meetings to address how the tutoring and commenting work on our end – we reviewed how to insert comments, how to attach commented-on papers for the students to see them, and how to work with GoogleDocs and with PDFs.
- Dr. Baker made announcements at SmSUFA in which she periodically updated faculty on openings on the schedule and reminded them about the scheduler, waitlist feature, and corresponding instruction video link, and requested any faculty who were requiring the Writing Center to visit with her first. Several faculty requested more information or help deciding how to refer students to the Writing Center.
- We discovered one student had figured out how to work around limits on the number of appointments each week by immediately cancelling them AFTER they had been completed successfully; Dr. Baker had to intervene and email with the off-campus student and his CN teacher

4) Additional outcomes from our end-of-the-year wrap up:

- An overall important outcome is that the tutors voiced that they would like to schedule time to learn or do work besides the actual tutoring; they would like additional workshops with guided topics. This is a wonderful request and shows how engaged the tutors were in learning and continued professional development.
- The tutors requested that we add preferred pronouns to our appointment form in addition to preferred name.
- Some minimal updates were done on the web site, but this remains an area to improve.

Technology Improvements and Challenges

The tutors have appreciated having access to both a Mac and PC computer this year, and most tutors reported using the iPad during face-to-face sessions for immediate access to resources and examples.

As was the case last year, an ongoing challenge has been having usable t-drive access. Due to the many issues related to giving tutors access and training them on it, this year we discontinued having all of the tutors deal with the t-drive. Instead, we are returning to flash/thumb drives on each machine to house needed shared documents like common responses to online papers. The student coordinators and Dr. Baker will have access to the t-drive. We started a project in late spring to review what is on the existing flash drives and what is on the t-drive and to try to make the t-drive a true historical archive of materials. That project will need to continue next year.

A challenge has been College Now students sending in links to GoogleDocs rather than uploading papers, or being unable to understand how to read comments inserted into Word documents when we return them. Dr. Baker worked with one of the CN high school teachers in particular and we made a protocol change that CN students can send us a link to a GoogleDoc if they paste it into the description of what is being worked on and if they use the correct “sharing” to include editing so that tutors can not only access the document but insert comments. This has worked some of the time.

Summary and Looking Ahead

1) Grant summary

The monies from the developmental grant from MinnState that Dean Shouse wrote and procured were immensely helpful. While all of the funds were disbursed in spring semester, some of the grant money was earmarked at the end of fall semester by allocating more hours then and using the grant money in the spring to offset those additional hours. The funds enabled us to have additional hours during the last three weeks of fall semester and fall Finals Week (for a total of 25 hours), and be open for an additional 7 hours a week for 16 weeks in the spring semester. Clearly, as noted in the usage summaries above, when the funding for more tutoring was provided, students took advantage of the additional hours.

The promotional materials funds were also spent on a variety of items that will be used going toward:

- Buttons
- Post its
- Pencils
- Water bottle/laptop stickers
- PullUp banner (to be displayed in library lobby, at fairs, and around campus)
- Posters

In addition, the availability of the PR money in essence led to a new “branding” campaign with materials that will be useful in years to come and in a revision of the web site. See Appendices D & E for examples of the new brand identity and PR item designs, and Appendix F for a list of PR quotes gathered from students who visited the Writing Center about how the Writing Center was helpful or useful to them.

This grant money helped us meet needs that were identified in last year's report. 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. Ideally, I would like to have enough funding to run both appointment and drop-in hours simultaneously, so that students who find the appointment times they need are already booked would have access to an on-campus tutor, or so that tutors could help students with quick questions that might not require a full 30 minute appointment.

2) The switch to Tutor.com online writing help, paid for by MinnState (a new contract, as the past years the system offered SmartThinking.com), was well publicized and the service was easily available. Training sessions at Professional Development Day made the faculty highly aware of it, and its prominence on every D2L page as well as PR materials provided from Tutor.com made it easy for students to spot and use. This was somewhat frustrating as Dr. Baker has argued in the past for visibility for local tutoring services on D2L, but that is controlled at the system level. The introduction of Tutor.com actually helped some faculty become aware of the SMSU Writing Center and our offerings in comparison. System-wide Tutor.com usage (across all of the content areas) was very high and exceeded the budget set aside for it, causing institutions to have to pull back from offering additional hours to students who asked for it (as students received 15 hours total usage for the year). Tutor.com tutors are available 24 hours a day and their paper review service promises a 24 hour turn-around. The statewide tutoring group and Dr. Baker's own observations of students' Tutor.com-commented-on papers indicate uneven depths of responses and levels of editing for students. The impact of Tutor.com will need to be observed in the future. It is possible to view it as complementary to SMSU's local tutoring in which the tutors know the professors and expectations, there is local oversight of the tutors, and there is ongoing tutor training and adaptations to SMSU instructors' needs.

3) Recruiting a diverse tutoring staff is an ongoing issue. 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. Other strategies and better responses are needed.

4) It's nice to have the data from the checklist of options about what students want help with rather than an open-ended question on the appointment form. This data will be shared with the tutors next year to help inform our goal-setting next year and the tutors' request for workshops.

5) Next fall will be the first year that ENG 490 will be a two credit class instead of three credits. This shouldn't affect the practicum hours contribution to staffing too much since ENG 480 (and the practicum hours related to it) is a prereq for 490, except for an occasional student who takes 480 the year before 490.

6) One goal from the last two years, helping the tutors become more professionally engaged by getting them to attend and ideally present at writing center conferences, is seeing some progress. As students have gotten to know Dr. Baker more now in her third year after returning to direct the Writing Center, this interest is growing. Nicole Berning did write a proposal with help from Dr. Baker and was accepted to present at next year's International Writing Center Association Conference. Several new and even incoming/not yet tutors have expressed interest in attending

with her next fall, which would be a wonderful opportunity for them to learn more about the writing center field.

7) Some of the same items that we would like to develop but have limited time available for continue from last year. This includes revamping the web site and developing “fellows” programs with tutors aligned with specific classes or disciplines for whom we do a significant amount of tutoring. Two items from last year, addressing and conducting some deeper assessments and developing approaches in concert with some faculty did get addressed somewhat, with some progress made looking into appointment and usage data and learning more about EMLS needs and what those instructors would like. One issue that was brought up last year was working directly with faculty to address students who missed appointments related to their class. We did not pursue this this past year.

Appendix A

List of 2018-2019 Writing Center Tutors

Desiree Bauer
Nicole Berning *
Hailey Bieber
Sariah Cheadle *
Colin Nelson
Tess Novack *
Thalia Otero
Hannah Stremmel
Meghan Sullivan
Emily Williamson *
Madyson Yost *

Faculty volunteer: Maria Kingsbury

* indicates a returning tutor

Appendix B

2018-2019 Tutor Learning Goals, Methods, Outcomes and Reflection

**similar goals grouped together where appropriate*

(3 tutors) Become more familiar with APA; learn/hopefully master APA format; help students and professors who use APA and MLA in their classes

- Educate selves about APA; use Purdue OWL; prep in advance for appts that state APA format as the goal; create APA vs. MLA compare and contrast handout; use that handout

Outcome and Reflection: To achieve this goal, the three tutors who had similar goals followed the methods listed above. Each noted increased understanding and ability to use APA format and to model it for students. One tutor achieved her goal of creating the APA/MLA comparison handout, and she and the other tutors actually used the handout in sessions and found it quite useful. One tutor noted that she has become more familiar with the basics of APA format, and she reflected further that it would help her in the future to also do some practice exercises, which is something we could do as a whole staff.

(2 tutors) Facilitate online tutoring sessions better: learn how to give effective comments/suggestions on eTutoring appts; work on asking more questions instead of trying to edit

- Increase awareness of types of comments being written and make effort to ask questions in comments (to see comments as implied conversation)

Outcome and Reflection: The tutors reflected that while they “still struggle with not going full blow editor mode,” each recognized that they are doing a better job with making suggestions and asking questions. One tutor noted that there are still times when a mistake has to be pointed out, but she makes sure to explain how the grammar or punctuation works and does not just edit. The other tutor noticed her improvement when she was hired as an editor for a different project and could see how she “had to ... change my editing stance” between the Writing Center vs. editing approaches. She noted that in the Writing Center online appointments, she had a better appreciation for how to use questions and examples to help point out what a student needs to learn.

Help students by providing visuals and resources

- Inform students about Purdue OWL and show them web pages while working together
- Provide links to examples from the OWL when tutoring online
- Draw diagrams about punctuation and grammar on the white boards

Outcome and Reflection: The methods above represent the different strategies and tactics that the tutor developed over the year in alignment with her goal. The tutor found the links to be especially helpful when working with students on citations, annotated bibliographies, and cover pages.

Investigate the role of listening in the Writing Center

- Research in this area

Outcome and Reflection: The tutor found that research in this area is very thin. Applying her previous knowledge about listening theories, she looked for information related to writing

centers but found primarily pragmatic communication tips and strategies. She is interested in designing a research study anchored in theory about how listening is enacted in the Writing Center in the future.

Appendix C

Responses to Appointment Form Question: “WHAT MAIN CONCERNS WOULD YOU LIKE TO FOCUS ON IN THIS SESSION? CHECK 1-3 ITEMS.”

* Note: this data is fairly new as this question was revised at the beginning of Spring 2018 from an open-ended question to a list of concerns. It was also tweaked during that semester with options about citation added. Thus this past Fall 2018 and Spring 2019 provides the first complete cycle of data compared to Spring 2018.

The responses are listed in order of highest to lowest percentage (which is different than the order they appear in on the appointment form) during the most current semester.

Main Concern	Spring 2019	Fall 2018	Spring 2018*
Punctuation and grammar	249 / 54.61%	161 / 44.23%	176 / 48.35%
Overall review	240 / 52.63%	188 / 51.65%	189 / 51.92%
Proofreading skills	148 / 32.46%	94 / 25.82%	102 / 28.02%
Organizing the paper/Paragraphing	129 / 28.29%	112 / 30.77%	113 / 31.04%
Developing my ideas and content	112 / 24.56%	82 / 22.53%	95 / 26.10%
APA documentation	90 / 19.74%	65 / 17.86%	69 / 18.96%
Transitions	89 / 19.52%	99 / 27.2%	98 / 26.92%
Using correct citation format	85 / 18.64%	63 / 17.31%	97 / 26.65%
Writing an introduction and/or conclusion	70 / 15.35%	61 / 16.76%	65 / 17.86%
Writing a thesis/focus	65 / 14.25%	74 / 20.33%	77 / 21.15%
Integrating my sources with my own ideas	55 / 12.06%	37 / 10.16%	48 / 13.19%
MLA documentation	51 / 11.18%	35 / 9.62%	44 / 12.09%
Understanding the assignment	49 / 10.75%	45 / 12.36%	44 / 12.09%
Brainstorming my ideas	40 / 8.77%	33 / 9.07%	35 / 9.62%
Other	29 / 6.36%	26 / 7.14%	17 / 4.67%
Adapting my writing to my audience	20 / 4.39%	26 / 7.14%	31 / 8.52%

Appendix D

New Brand Identity Images



Appendix E
PR Material Designs

Post It



www.SMSU.edu/go/writingcenter

Water Bottle/Laptop Sticker



Banner Drafts



SMSU
Writing Center
Helping students write their best.



SMSU
Writing Center
Helping students write their best.



DRAFT



SOUTHWEST
MINNESOTA STATE UNIVERSITY
www.SMSU.edu/go/writingcenter

DRAFT



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MINNESOTA STATE UNIVERSITY
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Appendix F

Student Quotes for PR Materials

***gathered in Spring 2019; PDFs of signature sheets available**

In response to the question “How does the SMSU Writing Center help you, or what do you enjoy or appreciate about the Writing Center’s services?”

I feel the Writing Center helps by having people available to work with you one on one on anything from brainstorming ideas to citation format and anything else.

–Caitlin Goodrich, Accounting major

The ease of making appointments and the friendly staff. :)

--Keaton Rommel, Justice Administration major

They helped me a lot. They help me to solve my writing problem and topic.

–Ting-Syuan Chu, Marketing major

What I really appreciate about the Writing Center and the students that work there is that no matter how complex or difficult your paper seems to be, they always break it down to your level of understanding, surprisingly; you will eventually do well in that paper.

–Moshood Agboola, Biology/Exercise Science major

They are very helpful and are very knowledgeable and are prepared with my topic when I come in.

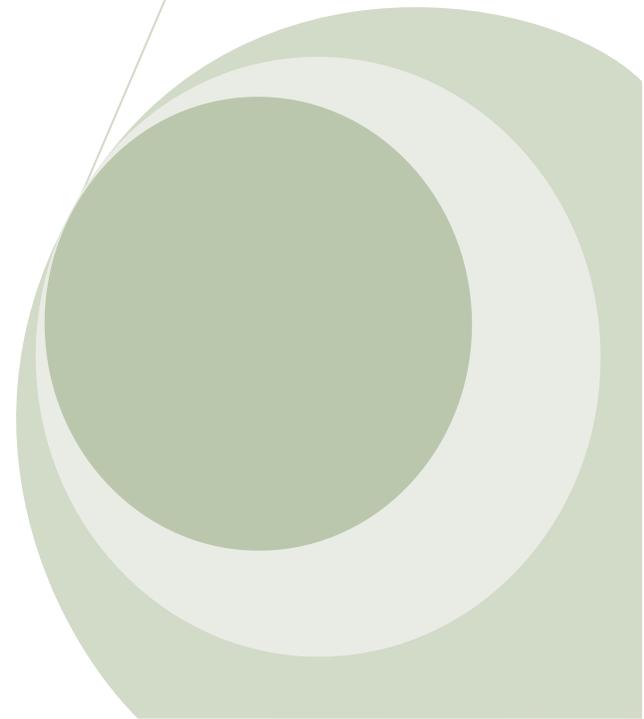
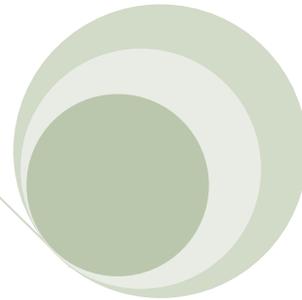
–Danielle Olson, Early Childhood Development major



COLLEGE NOW: SMSU Concurrent Enrollment ANNUAL REPORT

This document reflects College Now activities and accomplishments during the academic year.

2018-19



Introduction

This report will present important data that represents the scope of the Southwest Minnesota State University concurrent enrollment program known as “College Now,” on general operations, and establish goals for the future operation of the program.

Data

College Now partnered with 110 school districts, offering 537 courses around the state during the FY 19 school year. The Program experienced another increase in credits for the year, generating 37,830 credits from 5,528 unduplicated students. The program revenue thus also saw an increase. Revenue is reflected below:

- FY 2015 \$1,553,559
- FY 2016 \$1,683,095
- FY 2017 \$1,715,688
- FY 2018 \$1,757,430
- FY 2019 \$1,825,088

College Now duplicated students rose from 10,170 in FY18 to 11,689 in FY19. College Now was responsible a total of 1,261 FYE in FY19 equating to 57.2% of Lower Division FYEs and 40.1% total Undergraduate FYEs. This is up from 1,238— equating to 54.8% and 39.1% respectively in FY18.

Operations

- The College Now program received several grants in FY19. They include:
 - \$25,000 from MinnState System Office for the Development of graduate credit for prior learning courses (CPL). In FY19 we developed and received approval for five graduate level CPL courses in English, Communications, Biology, Physics and Chemistry. Courses will be offered in FY20. High school instructors needing HLC credentialing for concurrent enrollment who have experiences equivalent to graduate level work will be able to apply for credit through a portfolio review process.
 - \$85,000 in FY19 from the Minnesota Department of Education for the offering of Education 101 courses to assist with the teacher shortage in Minnesota. In FY19

we offered Introduction to Education to 136 high school students (96 seniors and 40 juniors) in Minnesota. We are working to develop a “grow you own” partnership with high schools to encourage rural and underrepresented students to consider a career in education.

- \$29,137 in FY19 from the Office of Higher Education for expanding course opportunities for students. A majority of this money is for an additional staff person to develop an online student appeal process as well as the offering of several team teaching initiatives to provide alternate pathways for schools struggling to meet HLC credentialing of teachers.
 - We again in FY19 had a partnership with Metro ECSU which covers \$300/credit of approved graduate coursework for high school teachers in Minnesota working towards HLC credentialing.
 - \$15,000 from the SMSU 2019 Innovations for Academic Program. Funds were used for partnership banners proclaiming SMSU’s partnership with each individual high school we work with for concurrent enrollment. 115 banners were purchased and given to each partnering high school.
 - \$1,500 from an SMSU Foundation Grant which covered flash drives for high school teachers consisting of videos, syllabi templates, application and registration documents available all in one location. The grant also covered the production of teacher signage for each college now high school classroom, proclaiming the teacher as an approved SMSU College Now instructor. The goal of these projects was to enhance the image of SMSU and promote College Now in our partnering high schools.
- Through input from the SMSU advisory committee, the College Now office developed the second in a 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. The second video is shown during the first week of class and focuses on expectations of college credit course work, how to register, and what they need to know about concurrent enrollment. A video promoting Education coursework was also started this year and will be finished and distributed next year.
 - Challenges – Several challenges exist with Concurrent Enrollment.
 - The HLCs expectations of minimum faculty qualifications standards requires high school teachers to be fully credentialed by Sept. 1 2022. This date is quickly approaching and while much work has been done in the state to provide course opportunities and financial assistance for instructors, this continues to be a huge hurdle for teachers and high schools. Concurrent enrollment programs across the country like SMSU’s College Now stand in very uncertain times as many courses may be lost following this deadline. Much of our work continues to revolve around this policy change and has serious potential consequences for College Now and SMSU.
 - Another hurdle for our program continues to be our operating budget which total \$4,860 in FY19. This is not enough to effectively operate a program as large as

ours. Discussions which took place this year will hopefully lead to an increase in the future.

- Finally, campus staff cuts in FY18 have caused our program significant difficulties. College Now applications were previously processed in the SMSU registration office. With the reduction in time of a registration staff person, the processing of these applications fell on College Now staff to complete. In FY19 it has been a challenge, but we managed due to a student worker who was able to come back to work early and extra staff person due to outside grants. In the future, this may not be the situation. College Now will need additional temporary staff to process the several thousand applications we receive each year.

Goals

- One-year
 - Send comprehensive fact sheets to each high school on their individual credits, savings, and other valuable information.
 - Complete a third College Now video geared towards 8th and 9th grade students and parents, informing and promoting concurrent enrollment opportunities, expectations, benefits, and eligibility requirements.
 - Continue working on HLC requirements for teachers and finalizing individualized plans for instructors for completion or alternate plans by Sept. 1 2022.
 - Completion of online appeals process
 - Development of online new teacher application process
 - Additional grant money to support expansion of College Now courses, additional staff person and SMSU student support measures
 - Increase discussions on equity for students in regards to College.
 - Assist MnCEP in getting g501c3 status
 - Work with legislation to fully fund CE in the state of Minnesota
- Three-year
 - Look for continued opportunities to better serve our 19 county region
 - Expand in multiple CN areas
 - Increase SMSU College Now regional and national involvement and recognition
 - Have majority of teachers appropriately credentialed with HLC and have an acceptable pathway for schools unable to reach the credentialing requirements.
- Five-year
 - “Minnesota CEP of Choice”
 - Success and multiple initiatives for the conversion of College Now students to on campus SMSU matriculation