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SMSU ENGLISH, PHILOSOPHY, SPANISH &
HUMANITIES DEPARTMENT

Annual Report, 2016-2017

Submitted by

Neil Smith, Chair of EPSH

June 29, 2017

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INTRODUCTION

(Dr. Neil Smith)

This past year was the first for our department of combined disciplines—English, Philosophy, Spanish, and Humanities—and for the most part, we merged very well. Each of us recognize that these four disciplines are central to the mission of a liberal arts education, and we work hard to provide the best teaching, resources, and opportunities to our students. In addition to this, our faculty members work on their own research and creative works, engage with campus and/or statewide committees, advise students, direct programs, and many other day-to-day tasks that add up each year.

Moving ahead, I look forward to continuing working with my colleagues from these other disciplines, helping to strengthen their programs. This will require teamwork and vision, as we'll need to show administration that we have great ideas ready to implement if we're given the tools to build with. We're looking forward to growth in Professional Writing, Spanish, and in ESL-focused academic writing, but we won't be able to do that without having the right people in the right positions, with the right resources. We will continue to do our best with what we have, of course, but in some cases, we will ask administration to take the leap with us so that we can meet the demands of our students.

We would like to find some support for our Spanish program as it progresses. There are many areas outside the classroom that need additional attention, and our two Spanish faculty members find that some additional support could help cut down on some of the time it takes to work on each of these areas.

We would also ask the administration to reconsider our position request to convert Prof. Eric Doise's line into a tenure-track position, especially as our need for ESL-focused classes grows.

Our department will continue to evolve in the coming year. In English, we face an upcoming retirement in poetry and literature, which will require us to reassess our needs. We must also continue to balance our needs to give our majors the best courses in literature and writing while also preparing all of SMSU's students for college writing in many separate disciplines. In Spanish, we must grow not only the number of students taking courses, but we must engage them in activities outside of the classroom. In Philosophy and Humanities, we will continue to innovate, as we have recently with our Religious Studies minor, in order to ensure that more students will look to Philosophy as an important part of their experience here at SMSU.

DESCRIPTION AND PAST-YEAR ACTIVITIES OF THE EPSH DEPARTMENT

We have not yet combined our mission statements into one overall statement for the department, but our previous mission statements are:

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 Programs

Program	Term	Academic Year		
		2015	2016	2017
Comm. Arts and Lit 2nd Ed English		31	20	27
	Summer	2	3	0
	Fall	16	11	14
	Spring	13	6	13
English Dept. Total		57	42	54
English			13	35
	Summer			2
	Fall		8	15
	Spring		5	18
CW		44	17	15
	Summer	4	2	2
	Fall	26	8	7
	Spring	14	7	6
LIT		13	12	4
	Summer		2	1
	Fall	5	5	2
	Spring	8	5	1

Philosophy		19	18	15
	Summer	4	4	3
	Fall	31	13	9
	Spring	22	12	7
Professional Writing and Communication		31	26	27
	Summer	4	2	1
	Fall	15	13	12
	Spring	12	11	14

Minor	Term	Academic Year		
		2015	2016	2017
Literature		2	3	3
	Fall	2	2	2
	Spring		1	1
Writing		18	17	19
	Summer	2	2	1
	Fall	8	7	9
	Spring	8	8	9
Philosophy		11	9	7
	Fall	5	5	3
	Spring	6	4	4
Pre Law		3		3
	Summer	1		
	Fall	1		1
	Spring	1		2
Spanish		52	50	54
	Summer	9	7	4
	Fall	24	21	26
	Spring	19	22	24
Religious Studies		5	13	13
	Summer		1	1
	Fall	1	6	7
	Spring	4	6	5

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 Students: 2130
- Total Credits HRs: 7603

English Only – 59 classes

- Total Students: 1213
- Total Credit HRs: 4852

Literature Only – 47 classes

- Total Students: 917
- Total Credit HRs: 2751

Spanish – 36 classes

- Total Students: 673
- Total Credit HRs: 2692

- This was our first year with a new probationary line in CN, held by Prof. Michael Albright. We have Prof. Lisa Lucas Hurst and Prof. Eric Doise as on-campus/CN fixed-term professors. In addition, adjuncts Tim Buysse and Kasey Kollander have CN classes. We have sought to stay on the same page and share information as needed, although this is still a work in progress. Prof. Ruthe Thompson also teaches several CN classes.
- As I will say every year until this is addressed and, hopefully, fixed: the compensation model for CN is unsustainable, as it creates an untenable class load (involving travel) for a full-time College Now mentor. As I have said in the past, we are risking the program by continuing this model.

ENGLISH GRADUATE COURSES

In 2016, our Graduate classes in English (ENG 680, 670, 675 & 656) held a total of 52 students (I am not sure how many of these took multiple classes). These classes help provide graduate courses for College Now high school teachers, and can also lead them to a Master's Degree in Education, should they choose to enter the program.

PRIORITIZATION REPORTS*

(*Originally written in March, 2017. We do not currently have a Prioritization Report for Creative Writing/Literature since the program is preparing for its five-year evaluation in 2017-18)

Professional Writing & Communications, Spring 2017 (Dr. Henning and Dr. Bemer)

Introduction

The current Professional Writing & Communication (PWC) Major boasts a broad, interdisciplinary focus that suits the needs of the region and students. It houses the journalism courses that were once part of the English Department's Literature/Creative Writing Major. This breadth has served students well. To date, all PWC graduates are employed or have received funding to pursue advanced degrees. Graduates in the program have found employment in fields such as journalism, medical (chiropractic) writing, marketing, instructional design, and social media writing and have been hired by both for-profit and not-for-profit organizations. Of the program graduates, those seeking advanced degrees have gone to law school or have been admitted to master's programs in creative non-fiction, technical writing, and/or rhetoric.

This report details the PWC program's:

1. Centrality and essentiality to mission
2. Workforce demand for major
3. Faculty engagement in recruitment and retention of majors
4. Faculty engagement in academic advising
5. Faculty engagement in student success
6. Civic engagement and community connectivity
7. Program Aspirations: Goals and Objectives

Centrality and essentiality to mission

The mission of the PWC Major 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 PWC Major 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 help students become "engaged citizens in their local and global communities."

The PWC program goes beyond serving its own majors by serving needs of many other programs at SMSU. Several academic units have been requiring their students to take the PWC Major's ENG 204: Introduction to Journalism, ENG 360: Scientific and Technical Writing, ENG 331: Business Communication, ENG 361: Advanced Composition, and ENG 420: Copyediting courses. Units these courses serve include: Accounting; Agribusiness; Computer Science; English - Creative Writing; English – Literature; Environmental Science; Exercise Science; and Speech Communications: Public Relations Emphasis. Courses in our program also support minors in Advertising Design Communication and Pre-Law. The program is responsive to the needs of these academic units. For example, in Spring 2013, the program began offering two sections rather than one of ENG 360 to serve the needs of Exercise Science. In Summer 2016, the program started offering online sections of ENG 360 to serve the needs of 2+2 students in Exercise Science.

Workforce demand for major

The PWC program offers:

BA in Professional Writing & Communication

Minor in Writing (Professional, Technical, or Scientific Writing Emphasis)

Courses in the PWC program directly support the following degree programs:

BS in Accounting

BS in Communication Arts and Literature/Education

BA in Communication Studies: Public Relations

BS in Computer Science

BA in English (Emphasis in Creative Writing)

BA in English (Emphasis in Literature)

BS in Environmental Science

BS in Exercise Science

In coordination with the mission of the university, PWC is a practical and pragmatic field that affords its graduates employment in the 19-county area of southwest Minnesota and beyond. As long as there is demand for professional writers (documentation specialists, business analysts, technical writers, editors, webpage content writers, journalists, and grant/proposal writers), there will be a demand for PWC majors in the 19-county area and in nearby cities such as Brookings, SD, Sioux Falls, SD, Sioux City, IA, Fargo, ND, Minneapolis-St. Paul, MN, and Des Moines, IA. This demand is evidenced by the fact that to date, all PWC graduates are employed or have received funding to pursue advanced degrees. Graduates in the program have found employment in fields such as journalism, medical (chiropractic) writing, marketing, instructional design, and social media writing and have been hired by both for-profit and not-for-profit organizations. Of the program graduates, those seeking advanced degrees have gone to law school or have been admitted to master's programs in creative non-fiction, technical writing, and/or rhetoric.

Workforce demand for graduates in professional writing is not going away, as we can see from the Bureau of Labor Statistics (for technical writers): <http://www.bls.gov/ooh/media-and-communication/technical-writers.htm>. The employment prospects are particularly good for technical writers: “Employment of technical writers is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by the continuing expansion of scientific and technical products and by growth in Web-based product support. Job opportunities, especially for applicants with technical skills, are expected to be good.”

In 2013, at the time of the program’s most recent self-study, the PWC program’s reviewer Dr. Lee Tesdell (of Minnesota State University, Mankato) stated that “As a technical writer in Iowa between 1998 and 2002, I found that there were numerous job openings in software, insurance, and agribusiness companies. At that time my annual salary ranged from \$38,000 to \$42,000. Just now as I checked the job ads for Marshall, MN, there is an opening at CHS in Marshall for a Safety Specialist. This is an excellent example of the job that does not have the word “communication” in the title, but if you read the job description, is essentially a communication job; a PWC graduate with a prior background in industry safety would be a good candidate.”

Faculty engagement in recruitment and retention of majors

Faculty in the PWC program are committed to recruiting and retaining majors. Faculty participate in numerous recruitment activities throughout the year, including but not limited to the following:

- Revising the PWC major advertisement hand-out for prospective students
- Updating the PWC blog, a forum for faculty to put out job/internship information and other key information for majors (smsupwc.blogspot.com)
- Moderating a PWC student & alumni LinkedIn group, allowing students to connect with alumni to gain information about careers
- Mustang Day(s)
- Meet your Advisors event (during Gold Rush)
- Advising Days (fall and spring)
- Admitted Student Day(s)
- SMSU Foundation Presidential Scholarship Committee

Faculty engagement in academic advising

PWC program faculty regularly advise students on a one-on-one basis both formally and informally. Faculty participate in Advising Day each semester and meet in person with each of their advisees. Faculty also advise informally, speaking to students outside of planned advising time about course selection and careers.

Graduates have noted the excellence of PWC advisors, stating during exit interviews such as

“[faculty] made it easy for me to plan out my degree and gave me resources for my future. [She] was very approachable and made earning my degree more fun than it was work.” This is reflected through the nearly 100% attendance rate PWC majors have at Advisor Day events.

Faculty engagement in student success

PWC faculty are engaged in student success in various ways. Faculty in the program frequently inform students of internship opportunities in their field throughout the year. These communications take place in-person, through email, and through the PWC blog. Faculty in the program also create materials to help students succeed at SMSU. Faculty are currently working on a MNSCU-grant funded online open textbook for ENG 251: Writing in Professions. This course is required of all students at the university. The online open resource is intended to replace expensive print textbooks for the course, saving students money and increasing their interest in writing in their majors.

PWC faculty continue to care about their success even past their graduations. For instance, faculty continue to give job and networking advice and write recommendation letters for graduates of the program. It is important to PWC faculty that PWC graduates continue to succeed in their careers throughout their lives. Faculty remain in touch with graduates through social networking applications such as LinkedIn and Facebook. Graduates often report the strengths of the program they uncover as they work as writers in their careers and as students at graduate schools. The following testimonials were submitted (upon request for revision of a one-page advertising handout for the major) in January 2017:

“Having worked in three completely different industries (engineering, philanthropy, and health care), I truly believe the PWC major has been a major contributor to my success in each. The exposure to a variety of professional documents and disciplines while in school made me adaptable when switching industries, job titles, or learning new technology. I would highly recommend the PWC major to anyone interested in writing or communication in a professional setting.”

Janna Dorman, 2012 PWC Graduate

Graduate School: MA from Iowa State University in Rhetoric, Composition, & Professional Communication completed in 2014

Employed: Senior Web-based Training Developer at Allina Health

“I can't say enough good things about SMSU's PWC program. It is thorough, well-structured, and supervised by top-notch faculty members. They teach practical, applicable classes that prepare graduates for success in a variety of disciplines. The skills I developed as a PWC student enabled me to attend the grad school of my choice and be the top candidate for jobs in a variety of fields, including mechanical engineering, healthcare, and nutrition. If you want a successful career in professional writing or communication, the PWC program is the way to go.”

Aubrey Wood, 2012 PWC Graduate

Graduate School: MA from Auburn University in Professional & Technical Communication completed in 2014

Employed: Managing Editor at Authority Nutrition

Civic engagement and community connectivity

Both faculty and students in the program are connected to the community.

Student Service to the Region

Students serve the region by completing service-learning client projects in ENG 360: Scientific and Technical Writing, ENG 420: Copy Editing, and ENG 460: Writing and New Media. Students also serve the region by participating in unpaid internships at non-profit agencies.

Service-Learning through Client Projects

All students, whether PWC majors or not, participated in service-learning if they took ENG 360 in Spring 2007 or Fall 2010. Each of these classes adopted SMSU's Natural Science Museum as their client. In Spring 2007, students created posters for the museum related to topics such as:

- Moths and Butterflies;
- Prairie Plants;
- Minnesota Fish; and
- Minnesota Wetlands.

In Fall 2010, the museum received a grant for two, flat screen televisions. Students used the program PhotoStory to create videos for the flat screen televisions that focused on natural science topics such as:

- Rocks and Minerals;
- Geocaching in State Parks;
- Environmental Impacts of Farming;
- Exoplanets; and
- Minnesota's Top Ten Insects.

All PWC Majors participate in service-learning in English 420: Copy Editing when they complete the client project assignment, which asks students to find a client for whom to work and a document that they can edit and re-design for content, organization, visual design, and correctness. Projects included:

- a re-design of the Bagels and Brew customer menu and catering menu/form;
- a re-design of the Marshall Golf Club's new member brochure;
- a re-design of the CRT (Chihuahua Rescue and Transport) November/December 2008

newsletter;

- a re-design of customer order sheets for a local beverage company;
- a re-design of the *Spur*'s student manual;
- a re-design of the Scheduling Office's student work manual;
- a re-design of the orientation letter for new international students;
- a re-design of the Composition Committee's academic writing documents for the new "Academic Writing" area of the English Department website;
- a re-design and edit of documents for Residential Life including job descriptions and the constitution;
- a re-design and edit of the major fact sheets used by the Office of Communication and Marketing;
- and a re-design of the Professional Writing website.

All PWC Majors also participate in service-learning in ENG 460: Writing and New Media when they are required to create a web site for a client. Area businesses and clubs that students have created web sites for included:

- The Animal Health Center;
- SMSU CRU (Campus Crusade for Christ);
- Recon Signs;
- Blue Green;
- Glencoe Aquatic Center;
- SMSU Oyate Club;
- Gilland Feedlot;
- American Legion Post 113- Bar, Billiards, and Restaurant; and
- 509 Design

Unpaid Internships

In addition to serving the SMSU community and region by completing service-learning projects in their classes, several majors have completed unpaid internships at area non-profits. Students routinely intern at the Marshall Area Fine Arts Council (MAFAC) where they maintain the Council's web site and Facebook page. Similarly, students have interned at Western Community Action, the Marshall Area Chamber of Commerce, the Marshall-Lyon County Library, and the *Marshall Independent* and the *Hutchinson* newspapers. As interns for these positions, students have written a range of documents including: web sites, pamphlets, blog and Facebook posts, meeting minutes, proposals, and news and feature

articles.

Faculty Service to the Region and Their Fields

PWC faculty are very active on campus and serve on: Academic Affairs, Curriculum, Liberal Education Program, Institutional Assessment, Women's Studies, Cowan, Whipple, and Global Studies Committees. Some PWC faculty also serve on the English Department's Subcommittee on Composition. However, for the sake of brevity, this report will only focus on the service of faculty as internship advisors, as active volunteers to the regional boards and agencies, to professional organizations, and as consultants. It is also important to note that all the lists that follow are only meant to be representative of the work faculty do and should not be taken as summative.

Service as Internship Advisors

Three program faculty—Bemer, Henning, and Zarzana—have been active as internship advisors. Per contract, internship hours do not count towards the required 24-credits a year that faculty must teach. As internship advisors, these faculty: match students with organizations; review weekly, email progress reports from the student intern; work with the intern and employee to receive mid-term and final evaluations of the intern's work; and mentor the intern in developing a portfolio of work illustrating the intern's accomplishments.

Service to Regional Boards and Agencies

Several program faculty have actively served these regional boards or agencies:

- Daniloff-Merrill has served on the board of directors for both the Women's Rural Advocacy Program (WRAP) and MAFAC;
- Pichaske has served on the board of directors for both the Minnesota Machinery Museum and the Rural Lit. R.A.L.L.Y;
- Thompson volunteers at Morningside Heights nursing home, Marshall, Minnesota, and was honorary chair of the Relay for Life American Cancer Society fundraiser; and
- Zarzana has served as Poetry Judge for the Creating Spaces Writing Contest, Southwest/West Central Minnesota.

Service to Professional Organizations

Program faculty have also been active in serving these professional organizations:

- Baker served as vice-chair for the Midwest Writing Center Association;
- Bemer served as chair of the Rhetoric Special Interest Group for the Association of Business Communication; and
- Henning serves on the Conference for Communication and Composition Committee for the Undergraduate Writing Major.

Service as Consultants

Several program faculty have freely offered their services as consultants. Consulting services offered have included:

- Daniloff-Merrill has been assistant editor for the *Yellow Medicine Review*;

- Henning has been reviewer for the journal *Programmatic Perspectives*;
- Pichaske has published books by area authors and was state humanist for “Barn Again;” and
- Thompson acted as reviewer for Addison Wesley Longman’s text *Dreams and Inward Journeys* by Marjorie and Jon Ford, Fourth Edition.
- Bemmer reviewed Wadsworth-Cengage’s *Writing in the Works* by Blau and Burak, Third Edition.
- Bemmer wrote a substantive amount of content for Grace Life Church’s website, www.gracelifewc.com and assisted with its overall design.

Program Aspirations: Goals and Objectives

The PWC program remains committed to developing students into skilled and employed graduates of SMSU. Through coursework and other activities, faculty help students to become flexible and ethical writers and communicators who can be successful in a variety of contexts. To aid in this goal, PWC faculty recently introduced an introductory class for the major, ENG 289: Introduction to Professional Writing. This class familiarizes students with expectations in the major, introduces them to common types of writing in the major and workplace, and helps them develop a portfolio they can use throughout their academic and (with further revision) professional careers.

Ultimately the goal of the PWC program is to develop as many students as possible into skilled writers so they can succeed in all aspects of their lives in southwest Minnesota and beyond.

Philosophy, Spring 2017 (Dr. Gaul, Dr. Day, and Dr. Sander-Stout)

I. Centrality and Essentiality to Mission

SMSU’s Mission

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

Philosophy is central and essential to both the university mission and to the liberal arts.

Philosophy—literally “the love of wisdom”—is unlike any other field of study. It is unique both in its methods and in the nature and breadth of its subject matter (“PhD” stands for doctor of

philosophy, so even someone with a PhD in Biology, for example, is a Doctor of Philosophy in Biology). Philosophy pursues questions in every dimension of human life, and its approach applies to problems in any field of study or endeavor. As a discipline, it encourages students to reject simple solutions to complex issues; it enhances their ability to perceive the relationships among the various fields of study, and it deepens their sense of the meaning and varieties of the human experience.

The mission of the SMSU Philosophy Program is to promote the intellectual virtues that are at the core of liberal education. Chief among these is the notion that respect for oneself and others entails an honest and rigorous examination of core beliefs. The program focuses on the development of critical thinking skills, the capacity for moral reasoning, and an appreciation of the breadth and importance of the history of philosophical inquiry. Collectively, these outcomes prepare all students to pursue an examined life. As such, the SMSU Philosophy Program prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities.

II. Workforce Demand for Major

Although some consider philosophy to be a “useless” degree, nothing could be further from the truth. While it is true that employers do not exactly hang out “Philosophers Wanted” signs, the critical thinking, communication, and problem-solving skills students learn by studying philosophy serve them well no matter what they decide to do. In fact, contrary to popular opinion, philosophy may be the most practical degree of all. For example:

- In “It Takes More Than A Major: Employer Priorities for College Learning and Student Success” by Hart Research Associates for AAC & U (April 2013):
 - **74%** of employers recommended a liberal education (again, philosophy is central and essential to liberal education) as a way to prepare for success in today’s global economy.
 - **82%** of employers said colleges should place more emphasis on critical thinking skills.

- **93%** of employers agreed that “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.”
- In 2017 billionaire investor Mark Cuban predicted that due to automation **“there’s going to be a greater demand in 10 years for liberal arts majors** than there were for programming majors and maybe even engineering, because when the data is all being spit out for you, options are being spit out for you, you need a different perspective in order to have a different view of the data.” Cuban highlighted philosophy majors as one of the majors that will do well in the future job market.
- In a 2015 article titled “Graduating With a Philosophy Degree? There’s More Than Starbucks in Your Future,” Marnie Eisenstadt points out that philosophy students develop transferable critical thinking and creative problem solving skills that lead to a solid living.
- In a 2014 article titled “The Unexpected Way Philosophy Majors Are Changing the World of Business,” Carolyn Gregoire argues that philosophy majors will become the entrepreneurs who are shaping the business world.
- According to PayScale.com’s 2013-2014 College Salary Report, Philosophy majors with a Bachelor’s degree and no higher degree had a *higher* median mid-career salary than Marketing & Communications, Accounting, and Business Administration majors with a Bachelor’s degree and no higher degree.
- In a 2013 article for Salon.com titled “Be Employable, Study Philosophy,” Shannon Rupp argued that philosophy classes teach something “applicable to any and every job: clarity of thought. Name me one aspect of your life that doesn’t benefit from being able to think something through clearly.”
- In a 2010 article for Businessweek.com titled “Philosophy is Back in Business,” Dov Seidman called Philosophy a “killer app” for “the financial and climate crises, global consumption habits, and other 21st-century challenges.”
- Philosophy majors annually score at or near the top of all majors taking the GRE and LSAT.
- Some of the students who have majored or minored in philosophy at SMSU have continued on to graduate or professional schools. Others have achieved success in the widest possible array of fields imaginable. In general, coursework in philosophy is

excellent preparation for the study of law, ministry, government service, business, journalism, and other careers in the liberal arts and sciences.

III. Faculty Engagement in Recruitment and Retention of Majors

In 2016-2017 the philosophy faculty consists of Dr. Stewart Day (tenured Associate Professor of Philosophy), Dr. Brett Gaul (tenured Associate Professor of Philosophy), and Dr. Maureen Sander-Staudt (tenured Associate Professor of Philosophy). All philosophy faculty are engaged in recruiting and retaining majors and minors.

Dr. Steve Kramer (tenured Associate Professor of Philosophy) retired in May 2016 after sixteen (16) years of service (including a one-year phase retirement stage in which he taught only in Spring 2016). Because of Dr. Kramer’s retirement, the program offered three (3) fewer courses in 2016-2017 than it did in 2015-2016. That number would have been as high as seven (7) fewer courses offered if Kramer had taught full-time in 2015-2016. Because Kramer’s position has not been replaced, the Philosophy Program has, in a very real sense, taken a cut for 2016-2017.

We offer both a major and a minor in Philosophy. After reaching a high of twenty-two (22) enrolled majors in Fall 2011, the Philosophy Program currently has nine (9). There are currently five (5) enrolled minors. In the past seven (7) years the program has averaged nearly fourteen (14) enrolled majors and four (4) enrolled minors. In short, while the number of enrolled majors is down a bit, the number of enrolled minors is holding steady.

Enrolled Majors in Philosophy

	2010	2011	2012	2013	2014	2015	2016
Fall	18	22	17	12	16	9	8
Spring	19	22	16	13	15	9	7

Enrolled Minors in Philosophy

	2010	2011	2012	2013	2014	2015	2016
Fall	4	5	3	4	4	5	5
Spring	2	4	2	6	4	4	4

Because philosophy is not usually taught in high schools, very few of our majors and minors begin their SMSU educations knowing they want to major or minor in philosophy. Thus, the pool of potential majors and minors is mostly limited to the students who choose to attend SMSU. As the latter number declines, so does the former. Nevertheless, program faculty are doing what they can to increase the number of majors and minors, thus increasing enrollment figures in our upper-level offerings. For example, in recent years posters advertising the major saying “Thinking About a Major? Major in Thinking!” were put up around campus. Program faculty also regularly identify students with an aptitude for philosophy who are in their classes, and then those students are contacted by program faculty and provided with information about the major and minor. Additionally, the program is committed to offering at least one section of PHIL 100: Introduction to Philosophy each semester. Introduction to Philosophy is often a gateway course to the major or minor. Students who do not know what philosophy is sometimes take the course, discover that they really like philosophy, and decide to major or minor in it.

The members of the Philosophy Program think that it is also important to note philosophy’s place in the Liberal Education Program. As stated earlier, philosophy is central and essential to both the university mission and the liberal arts. This is evident by philosophy’s place in SMSU’s Liberal Education Program. Philosophy currently has eleven (11) different courses accepted in eight (8) areas of the Minnesota Transfer Curriculum in the Liberal Education Program (please see the table on the next page). Additionally, a variety of philosophy courses are either required or fulfill electives in a number of majors across the university. For example, Justice Administration majors are required to take either PHIL 103: Ethics or PHIL 303: Ethical Issues in Professional Life. Finance majors may also take PHIL 105: Ethical Issues in Business as an elective that counts towards the major. Honors Program students may fulfill their Ethics requirement by taking PHIL 303: Ethical Issues in Professional Life, PHIL 330: History of Philosophy: Ethics, or PHIL 331: History of Philosophy: Social and Political Philosophy.

Philosophy Courses in the Liberal Education Program

Minnesota Transfer Curriculum Goal	Course
1: Communication (sophomore-level or above level writing)	PHIL 303: Ethical Issues in Professional Life
2: Critical Thinking	PHIL 101: Critical Thinking

4: Mathematical/Logical Reasoning	PHIL 340: Logic
6: The Humanities and the Fine Arts	PHIL 100: Introduction to Philosophy
6: The Humanities and the Fine Arts	PHIL 101: Critical Thinking
6: The Humanities and the Fine Arts	PHIL 230: Philosophy of Religion
6: The Humanities and the Fine Arts	PHIL 250: Philosophy Through Film
7: Human Diversity	PHIL 310: The Philosophy of Sex and Gender
8: Global Perspective	PHIL 240: Philosophy East and West
9: Ethical and Civic Responsibility	PHIL 103: Ethics
9: Ethical and Civic Responsibility	PHIL 105: Ethical Issues in Business
9: Ethical and Civic Responsibility	PHIL 107: Environmental Ethics
10: People and the Environment	PHIL 107: Environmental Ethics

In addition to the philosophy program’s significant place in the Liberal Education Program, philosophy faculty also regularly serve the Liberal Education Program by teaching LEP 100: First Year Seminar and LEP 400: Contemporary Issues Seminar.

Philosophy Enrollments

Enrollments in lower-level Philosophy courses continue to remain very strong (please see the table on the next page), representing the high quality of the faculty, the complementarity of their specialties, and the breadth of the program. In fact, in 2016-2017 all thirteen (13) sections of our Fall and Spring lower-division offerings averaged twenty-seven (27) students. Only two (2) of our thirteen (13) lower-level courses had enrollments under twenty-two (22).

The strongest upper-level Philosophy course continues to be PHIL 303: Ethical Issues in Professional Life.

That course has filled five (5) of the past six (6) times it was offered. The only time it did not fill, only one spot was available.

While Philosophy program faculty would like to see higher enrollment figures in our other upper-level courses, there is no doubt the decline in on-campus enrollment is having an adverse effect on our enrollment figures. Nevertheless, each semester program faculty put together an efficient schedule that serves the needs of our majors, minors, and the Liberal Education Program.

Recent Philosophy Enrollment Data

Term	Course	Enrollment
Spring 2017	PHIL 100 01: Introduction to Philosophy	30/30
Spring 2017	PHIL 100 02: Introduction to Philosophy	29/30
Spring 2017	PHIL 103 01: Ethics	30/30
Spring 2017	PHIL 103 02: Ethics	29/30
Spring 2017	PHIL 107: Environmental Ethics	30/30
Spring 2017	PHIL 201: Aesthetics	16/30
Spring 2017	PHIL 230: Philosophy of Religion	30/30
Spring 2017	PHIL 303: Ethical Issues in Professional Life (online)	25/25
Spring 2017	PHIL 340: Logic	14/30
Fall 2016	PHIL 100 01: Introduction to Philosophy	29/30
Fall 2016	PHIL 100 02: Introduction to Philosophy	25/30
Fall 2016	PHIL 101: Critical Thinking	28/30
Fall 2016	PHIL 101: Critical Thinking	27/30
Fall 2016	PHIL 103: Ethics	29/30
Fall 2016	PHIL 105: Ethical Issues in Business	22/30
Fall 2016	PHIL 303: Ethical Issues in Professional Life	24/25
Fall 2016	PHIL 330: History of Philosophy: Ethics	8/30
Summer 2016	PHIL 101: Critical Thinking (online)	26/30
Summer 2016	PHIL 103: Ethics (online)	11/30
Spring 2016	PHIL 100: Introduction to Philosophy	29/30
Spring 2016	PHIL 101 01: Critical Thinking (online)	30/30
Spring 2016	PHIL 101 02: Critical Thinking (online)	30/30
Spring 2016	PHIL 103 01: Ethics	30/30
Spring 2016	PHIL 103 02: Ethics	30/30
Spring 2016	PHIL 201: Aesthetics	21/30
Spring 2016	PHIL 230: Philosophy of Religion	30/30
Spring 2016	PHIL 303: Ethical Issues in Professional Life (online)	25/25
Spring 2016	PHIL 303: Ethical Issues in Professional Life (online)	25/25
Spring 2016	PHIL 432: History of Philosophy: Metaphysics and Epistemology	4/30
Fall 2015	PHIL 100: Introduction to Philosophy	30/30
Fall 2015	PHIL 101 01: Critical Thinking	25/30
Fall 2015	PHIL 101 02: Critical Thinking (online)	28/30
Fall 2015	PHIL 103 01: Ethics	27/30
Fall 2015	PHIL 103 02: Ethics	19/30
Fall 2015	PHIL 105: Ethical Issues in Business	21/30
Fall 2015	PHIL 107: Environmental Ethics	25/30
Fall 2015	PHIL 331: History of Philosophy: Social and Political Philosophy	7/30
Fall 2015	PHIL 340: Logic	9/30

IV. Faculty Engagement in Academic Advising

Philosophy professors Day, Gaul, and Sanders-Staudt regularly contribute to good academic advising. Each faculty member advises majors and minors in philosophy. Faculty members also advise undeclared students and students in the Honors Program. Moreover, faculty members often participate in the mass advising sessions held for new incoming students and transfer students. At these sessions, we often help undeclared students.

V. Faculty Engagement in Student Success

The SMSU philosophy faculty are passionately committed to student success. They regularly participate in campus activities such as Mustang Move-In Day, Admitted Student Days, and annual events such as Casino Night and Hawaiian Night. Four student clubs are advised by philosophy faculty, including the Feminist Club, GBTLAQ Club, Honors Club, and Philosophy Club. Faculty furthermore help students in philosophy to host and participate in an annual Spring Philosophy Speaker Series, which features not only outside speakers addressing timely topics such as abortion, food ethics, and global warming (the latter is upcoming this April), but also SMSU student writing that addresses class materials about classical philosophers such as Machiavelli and Plato. Faculty members both escort students to conferences and encourage them to attend independently. This past fall, two of our students attended the 27th Annual Truman State University Philosophy & Religion Conference in Kirksville, Missouri, which was held on November 5, 2016. At this conference Chad Conway, one of our majors, presented a paper titled “Should the Truth be for Sale? The Ethics of For-Profit Academic Journals.” Conway also presented his paper at in Cedar City, Utah, at Southern Utah University’s Third Annual Undergraduate Philosophy Conference on February 25, 2017. Our students also participate in the Undergraduate Research Conference, especially in the form of giving talks, such as Conway’s presentation on the ethics of abortion this year. The philosophy faculty also regularly support independent studies with advanced students such as Conway, and the former president of the Philosophy Club, Francisco Martinez. Because of this active and collaborative promotion of student success, philosophy faculty are commonly invited by students and faculty from other programs to speak at the dormitories and in other classes.

VI. Civic Engagement and Community Connectivity

The Philosophy program at SMSU encourages civic engagement and community connectivity by educating students to be critical thinkers who are active participants in their local, national, and international communities. We share the view of Karl Marx, who noted that although philosophy allows humans to interpret their world, the more central point is to change it. To this end, our courses introduce students to belief systems from different places and times, and invite them to live examined lives that are reflective, but also active in the pursuit of the good. By studying the history of philosophy, students learn how ideas become most impactful when they are lived and applied to everyday challenges. Nearly every branch of philosophy is geared toward not just more finely tuned understandings of what it means to be wise in relation to different areas of study, but substantially to making human lives better and more meaningful. The sub-branches of philosophy, including metaphysics and epistemology, ethics, social and political philosophy, environmental studies, and more, prepare students to construct lives that are significant in being rooted in truth, goodness and justice. Ideally, students bring their knowledge back to the community by applying ideals of justice and the good to their professions, family lives, and community relations.

A perfect example of this commitment is illustrated by our course PHIL 303: Ethical Issues in Professional Life, where students connect with current practitioners in their intended profession to learn about real life moral dilemmas that arise in the course of practicing this profession. Students then use moral theories to problem solve ways of satisfactorily resolving these dilemmas, ideally preparing them to be better equipped to responsibly resolve moral dilemmas likely to arise in their future careers. Students who study philosophy find it to be an enterprise that is a natural springboard for all types of activism and community engagement, from politics, to business, family life, and artistic expression.

The philosophy faculty model this commitment by engaging with their communities in numerous ways, including recent or current service on the following committees/events: Academic Affairs Committee Chair, Committee on Institutional Assessment, Curriculum Committee, Department of English, Philosophy, Humanities and World Languages meetings, Faculty Executive Committee, Feminist Issues, LEP, New Works, Strategic Planning Committee, Whipple Scholarship, the World Languages Advisory Committee, and Women's Studies. Philosophy

faculty also have been vital organizers for the following public events, which is only a partial list: Panel Discussion on the Wage Gap, Annual Ending Domestic Violence educational event, *The Walking Dead* University, The Women's Tea, Telling Women's Stories student contest, and The Women's Poetry Reading. Additional community engagement on the part of the philosophy faculty includes:

Brett Gaul:

- State of Minnesota Representative, Upper Midwest Regional Honors Council, 2016-
- External Reviewer for Bemidji State University's Department of Humanities, 2016

Stewart Day:

- Friends of Camden State Park, member
- Land Stewardship Project volunteer
- Participant in two of Governor Dayton's MN Town Hall Water Summits: February 2016 St Paul, and February 2017 U of M Morris.
- Participant in the Environmental Quality Board's Environmental Congress, Feb. 2017 U of M St. Paul
- Citizen Stream Monitoring for MN Pollution Control Agency for the Yellow Medicine River
- Minnesota Master Naturalist Program 2015-present

Maureen Sander-Staudt:

- Board member and Secretary, Women's Rural Advocacy Program, 2011-present
- Editor, Mothering section, Phil Papers
- Reviewer, Journal of Business Ethics, Journal of Gender Studies, Routledge Press

VII. Program Aspirations and Goals

At Southwest Minnesota State University, the philosophy major and minor seek to instill in students a regard for a reasoned approach to the solution of perplexing questions, a heightened critical sense, and a degree of philosophical detachment which allows the student to achieve a broader and deeper perspective on pressing human issues. The major at Southwest Minnesota State is small enough to allow students to combine it with virtually any other major in the University. The faculty in the program are committed to the ideal of a broad, liberal education as the best possible preparation for a world in which the only certainty is change.

Philosophy Program Student Learning Goals and Outcomes

Student Learning Goal 1: Students will become critical thinkers who evaluate information and arguments wisely and examine how assumptions and positions are shaped.

- **Student Learning Outcome 1.1**
- Students can distinguish arguments from non-arguments and identify the premises and conclusion of arguments.
- **Student Learning Outcome 1.2**
- Students can correctly use the standards of informal and formal logic to evaluate the strength of arguments, including identifying fallacies, explaining the faulty reasoning of fallacies, and evaluating sources and evidence.
- **Student Learning Outcome 1.3**
- Students can construct a cogent, well-supported original argument.

Student Learning Goal 2: Students will learn to communicate effectively.

- **Student Learning Outcome 2.1**
- Students can write a well-organized, well-written philosophical paper in which the arguments and positions presented in the readings are accurately and concisely summarized, and an original argument or analysis is offered in a compelling way.

Student Learning Goal 3: Students will be able to analyze moral judgments and engage in moral discourse using reason.

- **Student Learning Outcome 3.1**
- Students can accurately explain the main concepts and theories of ethics (e.g., egoism, altruism, rights, duties, utilitarianism, Kantianism, virtue ethics).
- **Student Learning Outcome 3.2**
- Students can accurately apply the main concepts and theories of ethics to case studies and contemporary moral issues.
- **Student Learning Outcome 3.3**

- Students can evaluate the strengths and weaknesses of the applications of the main concepts and theories of ethics to case studies and contemporary moral issues.

Student Learning Goal 4: Students will be able to demonstrate knowledge of the views of some historically important philosophers from a variety of traditions.

- **Student Learning Outcome 4.1**
- Students can accurately explain the views of important philosophers in the fields of ethics, social and political philosophy, metaphysics, and epistemology.
- **Student Learning Outcome 4.2**
- Students can take critical positions on the views of these philosophers.
- **Student Learning Outcome 4.3**
- Students will come to understand philosophy as an ongoing, living conversation of the great questions that face humanity.

Spanish, Spring 2017 (Dr. Losada-Montero and Prof. Thron)

Centrality and essentiality to the mission.

The SMSU Spanish program works towards aligning its decisions to the mission of the institution it serves.

The Spanish program serves the SMSU Liberal Education Program with courses that meet Global Perspective and Human Diversity requirements. In addition, the Spanish program develops students' language proficiency as well as it introduces students to the literature and civilization of the Hispanic speaking world. Courses and extra-curricular activities prepare students for global citizenship and teach them cultural sensitivity towards Spanish speaking people throughout the world and in the United States, where 18 % of the populations speaks Spanish in daily life.

Due to changes in the SMSU Liberal Arts Core Curriculum -now the Liberal Education Program-, language courses figure less prominently in graduation requirements. In past years, SMSU students could choose between six credits of foreign languages or six credits of fine arts, and the Spanish program had strong enrollments. In 2010, SMSU inaugurated a new Liberal Education Program (LEP), from which students have more than 22 choices of courses to fulfill two requirements, including Spanish. This change, in addition to other factors, has weakened the

program. Currently, two introductory courses in Beginning Spanish are part of the Liberal Education Program and the Minnesota Transfer Curriculum.

The Spanish program believes that preparing “students to meet the complex challenges of this century as engaged citizens in their local and global communities” can not be effectively achieved just exposing them to international and foreign cultures in academic courses. Contact with international material and resources does not in itself create a global community that enhances global learning, one of the main goals of the SMSU values 11 and 12.

In 2000 the 82% of the population under 20 years in the state of Minnesota were white. Now they represent the 71.7%. At the same time, youth of color have grown from 17% in 2000 to 28.3% in 2014. In other words, while the white population under 20 has decreased 11% in the state of Minnesota, those from minority groups have increased proportionally. If we analyze these data by county we will observe that Latino people represent more than 23% of the total population in Nobles County and also in Watonwan County in Minnesota; that American Indian population represent 42% of the population in Manhomen County and that Asian people makes the 14% of the total population in Ramsey County.¹

Through the Spanish Club, the SMSU Soccer Club, and the Diversity Soccer Club the Spanish program organizes several activities and programs fostering cross-cultural engagement among students that prepare them to face the challenges of their own ‘new’ glocal communities. All these clubs and associations create “social contexts that bridge students’ social networks and forge the connections between otherwise distantly connected people.” These associations and the activities they implement represent ‘small world networks’, “places where strangers are linked by shared acquaintances” regardless their nationality, race or religious beliefs.²

One of the Spanish program most widely known and highly effective ‘signature learning experience’ was the Global Studies program. At least, every other year, students had the opportunity to spend a semester in a seminar learning about a specific area of the Spanish speaking world. Then, either during the seminar or after it, the students travel with the professor to this region or country. What was unique about this learning experience was the trip was paired with a semester long course. The students returned from the voyage inspired to learn more about

¹ Minnesota State Demographic Center. Department of Administration.

² Watts, J. *Six degrees: The science of a connected age*. New York: W. W. Norton, 2004.

the language and culture of the area they visited, and in addition they learnt how to travel abroad - a skill itself. Students uniquely learnt in this experience how to be better global citizens.³

Workforce demand.

After several years of this program being interrupted, the current Spanish program is launching it again in Fall 2017 to better educate our students and meet our values 11 and 12: “We embrace diversity by developing a quality, comprehensive educational environment that fosters interaction among people of all religions, races, ethnicities, sexual orientations, physical abilities, and ages. [...] We offer the opportunity to learn about different cultures through participation in our Global Studies programs.”⁴

Before the Spanish major was suspended, on January 2011, students would graduate with a degree in Spanish, Spanish Education K-8 and Spanish K-12 and their employment rate was 100% according to the SMSU Employment Statistics.

The Department of Education at SMSU still ranks first as the academic department with the highest number of graduates per year, being that way since 2004. As a university that provides teachers to school districts all over the state, -being Marshall, Brainerd, Cedar Mountain or the Sioux Falls (SD) School District among our top employers- not providing our students with a solid and effective program in Spanish could make them less competitive in a market than more than ever demands bilingual teachers:

“Of the 85 immersion programs in Minnesota, more than half are Spanish and now about a dozen are at middle and high schools. [...] But prompted by a growing Hispanic population, more districts like Hopkins, Richfield and Roseville are starting two-way programs for both native and non-native speakers. [...] Statewide, Hispanic students are the fastest-growing minority group in Minnesota's K-12 schools -- adding more than 11,000 students just in five years.”⁵

Besides the Minnesota Educational field, top employers of our SMSU graduates are also companies settle in the region and in the state of Minnesota, -The Schwan Food Company, Walmart, Southwest Minnesota State University, US Bank, among others-. The demographic

³ *Self-study of the SMSU Spanish program*, 2013.

⁴ https://www.smsu.edu/resources/webspaces/administration/strategicplanning/smsu_mission_vision_and_values.pdf [SMSU, Mission, Vision and Values.]

⁵ “Surge in immersion programs spreads,” *Star Tribune*, 02-13-2013.

changes and the projected growth of Minnesota population make it a requirement for employees to become bilingual and culturally aware if they want to be competitive in a market that needs to adapt to new customer profiles.

In several cases, reaching out to immigrant communities is the only way for a business to grow, in other cases, speaking a second or a third language is the best way to make a difference in order to find and retain now that a college degree no longer makes that difference.⁶

Considering that the number of online job postings targeting bilingual workers more than doubled nationwide between 2010 and 2015, rising 162 percent, being bilingual is becoming the norm, also in the state of Minnesota. Therefore the Spanish program at SMSU is committed and willing to implement any measure along with its Administration that will help our students to keep and empower their competitiveness within a progressive multilingual market.⁷

Faculty engagement in recruitment and retention, academic advising and student success.

“Almost 90 % of international students in the United States report that they have felt very lonely at their respective universities and have turned to international social networks for social support.”⁸ At SMSU, where the enrollment of international students, increases each academic year the Spanish program through the Soccer and the Spanish Club has become a solid platform helping the International Student Office and the Admission Office on the retention of the international students body group.

The SMSU Spanish program believes that international members’ presence, both on campus and in the classrooms, does not in itself create a global community or contribute to the development of intercultural learning among our students. The increasing number of international faculty and students in SMSU necessitates that we adapt our structures and our multicultural awareness to better serve our international community. Therefore the SMSU Spanish program and the SMSU Soccer Club have an active and effective role on the “SMSU

⁶ The case of Ivy Pretto might be paradigmatic regarding the importance of languages besides the educational field. Ivy Pretto, a 34-year-old native of Peru who moved to Massachusetts with her family when she was 2, has used her Spanish skills throughout her career in real estate and mortgage lending. She ended up taking a job as director of customer experience for the mortgage tech startup RateGravity, which is looking to hire more bilingual customer service agents and software engineers as it taps into underserved markets. “We have so many Spanish-speaking people that are looking to buy homes,” Pretto said. “And they feel like they can trust a bank or a mortgage originator more if they can talk to them in their own language.” *Boston Globe*, “Which job seekers are in hot demand? Bilingual workers,” 03-13-2017.

⁷ *Boston Globe*, “Which job seekers are in hot demand? Bilingual workers,” 03-13-2017.

⁸ Smith, R. A. and Khawaja, N. G. “A review of the acculturation experiences of international students. *International Journal of Intercultural Relations*, 35 (6), 2011, p. 699-713.

Gold Rush days”, the “International Food Festival”, the “International Education week” or the “Culture Shock” events. However, we do believe it is time for our university to move beyond the ‘one time-annual event’ and encouraged cross-cultural interaction at a more micro-level among the SMSU family. Through the creation of the Diversity Soccer Club and the implementation of multicultural activities the Spanish program is trying to follow this path.

From a strictly academic point of view the Spanish program has completely redesigned the Spanish Minor curriculum and adapted to our current students’ needs. Making it possible for our students to accomplish their Minor in Spanish in 6 semesters instead of in 8 semesters, and partnering the History program, creating and interdisciplinary Minor are part of these measures. Besides all this, the Spanish program has an active role advising students within the Spanish program and in other programs: writing letters of recommendation, participating in Advising Day, being part of the Whipple Scholarship Committee or participating in Senior Dialogues with students from the SMSU Honors program are different ways the Spanish program is helping our students to be successful students and critical citizens.

Civic engagement and community connectivity.

The SMSU Spanish program, the Spanish Club and the Soccer Club have a solid and effective role projecting and building bridges between the SMSU community and the Southwest Minnesota population. Starting on 2015 the Spanish program has co-organized the Southwest Minnesota World Language Alliance workshop at SMSU, fostering connections among Middle and High School teachers from the region and the SMSU Spanish program. This program has also had meetings with the Latino Minority Advocates in the Marshall School District helping them, either sponsoring or participating, to organize activities such as the Marshall High School Culture Shock. The Spanish program has visited several programs and institutions such as the Nobles County Integration Collaborative, the YMCA at Marshall, the Latino Economic Development Center or the Marshall United Soccer Association trying to find partnerships so our students can benefit and actively participate within the community to learn and promote multicultural awareness. Through the Soccer Club the Spanish program has played a key role in bringing together the multicultural youth of Southwest Minnesota. Either with soccer practices or soccer tournaments, this sport has become the best ambassador of SMSU to the international community in Marshall and has helped our students to coach, practice and compete with the

multilingual Marshall population. Both, the Spanish program and the SMSU Soccer Club have had an effective and solid role bringing the Marshall community to the SMSU facilities, improving the quality of life of our students and their peers in the community and actively advocating for their rights and goals.

Program aspirations

- In a 21 question survey of 50 students, conducted in two sections of Beginning Spanish and one section of advanced Conversation and Composition 52% of students felt that SMSU did not encourage students to study languages besides English, while 96% said that SMSU should encourage students to take foreign languages. The Spanish program is committed to work closer with the SMSU administration and the rest of the academic programs so students can feel much more encouraged and supported to study world languages and world cultures within SMSU.⁹
- The Spanish program, that currently provides an interdisciplinary minor, along with the History program, is working on developing academic relations with other programs. Chairs or program directors of departments and programs that formerly required or recommended a foreign language -Finance, Marketing Management, Accounting, Culinology and Hospitality -no longer do so. The Department of Business and Public Affairs in Fall 2011 decided to remove all pre-major requirements from the departmental majors and determine these possible courses in advising. The Department of Culinology and Hospitality followed suit, but continues to highly recommend that their students take beginning Spanish. The Department of Marketing has indicated an interest in making foreign language an elective but foreign language will not be required. The Spanish program has seen a decline in enrollments due in part of these changes. Reactivating the connections and the partnerships with other SMSU departments will be key to reactivate the program, its enrollment and its interdisciplinary ambitions.
- The Spanish program is committed to dismantle stereotypes related to what a Spanish program comprises. While some academic programs are known for educating our students, the Spanish program -not only at SMSU- is being known for training our students, helping them to specialize or acquire a specific set of skills (communicative ones). It is important that our community understand that a program of Spanish helps to develop social skills through

⁹ *Self-study of the SMSU Spanish program, 2013.*

multilingual exposure, educate the student in the history, political and literary tradition of a high variety of countries, introduce the student to grammatical and linguistic technical content, and provides the students with the philosophical and theoretical tools to develop critical and analytical thinking. Perceiving the Spanish program solely as a discipline where students learn a set of communicative skills diminish the symbolic value and recognition of the program within the university, affecting the enrollment and the social appreciation towards the program.

- The Spanish program is willing to promote the Spanish minor to regional companies and organizations. Given the strong demographic trends in the Hispanic population in the 19 county region, this idea is a realistic and exciting possibility. Many companies would welcome the opportunity to have employees with a minor in Spanish. In order to accomplish this, the courses in the minor could be offered on campus and online to encourage enrollment of both traditional and non traditional students.
- The Spanish program is strongly committed to reactivate the Global Studies program -and therefore SMSU values 11 and 12-, developing regular trips for students involved with that program.

2016-17 Writing Center Annual Report (Dr. Lori Baker, Director)

Context

Dr. Lori Baker returned to directing the Writing Center after Dr. Henning's gracious and superb direction for the past four years while Dr. Baker was reassigned to accreditation work and on sabbatical. Dr. Baker returned to a course (3 credits) reduction in reassigned time compared to when she had directed previously, which proved to be quite difficult. Primarily this affected Dr. Baker's availability to meet with tutors and mentor them more closely, to revise assessment practices, to monitor closely the online tutoring, to help tutors develop professional presentation proposals, and to pursue and implement other PR and outreach initiatives. Essentially the three-credit reassignment enables a hold-steady pattern; the three credits of reassignment were allotted for budgeting, payroll, scheduling, minimum training, minor revisions to the web site, and basic communication and publicity efforts.

The Writing Center relied on 13 undergraduate student tutors over the course of the academic year. (See Appendix A.) Kevin Danielson was the student coordinator during the 2016-2017 academic year; he met with Dr. Baker bi-weekly and helped to coordinate the daily needs of the Writing Center.

Budget

The initial budget for the Writing Center was set at \$4396. This was a reduction from the previous fiscal year, for which the budget was \$4841. Due to high demand in fall semester, with support from the Faculty Assembly, a request was made for additional funds. With the support of the Dean, the Provost agreed to add \$500 to the budget, bringing the budget to \$4896, essentially back to its previous year's level. The additional \$500 helped to add 52.5 additional tutoring hours to the schedule, spread over fall and spring semester. In an effort to fund more hours, we requested that Financial Aid reconsider a tutor's FAFSA, and they were able to award him work study for fall semester in the amount of \$381, which added 32.5 hours. All paid tutors are paid the student salary of \$9.50 per hour.

In addition, during the fall semester, seven practicum tutors in ENG 480 contributed 84 unpaid hours of tutoring per the practicum requirement in that course.

Tutor Training

Tutor training occurs in two ways: through a formal five-week course (ENG 480 Tutoring Writing in Fall 2016) and through ongoing staff meetings.

Training Course

All tutors currently employed were initially trained in ENG 480 (some were in the course last academic year). The course covers 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. In that class, students are required to complete a practicum element of tutoring for 12 hours during that fall semester. They 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. We held three staff meetings in fall and three in spring semester. The agenda items included the following:

- Reviewing the online tutoring options and best practices, including a chat tutorial led by Kevin and a lesson on annotating PDF documents
- Adding feedback language to a common document used by all of the tutors
- Brainstorming on uses for a new iPad available during sessions
- Reviewing the plagiarism policy and what to do if a tutor spots potential plagiarism
- Meeting with the library faculty to make tutors feel comfortable approaching them and sending students to them, and discussing how we could collaborate
- Training on operational items such as new employee email, how to use the waitlist feature, and the new t-drive
- Providing ideas to the ENG 460 New Media class on videos they were producing for us in spring semester
- Discussing how to deal with no-show clients
- Reviewing the correct format for APA, with information from several Education Department members
- Establishing collective and individual goals and methods for assessment, and reviewing how well those goals were met at year-end
- Reviewing and practicing Chicago documentation style, with materials from Professor Simon and Professor Williford

Student Coordinator Meetings

In addition to all-staff meetings, Dr. Baker and student coordinator Kevin Danielson met bi-weekly. Kevin aided Dr. Baker in reminding the other tutors about submitting timesheets, helping to develop the agenda for staff meetings, creating and disseminating materials to the tutors such as employee email instruction and PDF annotation instructions, and putting materials on the t-drive. Kevin also created a video explaining how the waitlist feature works.

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), on SMSU Today, and at Faculty Assembly; the creation of bookmarks (by tutor Jillian Hoppe) and other handout materials; and tutor participation in the fall Student Services fair and the spring Mustang Pallooza. The Writing Center home page was edited, and a new Waiting List video instruction was added to the Writing Center web site.

The SMSU Writing Center is fortunate to have an endowed scholarship available for Writing Center tutors who are returning the following year. The Walt Mann Memorial Scholarship was awarded to tutors Emily Williamson and Nikolay Ivanov for Fall 2017.

Evaluation, Assessment, and Continuous Improvement

Assessment: Usage and Client Evaluations

The SMSU Writing Center 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. 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 2016 Usage Statistics for the Writing Center

During the Fall 2016 term, the Writing Center provided **434**, 30-minute tutorials in these categories:

- 6 walk-ins for face-to-face tutoring;
- 196 face-to-face tutorials made by appointment; and
- 232 online appointments (includes both chat and e-tutoring appointments).
- This reflects a remarkable 89% usage rate (appointments made compared to appointments available); if we look at the usage rate from Sept. 12 (several weeks into the semester) through finals, it is an astounding 92.3%. For a number of weeks during the semester, it was 100%.

Fall 2016 Client Evaluations of the Writing Center

In Fall 2016, **65 clients** completed online evaluations with these results:

- 89% of those surveyed rated their session excellent to good.

- 95% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (77% strongly agreed).
- 94% said they would recommend the writing center to their peers.

Spring 2017 Usage Statistics for the Writing Center

During the Spring 2017 term, the Writing Center provided **348**, 30-minute tutorials in these categories:

- 3 walk-ins for face-to-face tutoring;
- 185 face-to-face tutorials made by appointment; and
- 160 online appointments (includes both chat and e-tutoring appointments).
- This reflects a 75% usage rate (appointments made compared to appointments available). If we look at the usage rate from Jan. 30 (several weeks into the semester) through finals, it rises to 80.4%.

Spring 2017 Client Evaluations of the Writing Center

In Spring 2017, **39 clients** completed online evaluations with these results:

- 97% of those surveyed rated their session excellent to good.
- 97.5% agreed or strongly agreed that they received at least one useful suggestion for improving their writing (77% strongly agreed).
- 92% said they would recommend the writing center to their peers.

Assessment: A Focus on Tutor Learning

Following the practice that Dr. Henning implemented, an additional assessment activity focuses on tutor learning goals. Improving tutor knowledge and resources is fruitful not only for the tutors but for the students they work with. At the first meeting of spring semester, each tutor created a personal learning goal. We discussed ways they could track their progress. At the final meeting of the semester, each tutor wrote a reflective paragraph summarizing their progress and results. The full list of goals can be viewed in Appendix B. A few of the notable goals and results from their work include

- shared resources about writing good thesis statements
- information about Taiwanese language differences and how to address them
- different outlining and mapping methods and
- learning the new MLA 8th edition documentation.

A common goal among several tutors was how to focus on higher order/first order concerns such as structure and thesis rather than addressing only grammar, as it is hard for them sometimes to look past the surface-level issues to see the deeper writing concerns at first. They had a good discussion about the tips and strategies they developed for themselves.

During that first meeting of spring semester, we also created some collective goals, related to ongoing professional development and to issues that the tutors identified that would help improve students' and tutors' experiences with the Writing Center. The three collective goals and their related outcomes are as follows:

- Learn Chicago/Turabian style of documentation
 - Kevin created a handout of examples and led the tutors in a review exercise.
- Improve communication with external offices/groups
 - Dr. Baker spoke with the EPSH faculty about availability and ENG 099 instructors about required appointments and timing.
 - She also communicated with Education faculty about required appointments and timing.
 - She emailed all English faculty and AOS and ISS staff about recommending students to become tutors.
- Review “How to Make an Appointment” instructions
 - Dr. Baker and the tutors reviewed the website and noted ideas for improvement; however, any redesign of the website will wait until after the new Cascade web editing program is implemented and there has been training on it. Slight edits to the web site were made.
 - Kevin created the Waiting List feature video, and that was added to the web site; it will be publicized for faculty to link to next fall.
 - The ENG 480 Writing and New Media students made two promotional videos for the Writing Center, including how to make an appointment instructions. These will be reviewed and potentially added to the web site next fall.

At the final meeting, we discussed the goal-setting process and decided that one significant improvement would be to change the timing of the goal-setting for returning (paid) tutors to one of the first fall staff meetings. That way, they can work on their goal through the year, and the practicum (class) tutors can observe and learn from the returning tutors' goal-setting and use that to help them when they do their own when they come on board as paid tutors in January.

Technology Improvements

At the start of the 2016-2017 year, we were able to procure an iPad, with funding provided by the English Department. This iPad was used during face-to-face session by tutors with their clients at the tables. They were able to look up citation information and other examples, look at students' papers online together, and access the scheduler to help students make return appointments. The tutors report that the iPad has been very valuable to them.

We were also able to get two newer desktops in the Writing Center. They are not brand new, but represent a big upgrade from the previous two computers, which had been in place for over five years (and were older models that had come off of lease at that time). The older computers had long lag times and sometimes did not operate at all. The tutors were overjoyed.

Finally, we had t-drive access installed on the new office computers, so that our common documents and historical documents now have a safe storage place rather than a hard drive that is wiped or a flash drive that gets handed around.

Summary and Looking Ahead

One of the primary needs of the Writing Center moving forward is enough money to operate to meet the needs of the students who want to use the Center. The high usage rates indicate that our appointment times are set fairly well. As the waiting list became known to students, there were heavy usage days when up to 14 students were on the waiting list for a given appointment. There is an increase in the number of online appointments. This is due in part to the students using the service who are in online programs and not able to come to face-to-face meetings.

Next fall, in addition to five tutors returning from this year, we will have an increased number of students trained as tutors coming from both ENG 480 and ENG 490 (a 3 credit class required of English education majors offered every-other year), with 12 and possibly a few more students enrolled. This will provide more unpaid hours of tutoring in the fall semester, but the flipside of that is that we will have more trained tutors than money available to hire them. It would be a shame to not have enough in the budget to accommodate hiring those who are well qualified, especially when demand for services is high.

Items that we would like to develop but have limited time available for include revamping the web site, addressing and conducting some deeper assessments, developing “fellows” programs with tutors aligned with specific classes or disciplines for whom we do a significant amount of tutoring or developing other approaches in concert with those faculty, helping the tutors become more professionally engaged by getting them to writing center conferences and potentially presenting at those conferences, and working with faculty to address students’ missed appointments, which take out possible tutoring slots from others who could have used them.

Appendix A

List of 2016-2017 Writing Center Tutors

Benjamin Broze (fall)

Danielle Crowell

Kevin Danielson

Leah Danielson

Jillian Hoppe

Nikolay Ivanov

Melanie Lee

Jenna Miller

Danial Slowey (fall)

Katherine Speiker

Fernando Tabares

Sophia White

Emily Williamson

Appendix B

Spring 2017 Tutor Learning Goals, Methods, Outcomes and Reflection

Find new ways to help students understand organization better

- Try different mapping techniques (visual, outline, etc.)
- Research more methods

Introduce possible approaches and note student preferences

Outcome and Reflection: most students preferred to make a traditional outline with “intro,” “body,” and “conclusion” with bullet points underneath. Fewer decided to make web charts and other visual diagrams. The outlines helped students be more conscious and purposeful about their essay writing.

Develop a better understanding of MLA format (new 8th edition out this year)

- Analyze the differences between APA and MLA
- Use the Purdue OWL to compare visual representations of the differences

Outcome and Reflection: Completed the analysis between the two; worked with students on the new MLA format by looking together at the Purdue OWL site and discussing it.

Find ways to explain what a thesis statement is

- Find a good resource to show students as a guide

Outcome and Reflection: Researched thesis statements and found five helpful websites that nicely explain the process of writing thesis statements and provide good examples. I used these websites to help me learn myself and then I showed two other writing center students the resources for them to use. They were helpful.

Become better at focusing on the “big picture” or the content of the paper versus the grammar, spelling, or punctuation

- Make a conscious effort to keep the higher order concerns in mind when first setting the agenda

Outcome and Reflection: I now am always keeping in mind to focus on the bigger issues that need help. This was difficult for several appointments when it was tempting to fix some small wordings, but we worked first on organization and research in those papers first.

Understand international students’ understanding of citing sources

- Explore what the expectations are in some cultures

Outcome and Reflection: I found that in some Eastern cultures, there is no idea of intellectual property. Everyone just shares it. I worked on explaining that in Western cultures, intellectual property exists because we must know where that information is coming from and whether or not it is reliable.

Learn how to handle situations when a student asks to work on grammar whereas there are problems with thesis or structure

- Develop language and phrases to use to approach the student

Outcome and Reflection: I asked the student whether he or she wanted to work on structure rather than grammar and let them know it was up to them. The response was always affirmative, and the students seemed to be satisfied with my offer. I noticed that sometimes students just want to improve their drafts, not to work on specific things, so they just type “grammar” into the appointment form (as that is the language they are familiar with).

To concentrate better on listening throughout an entire appointment

- Notice how much I talk compared to a client during an appointment
- Ask more thought-provoking questions

Outcome and Reflection: I had noticed that students often stray from what they say they want to address during an appointment, and thus leave with some unanswered questions. To better focus on their needs, I decided to write out their specific needs [that they had listed in their appointment form] and preface the appointment by explaining this is what they wanted to focus on and ask if there were any changes. I found that writing out a quick agenda helped students to remember to ask about all of their needs and I could make sure we touched on each one. For online appointments, I made a comment at the beginning of the paper stating the needs they had outlined in their form. This way I remembered to address all of their concerns in my response.

Help students use the whole appointment time

Outcome and Reflection: One specific way I learned to do this was simply to not ask “Do you have anything else you want to work on?” This question made it too easy for them to just say “No” and leave. I also tried other things such as pointing out little things they could fix that weren’t necessary to get a decent grade but that would help make the paper better.

Become better at focusing on things other than only grammar

- Focus on the big picture overall by having the student read the paper aloud to me, so that I can’t see each mistake
- Make notes of grammar issues as we read through for the big picture

Outcome and Reflection: This approach worked fairly well but depended on each student’s needs. It was more difficult with the international students who needed help with things like plurals and articles. This will be good to continue working on next year.

Help the students from Taiwan

- Research their language and common mistakes when writing in English
- Develop strategies effective for these issues

Outcome and Reflection: I found that these students mostly struggle with the use of articles, plural, and tenses. Articles are a hard concept for native English speakers to teach. If I point out that a word is missing, these students can usually tell me which word it should be. Plurality is implied from the context of the sentence in their native language, so this is another difficult concept. Reminding them that words need to be plural in English to show multiple is usually enough to help them remember. It turned out that I only had five ESL students this semester, which was way down from previous semesters, and none were from Taiwan, but I was still able to apply the concepts of reading aloud and asking what words were missing with these students.

MNSCU OPEN TEXTBOOK GRANT

In 2016, The English Program was granted nearly \$20,000 via a MN State grant to develop a digital open textbook for our ENG 251: Writing in the Disciplines course. I have included the final report to the grant committee:

Final Project Report

Open Textbook Grant Program

Completed by:	Dr. Lori Baker, Dr. Amanda Bemer, Ms. Lisa Lucas, Dr. Anthony Neil Smith	Project Name:	Understanding Writing and Research in the Disciplines (open textbook materials for ENG 251)
	<hr/>		<hr/>

Title: Why Writing Works: Disciplinary Approaches to Composing Texts

Institution Name:	Southwest Minnesota State University	Date Submitted:	June 27, 2017
	<hr/>		<hr/>

Report Components

1. Grant Objectives
2. Project Outcome Narrative
3. Insights
4. Procedural Feedback

1. Grant Objectives

The Minnesota State system office outlined several strategic objectives for your open textbook project. Please discuss below how you have achieved these objectives through your efforts over the last 12 months.

1.A To increase awareness and adoption of Open curricular materials by faculty as alternatives to higher cost publisher textbooks.

*How **successful** were you at increasing faculty adoptions of open textbooks? (Please provide some data to support your answer. i.e. # of faculty who attended events, # of faculty who adopted an OER text, # of unique textbooks/titles adopted, etc.)*

Faculty became more aware of open textbook resources due to publicity of and involvement in our open textbook project, which covered disciplinary perspectives to writing. The unique nature of our project has involved eighteen faculty across the disciplines on our campus, creating direct exposure for those professors involved in particular.

We announced our project in mid-spring of 2016 at a faculty assembly after being awarded the grant and forecasted our call for participants from among the faculty. (The timing of our project shifted from the original proposal due to the slight delay in being awarded the grant.) Given the academic calendar, we weren't able to solicit faculty contributors until the summer and fall semester of 2016. We presented on our project again at a fall 2016 faculty assembly (attendance of fifty to sixty professors) to increase awareness of our project, our progress, and Minnesota State's resources and support of open textbook resources. The university's impending web server change in summer 2017 delayed our posting of the materials online while the new server and web editing program were worked out, which delayed some of our publicity efforts regarding the open resource. However, in April 2017, we unveiled the project at a reception for the university community. Approximately thirty to forty people attended, including students, faculty, and administrators. It was well-received and faculty contributors indicated they would use it in their core courses in addition to the English 251 course for which it was created.

One of the things we assume is a problem for faculty members when it comes to adopting open online textbooks is the credibility issue. We are used to the editorial process that surrounds traditionally published books. We didn't experience this issue locally because of the collaboration across disciplines involved in our materials. We also included student voices, which we hope will further engage students because they can hear things from their own perspectives.

*What **challenges** did you encounter in your efforts to encourage faculty adoption of open textbooks?*

Some faculty automatically feared that the textbook materials would be required. Our contract, of course, guarantees academic freedom, so that is not an issue. Also, as our project funding only covered a small portion of the overall textbook (as per the original grant proposal), we do not have a complete open textbook for faculty to adopt at this time.

*What **lessons** did you learn? (i.e. if you could go back and do things differently, what would you do differently?)*

We learned that faculty are concerned about the resources behind open textbooks. Faculty were concerned about the updating of the textbook and its continued relevance as our

disciplines age. Ultimately, faculty need more models of successful projects and their longevity in order to buy into the ideal of open textbook resources more fully.

1.B To lower student textbook costs for those courses included in project proposals

*How **successful** were you at lowering the overall cost of textbooks for students in your grant supported courses? (For calculating this, use a basic formula like **price of publisher textbook** – **price of open textbook** = **savings to student**. Be sure to include data on both individual savings to students as well as aggregate savings to all students who benefitted.)*

In our grant proposal, we estimated that in a complete year, approximately 486 students (including summer semester) would take English 251. The proposed (and completed) Disciplinary Perspectives section of the textbook will be available in fall 2017. As stated in our proposal, an average cost of textbook for this course is \$96, often coupled with a handbook for a total of \$133. While most faculty will supplement it with additional textbooks in fall, two sections of the course are not requiring a textbook from the bookstore for fall semester, equaling 54 students. This is a savings of up to \$7,182 for these 54 students in fall semester alone. If we continue to work through fall semester on the remaining sections of the open textbook (which are currently all outlined), we feel confident that more instructors will adopt the whole text in spring semester. If, for example, four additional sections adopt the text in spring 2018 (and that number seems reasonable), that would be a savings of up to \$14,364 in spring, for a total savings of \$21,546 in the first two semesters of use. Even if instructors supplement it with a secondary textbook or handbook, the savings are significant for the students. We can foresee a majority of instructors eventually adopting our online text. Though full adoption is slow, instructors are accessing and using the materials, which builds interest in their use of the complete online textbook when it is available.

1.C To build a foundation for a sustainable model of Open Textbook adoptions on campus

*How **successful** were you at creating a sustainable program for open textbook adoption? (i.e. Please take into consideration all the financial, cultural, and logistical variables that can affect the sustainability of any program on a college campus)*

The design of our online textbook easily incorporates continued contributions and growth. We have outlined the other sections needed for a complete textbook and accounted for them in the design. The design was created with different platforms in mind, to help it continue as technology changes. As originally envisioned, the textbook's design will contribute to its sustainability.

The adoption of open textbook materials in our department is contingent upon continued support of our open textbook so it can adapt as disciplines grow and evolve. While we do have the support of the Writing Committee in the department to help review the textbook

materials when needed (and other English faculty have indicated interest in sharing course and assignment materials), complete sustainability would ideally include faculty reassigned time to continue to edit and add to the open textbook materials as well as campus IT time to provide support for the platform and coding of the textbook. We also require future funding for a professor to access and update the Cascade Server (as the university is charged per account).

*What **challenges** did you encounter to creating a sustainable program for open textbook adoption?*

Sustainability for open textbook materials on our campus includes support for the continued creation and maintenance of these materials. While our faculty are very knowledgeable in their disciplines, we required assistance creating video material and coding interactive html documents. While we found qualified students to complete these tasks during the project's funding, we anticipate difficulty affording these skilled workers in the future without further financial support.

What lessons did you learn? (i.e. if you could go back and do things differently, what would you do differently?)

We now have a much fuller idea of the types of support that are necessary for our project to continue and succeed. We were concerned about things like copyright and software, but those turned out to be less important than funding for student worker time and support. We learned that our students are very skilled in their areas and that it is beneficial to draw upon those skills for our project.

1.D To gather evaluation data on meeting the goals of the submitted proposals.

What kind of evaluation data did you collect from faculty, staff and/or students to help inform your findings? (i.e. surveys, evaluations, interviews, anecdotes from faculty/students, etc. Please also include the # of surveys completed, # of interviews conducted, etc. Focus here on your evaluation efforts, not the results)

We piloted a small part of the disciplinary portion of the textbook with two courses in the spring. The instructor of the two courses created an assignment that required students to read and react to the materials from the online textbook in a discussion post. Anecdotally, students found the text worthwhile as it allowed them to compare across the disciplines in a way that wasn't possible with their traditional textbook for the course. We also made the materials available to other instructors, but since the materials were only available on campus at that time (due to the web server change), they chose not to use them. Attendees at the debut reception provided highly positive feedback, and several from the non-English disciplines indicated they will refer students to the materials in their own courses. In retrospect, we wish we would have had attendees complete some sort of evaluation or feedback form, but that was not part of our original proposal.

Once the entire textbook project is complete, we intend to complete further evaluation by polling the instructors and broader university faculty as described in our original proposal. The department has discontinued the Student Exit Survey for the course, though individual instructors can inquire about the textbook on their course evaluations.

2. Project Outcome Narrative

Please provide a written narrative of your project outcomes.

We made excellent progress on our project outcomes. As described in the proposal narrative, the grant funding was used to create the initial section of an open textbook for the English 251: Writing in Professions course. English 251 is required for every student as the second part of a two-part composition sequence that aids students in transitioning from academic writing to writing in their disciplines. The materials created as part of this open textbook project will help instructors meet learning outcomes related to understanding research, reading, and writing in the disciplines. As we noted, no existing online textbook or single resource currently gathers and addresses the needs that our open textbook will address, filling a gap not only for our SMSU needs, but that other institutions and professors from across the disciplines might find useful.

We are pleased to report that we were able to successfully create and launch this section of the online textbook, which is titled “Disciplinary Perspectives.” In addition, we have created the shell for the entire online textbook as well as made some other materials available. The online textbook, titled *Why Writing Works: Disciplinary Approaches to Composing Texts*, can be found on SMSU’s website at <http://otb.smsu.edu>.

Our textbook includes discussion of the importance, values, and expectations of writing and communication via commentaries and samples of such communication from a variety of disciplines, including majors on our campus that are somewhat unique to SMSU, such as Exercise Science. The open textbook materials engage students through the use of pop-up or roll-over annotations of sample professional and student texts and through videos by students and professors. These multiple foci will help students to understand the real-world benefit of writing and thus become more invested in the class.

The project is ongoing, as we await materials from some of the faculty across the disciplines who agreed to contribute. You can see the placeholders for their materials represented in the list of disciplinary perspectives included in the online textbook.

As requested in the report template, please find below a description of the historical perspective, primary tasks and timeline, and future plans.

- a) Historical perspective: Six years ago SMSU adopted a sophomore level writing requirement that all students on campus must meet; English 251 fulfills this requirement. We had a difficult time finding a textbook for this course that all instructors could embrace. This caused a wide variety of teaching approaches and

outcomes in the course, which has led to difficulties assessing the success of English 251.

Students in English 251 were historically underperforming according to our assessment practices and were often postponing the course until the final semester of their college careers. Students were not invested in learning about writing in the disciplines from an English professor and anecdotally did not want to take “another” English course when they felt that they should be working solely in their disciplines by sophomore year. We felt that soliciting support from professors in other disciplines would increase student engagement in English 251, and thus improve assessment scores. This led us to propose the Disciplinary Perspectives portion of our open textbook, which features contributions from faculty across campus as well as video elements to engage students.

- b) The following events occurred during the completion of our grant project:
- We were awarded the grant in spring of 2016.
 - We created an outline of the Disciplinary Perspectives portion, wrote faculty prompts, and made other materials such as the release for Creative Commons licensing necessary before putting out the call for faculty participation.
 - We met with IT on campus and had several phone meetings with the Minnesota State lawyer regarding copyright, permissions, and licensing.
 - We started to solicit contributors in spring of 2016, but this took longer than foreseen, and most contributors agreed in summer. After reviewing that list, we solicited more disciplines in fall.
 - We presented an informational item to the Faculty Assembly in September 2016 about the grant award and intent.
 - We received training on working with the new Cascade Server system and MediaSpace in fall 2016 thru spring 2017.
 - We employed student videographers to create videos with faculty assistance.
 - We employed a student worker to caption videos.
 - In November 2016, we were able to post to the new server system for the first time (though this was only viewable on-campus through much of spring semester).
 - We presented updates at English Department meetings and Composition Committee meetings on the project’s progress.
 - We debuted the Disciplinary Perspectives portion of the textbook at a reception for the university community on April 19, 2017, with Stephen Kelly in attendance.
 - We continue to work to get faculty to submit their contributions and we continue to edit and post these. We are still waiting for six (paid) faculty to submit their contributions in full.

c) Future plans for the program:

With continued Minnesota State support, we hope to develop the rest of the open textbook and sustain it for the foreseeable future. We hope to continue being able to employ student workers for video and coding work, and to be able to reward faculty for their future contributions to the text. Ideally, with continued funding we could support the formal, ongoing assignment of one faculty member to manage and edit the textbook. We want to more broadly publicize the materials to other institutions for their use as well.

Please note that, given the June 30 deadline for this report, the budget report included here does not yet reflect all expenditures. While the budget report shows a balance of \$5748.01, two more faculty duty days in June (\$973.31) and approximately 30 student worker hours in June (\$285) are being paid. Thus our original budget should leave us with approximately \$4,489.70. If allowed, we would like to use these funds in FY18 to pay for student workers and/or offset the cost of a credit of reassignment for a faculty member if possible as we continue to work on the remaining portions of our open online textbook.

3. Insights

Thank you for all of your efforts assisting faculty with open textbooks. Through your efforts and the efforts of other faculty in Minnesota State, we are saving students hundreds of thousands of dollars a year while still providing top-notch education.

As we look to further increase the impact of open textbooks (and open educational resources more generally), what insights, advice, or feedback can you provide that can help encourage open textbook adoption?

We very much appreciated the opportunity to engage in the creation of this open online text. It was a new challenge for all of us, and we certainly learned a lot through the process. For future projects, we think that it would be useful to have a model of the open textbook creation process to follow and refer to during writing. More models of current and varied open textbooks would be beneficial to see.

Faculty are aware of the high costs of textbooks, but the time involved in finding suitable open textbooks is a constraint. Is there a portal that exists for people to discover these open online resources? Also, we worry about the lifetime of an open online resource—if we assign one to our students, how do we know that it won't be taken down during the semester? Is there some way to archive or attribute a DOI (or something like that) to open online textbooks?

For instructors who might be resistant, the ability to customize our open textbook resource is a selling point. Faculty can pick and choose the pieces they want for their courses, and there's no cost to the students.

Currently, there is no commercial textbook that provides what our open textbook will. It is a living text that, with continued support and resources, students, English faculty, and faculty from other disciplines may all contribute to. In this way, we are demonstrating the power of social constructivism.

4. Procedural Feedback

Educational Innovations is always looking for ways to improve our grant procedures and processes. Please provide us some feedback on changes we can make to improve the overall quality of our grant programs.

The visit from Stephen Kelley was both validating and helpful in learning more about the expectations of the grant system.

SMSU CREATIVE WRITING PROGRAM & VISITING WRITERS SERIES (Prof. Marianne Zarzana)

"A Conversation with James A. Zarzana," author of *The Marsco Saga*, moderated by writer Steve Linstrom, on Wednesday, November 16, 2016, noon at the Marshall-Lyon County Library, and 7 p.m. at Charter Hall 201, SMSU.

"A Conversation with Poets Gwen Hart and Susan McLean" moderated by poet Lauren Carlson, on Monday, February 27, 2017, noon at the Marshall-Lyon County Library, and 7 p.m., Charter Hall 201, SMSU.

"A Conversation in Poetry about Bodies of Pain" with Andrea Scarpino, former Poet Laureate of the Upper Peninsula of Michigan, and Christine Stewart-Nunez, moderated by poet Saara Myrene Raappana, on Thursday, April 6, 2017, noon at the Marshall-Lyon County Library, and 7 p.m., Charter Hall 201, SMSU. Zarzana provided the transcript of the recording, and the poets are working on editing it and plan to submit it for publication.

Prof. Marianne Zarzana hosted a Brown Bag Lunch with poet Richard Broderick, author of *Jesus of Walmart: Poems*, in November 2016. Broderick also presented to the Craft & Theory: Prose and Poetry class students.

To honor two recently deceased SMSU emeritus professors and poets, the Philip Dacey and Leo Dangel Tribute Reading was held on April 29 in the SMSU Conference Center. Dean Jan Loft gave the welcome, and Larry Gavin, SMSU Literature/Creative Writing/Education graduate, served as the Master of Ceremonies. Twelve people, including SMSU administrators, faculty, staff, graduates and community members, read work by both poets. Prof. Zarzana organized the event.

Perceptions Literary and Art Journal 2017 was published successfully under the faculty advising of Professor Saara Myrene Raappana working with the student staff.

Creating Spaces Writing Contest and Award Ceremony was coordinated by Prof. Zarzana in collaboration with the Southwest West Central Service Cooperative. For the second year, Marianne worked on selecting student art for the cover, and an SMSU student's photo was chosen this year. SMSU students served as first-tier judges, volunteering 55 hours of work, and SMSU English professors Judy Wilson, Steve Pacheco and Ruthe Thompson served as the faculty judges. About 250 people attended the award ceremony on April 23. Twin Cities Native American poet and artist James Autio gave the keynote speech.

Prof. Zarzana worked with Professor Kate Kysar, Director of the Creative Writing Program at Anoka-Ramsey Community College, to continue the process of finalizing an articulation agreement for creative writing.

THE SPUR UPDATE (Dr. Ruthe Thompson)

Five student editors from the Spur campus publication attended the College Student Media Mega Workshop at University of Minnesota in July 2016, along with the graphics design editor, the advertising manager, and newspaper Adviser and English professor Ruthe Thompson.

Employing what they had learned at the conference, the student paper developed a new design look for the 16-17 year and improved campus coverage in news and features. In July 2017, the Spur's incoming social media editor, ad manager, and ad representative for 2017-18 will attend the student media conference, which is held annually at U of M. The student paper received a gift of \$1500 from the *Marshall Independent* in Spring 2017 to be used any budget item the editors desired. They purchased a new camera and lenses and put some of the gift towards conference attendance this summer.

MNWE CONFERENCE (Prof. Mary Ellen Daniloff-Merrill and Prof. Lisa Lucas)

This past March, SMSU was the site for this year's MnWE Conference (Minnesota Writing and English, a Consortium of Upper Midwest Colleges and Universities), which is the first time it has been held outside of the Twin Cities area. It was a very successful outing, as MnWE administrators praised the campus and its services. A number of SMSU professors participated in the conference, including giving the plenary talk (Dr. Henning, Dr. Bemer, and student Kevin Donaldson), alongside writers and teachers from across Minnesota for panel discussions and roundtables. Prof. Daniloff-Merrill and Prof. Lucas were instrumental in having MnWE choose SMSU as the conference site.

PERSONNEL, BUDGET, & SUPPORT

Dr. McLean continues on phased retirement. Two faculty members were on sabbatical: Dr. Bemer (Fall only) and Dr. Pichaske (Spring only).

We welcomed Saara Myrene Raappana as a new adjunct.

Our numbers for the 2016-17 year:

- Fulltime tenured – 14
- Fulltime probationary – 2
- Fulltime fixed-term – 3
- Active Adjuncts – 8 (counting 2 for College Now only)

That gives us a total of 19 faculty members, 8 adjuncts, plus 1 Administrative Assistant.

FY2017 Starting Budget Balances:

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

This past year, the English Department had 1 student worker.

OAS LeeAnn Teig has taken on a large amount of work as OAS for the combined department, plus Nursing and Honors, but she continues to operate at the highest levels. As always, she is invaluable to us, absolutely. Still, we would like to ask again that the administration keep in mind that that our OAS's main objective is to help with the EPSH Department's operation, and that Honors and Nursing work best when each has its own OAS.

FACULTY ACHIEVEMENTS

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

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

This academic year, as Director of the SMSU Creative Writing Program, Professor Marianne Zarzana hosted six SMSU Visiting Writers Series events, three off-campus and three on-campus. Rather than inviting one writer to read their work as is typical, we borrowed from the AWP model of inviting a couple writers to engage in a conversation about their work and their craft. This proved to be highly successful in attracting good turnouts, engaging the audience on a deeper level, and guiding student writers to a better understanding of content and craft. Each of the SMSU events was recorded and posted online on YouTube and the English Department Facebook page.

At the AWP 2017 in Washington, D.C. this past February, Professor Zarzana moderated a Tribute to Philip Dacey, a panel she had proposed and coordinated. Five poets, SMSU Professor Susan McLean, SMSU graduate David Jauss, former SMSU Professor Stephen Dunn (he was unable to attend, and his work was read by Jauss), SMSU graduate Bart Sutter, and Professor Biljana D. Obradovic, discussed SMSU Professor Emeritus Philip Dacey's extraordinary contribution to contemporary poetry as a prolific, award-winning poet, generous mentor, and teacher. They also read selected poems by Dacey. A video clip was included of Dacey's last public performance of his poetry at Marshall Festival 2015 at SMSU. After the panel discussion, Austin Dacey, one of Phil's sons, along with friends and colleagues read poems by Dacey and offer reflections. This event was recorded by Talitha Black, SMSU creative writing/history double major, and posted on YouTube and on the SMSU English Department Facebook page.

As part of the SMSU Fine Arts Celebration, Professor Marianne Zarzana and SMSU Professor Emeritus Jim Zarzana presented a duo reading, "Shifting Landscapes: Past, Present and Future," on Monday, April 10, in the Whipple Gallery. Marianne read her published poetry and non-fiction, and Jim read his fiction and non-fiction.

Marianne and Jim Zarzana were interviewed about their writing by Laura Kay Prosser for Pioneer Public TV's "Literary Corner". (on *Compass*).

Prof. Zarzana presented the welcome at the Young Authors Day, held on January 4 at SMSU and attended by over 700 students, teachers and parents.

Prof. Zarzana had the following poems accepted for publication: "The Pattern Man" and "Post-election Visitation," *Stoneboat Literary Journal*, Spring 2017; "The Bones of Mallard Island," "Hunger," "Instant Karma," *Pasque Petals*, Spring 2017; "Savasana: Corpse Pose" and "Saying Our Names," *Poetry of Presence*, an anthology of mindfulness poems, Grayson Brooks, summer 2017.

Prof. Zarzana presented as the guest poet at Heritage Pointe, an adult living center in Marshall, for their Fall Fling and Christmas Variety Shows as well as at the Senior Center for their historical tribute to SMSU's 50th anniversary.

Prof. Zarzana served as Faculty Advisor for the English Club, overseeing the following events: The Mortified Reading, September 2016, the SMSU English Club Write-in Day, November 2016, and The Daily Grind Open Mic Reading, February 2017.

Neil Smith, Professor of English/Chair of EPSH

This was Prof. Smith's first year of a new three-year term as Chair of the newly combined Department of English, Philosophy, Humanities, & Spanish. It was his fifth year as Chair overall. He worked with the Transfer Pathways English team throughout the Spring of 2017, and has also worked with the team writing the Open Textbook for ENG 251. He attended Bouchercon (World Mystery Writing Conference) in New Orleans in Sept. 2016.

His next two novels, *Castle Danger: Woman on Ice* and *Castle Danger: The Mental States*, will be published this Fall by Bastei Entertainment (BE ebooks imprint), and a new storytelling app called Oolipo. He is currently working on *The Cyclist*, under contract for BE ebooks, to be published in 2018. His story "I Will Haunt You" will appear in the anthology *The Obama Inheritance* in October.

Anita Talsma Gaul, Asst. Professor of Humanities

Grants: Awarded a Minnesota Historical and Cultural Heritage Grant from the Minnesota Historical Society, through the Murray County Historical Society, to research and write five MNopedia articles on topics related to the history of Murray County, November 2016-September 2017.

Presentations: "The Women of Southwest Minnesota and the Great War," 51st Annual Great Plains History Conference, St. Cloud, MN, September 15, 2016.

"Bringing Fashion and History to Life," a joint presentation with Sheila Tabaka, Professor of Theatre, New Work Faculty Forum, SMSU, February 2, 2017.

"The Women of Southwest Minnesota and the Great War," Annual Meeting of the Pipestone County Historical Society, Pipestone, MN, February 11, 2017.

"Avoca Indian School," Dinehart Lunchbox Lectures, hosted by the Murray County Historical Society, Slayton, MN, April 2017.

Conference: Panelist, Minnesota History Whatever Conference, held at the American Swedish Institute, Minneapolis, MN, May 11, 2017.

Publications: "Anna Sheerin Lowe." MNopedia, published by the Minnesota Historical Society. <http://www.mnopedia.org/person/lowe-anna-sheerin-1861-1933> (April 2017)

"Chicago, St.Paul, Minneapolis and Omaha Turntable." MNopedia, published by the Minnesota Historical Society. <http://www.mnopedia.org/structure/chicago-st-paul-minneapolis-and-omaha-turntable> (April 2017)

"Sweetman Catholic Colony." MNopedia, published by the Minnesota Historical Society. <http://www.mnopedia.org/place/sweetman-catholic-colony> (March 2017).

"Murray County Fair." MNopedia, published by the Minnesota Historical Society. <http://www.mnopedia.org/event/murray-county-fair> (February 2017).

Service: Faculty Judge, Undergraduate Research Conference, December 2016; Lecturer for GOLD College class, "Conflicted Elections of Earlier Times," Fall 2016; Co-coordinated the Islamic New Year (Muharram) Celebration with Access Opportunity Success Director Michele Knife Sterner and the Office of Diversity & Inclusion, October 3, 2016; Elected member of the Murray County 4-H Executive Council

Professional Development: Attended anti-racism workshop for faculty and staff, conducted by the Community Anti-Racism Education Initiative (CARE), Southwest Minnesota State University, March 2017

Teresa Henning, Professor of English

Dr. Henning submitted a conference proposal titled "Patient Compliance and Heart Failure: Why Patient Self-Care Requires a Personal, Rhetorical, & Interdisciplinary Approach" to the 2018 College Composition and Communication Conference Roundtable on Medical Rhetoric.

Dr. Henning contributed to *Why Writing Works: Disciplinary Approaches to Composing Texts*.

Dr. Henning and Dr. Bemer published "Reconsidering Power and Legitimacy in Technical Communication: A Case for Enlarging the Definition of Technical Communicator" in the *Journal of Technical Writing and Communication* 46.3 (2016): 311-341. DOI: 10.1177/0047281616639484

Dr. Henning, Dr. Bemer, and PWC major Kevin Danielson gave the plenary session at the Writing and English (MnWE) Conference in Marshall, Minnesota, on March 31, 2017. Their presentation was titled: "Connecting Landscapes through Ecopreneurship: A Call for Sustainable Writing Program Growth"

Susan McLean, Professor of English

In the 2016-2017 academic year, Professor Susan McLean, who is on phased retirement, taught five classes, served on the Women's Studies Committee and the Cowan Award Committee; ran the student Telling Women's Stories Contest; organized a student, faculty, and administrator reading of women's love poetry for Women's History Month; organized a reading at Marshall-Lyon County Library of Shakespeare's songs, sonnets, and scenes for the 400th anniversary of his death; gave a joint poetry reading with Gwen Hart on campus and at the public library; gave another poetry reading on campus as part of the Fine Arts Celebration; presented on "Poetry of

9/11” at the on-campus commemoration of that tragedy; read her own poems and poems by Phil Dacey and Leo Dangel on campus for the memorial of those two poet colleagues; and spoke at a tribute panel to Phil Dacey at the Association of Writers and Writing Programs Conference in Washington, DC.

She also took a workshop on writing comic poetry at the West Chester University Poetry Conference, chaired a panel on “Forms of Repetition,” gave a presentation on “Writing the Stealth Sonnet,” and attended many poetry readings and presentations at that conference and at the AWP conference in DC. One of her poems appeared in an anthology of poems about bras and breasts; she had nineteen poems and five translations of poems published in a wide variety of journals including *The New York Times*, *The Spectator* (UK), *Able Muse*, *The Rotary Dial* (Canadian), *American Arts Quarterly*, *The New Verse News*, etc. Of those poems, three at *The Spectator* (UK), one at *The New York Times*, and one at *Able Muse* had won competitions in order to be published. She also was one of the winner of the Learning to Cope Poetry Prize at *The Rondeau Roundup*. Seven more of her poems have been accepted for publication, but have not appeared yet, and she will be presenting on “Tripping the Light Ironic” at a panel on “Women’s Light Verse” at the Poetry by the Sea Conference in Madison, CT, on May 24, 2017.

Brett Gaul, Associate Professor of Philosophy/Honors Program Director

In addition to teaching philosophy and honors courses and working to increase the number of students in the Honors Program, Dr. Brett Gaul, Associate Professor of Philosophy and Honors Program Director, also completed two entries for the book *Just the Fallacies* (forthcoming 2018), compiled a report on the university’s assessment efforts on moral reasoning, compiled the Philosophy Program’s response to Academic Prioritization, advised students, and kept up to date with developments in higher education, honors education, and philosophy.

In March 2017 he also accompanied Honors Program students Samson Chen and Christopher to Brookings, South Dakota, for the Upper Midwest Honors Conference. Chen gave a poster presentation titled “Complex Analysis Calculator.” Ross gave a presentation titled “The Decline of Child Care in Greater Minnesota.”

He has also been promoted to Full Professor for the forthcoming year.

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

Professor Losada Montero attended the Minnesota Council of the Teaching of Languages and Cultures Conference (MCTLC) in Brooklyn Center, MN, between October 28th and October 29th. Jose Losada Montero co-presented the session, “AAPL: Performance Assessment that Leads to Proficiency” with Mary Thron, the Spanish College Now coordinator at SMSU.

Jose Losada Montero also attended the 58th Annual Convention of the Midwest Modern Language Association in Saint Louis, MO, between November 10th and November 13th. He delivered a lecture entitled “Psychology, Affection, and Literature: Blurred Borders in the History of Critical Reception”, within the panel “Passion and Reception”.

Between March 23rd and 26th Jose Losada Montero attended the 48th Annual Convention of the Northeast Modern Language Association in Baltimore, Maryland. Professor Losada Montero delivered a lecture entitled “*Ergon o Energeia*: la Estilística española y el lenguaje literario durante el franquismo” as the Chair of the panel “Religion, Psychology, and Literature: Interdisciplinary at the University in the Franco Regime.”

At SMSU Professor Losada Montero delivered a talk on the importance of traveling within the 'International Educational Week' events in Fall 2016. He was also invited by the Social Science department to be part of an academic panel entitled “SMSU in the Age of Doubt.” In this panel SMSU faculty and staff from a variety of disciplines presented and discussed their different points of view about alternative facts, academic research, and science. Jose Losada Montero delivered a presentation on “Language and Postmodernism within the Humanities.” In addition to these presentations, he was also invited by the SMSU Resident Life office to deliver a lecture about “Diversity in the Workforce”. In this panel Professor Losada Montero presented and analyzed the role of women, their social and labor rights, within the different professional fields in Spain, France and the Nordic European countries.

Jose Losada Montero has also participated in the academic volume *Filosofía y Culturas Hispánicas: Nuevas Perspectivas* (2016). This is an academic volume on philosophy, literature and Hispanic cultures edited by Dr. Rolando Pérez and Dr. Nuria Morgado. For this volume professor Losada Montero wrote the following chapter: “Escolasticismo oficial y *Scholasticismo* alternativo: Politización y Despolitización en la Filosofía académica del franquismo.” This volume was recently published under the publishing house 'Juan de la Cuesta', specialized in Hispanic monographs.

In recognition of his service to SMSU, Professor Losada Montero was awarded with a plaque in the 2017 International Sash Ceremony honoring his work and service to SMSU International Students.

David Pichaske, Professor of English

Professor Pichaske spent his sabbatical traveling around Poland, attending conferences and gathering research, while also working on a new short story. He gave three 60-minute plenary

talks (two of them lead-off talks) at three conferences in Europe, and one of the three will apparently be published, in revised form, as a book article.

Lori Baker, Professor of English

Prof. Baker co-developed and co-coordinated the Writing in Professions online textbook and part of the grant we were awarded

She also proposed and was accepted to create and run a SIG (special interest group) for writing center directors who have moved into (or are interested in) other administrative positions, and ran that SIG at the International Writing Center Association conference October 2016.

Prof. Baker published an article on what writing center directors need to know about regional accreditation in the Jan/Feb 2017 issue of WLN: A Journal of Writing Center Scholarship.

Lori also delivered ENG 365 Modern Grammar fully online for the first time in the course's history, had success with several students taking it from a distance.

SELECT STUDENT ACHIEVEMENT

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

Alec Bond Memorial Scholarship (English)

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

Leo Dangel Creative Writing & Literature

- Melanie Lee

Walter L Mann Endowed Scholarship (Writing Center)

- Kevin Danielson
- Jillian Hoppe
- Danielle Crowell

University Gala Fine Arts Endowment (English)

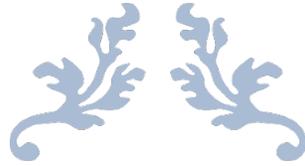
- Danielle Crowell

The following Professional Writing and Communication majors presented at the fall 2016 Undergraduate Research Conference:

- “Rhetoric in Film” presentation made by Ben Fick, Sara Peterson, and Fernando Tabares
- “The Evolution of Persuasion in Print Advertisements” presentation made by Kevin Danielson and Jillian Hoppe
- “Inventing for Positive Outcomes in Social Media” presentation made by Katie Kaiser and Angie Stucker

Alumni:

- Jana Rieck finished her ED and ENG Master's thesis
- Angie Stucker started working at Lakeview Schools (Cottonwood) in September of this school year as a part-time assistant to the Community Education Director, Karen Meiners, working on a variety of items: comm ed newsletter editing and proofreading; ECFE class enrolling, payment tracking, and staff/parent communicating; preschool (three classes) enrolling, payments tracking, and staff/parent communicating; plus brochure designing, paper/online forms updating, and flyer/ mailing documents creating/editing.
- Olivia Garrett writes: “I am still at Orono Community Education as the Marketing & Adult Program Coordinator. A few weeks ago I finished designing our Summer 2017 brochure. I've linked to it below. I wanted to share this with you and any English students who may be interested in seeing it. I'm still using many of the skills I learned in my PWC courses every day.”
https://issuu.com/oronocommunityeducation/docs/summer_17_brochure



Department of Fine Arts and Communication

2016-2017 Annual Report



JUNE 14, 2017

SOUTHWEST MINNESOTA STATE UNIVERSITY

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Section I – Description of Department

A – History & Structure

The Department of Fine Arts and Communication is a multidisciplinary unit made up of programs in Art, Communication Studies, Music, and Theatre. Prior to 1994, these programs were part of different administrative structures. The Art program was previously part of a department including philosophy, humanities, and foreign language. Communication Studies and Theatre programs were paired into their own department, and Music was a self-contained department. Efforts to reduce spending resulted in administrative reorganizations including the Department of Art, Music, Speech Communication, and Theatre. Over the past 23 years, the programs have come to embrace this structure and to seek collaborative ways contribute to the university and Southwest Minnesota communities. This commitment was solidified with the renaming of the department in 2012 to the Department of Fine Arts and Communication.

Although the department celebrates the work the programs do cooperatively, for practical reasons, much of the work of the department is done in a semi-autonomous way. The department has developed policies that guide the efforts of programs in areas related to the IFO/MnSCU Master Agreement such as distribution of Article 19B, contractual travel funds and coordination of procedures related to Article 25 tenure and promotion and review of Professional Development Reports as well as administrative issues such as curriculum proposals, website coordination, and student petitions. However, it has been clear to the department as a whole for many years that much of the work associated

with the maintenance and growth of each program requires experience, training, and expertise that wouldn't be expected of faculty outside each program.

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

B – Mission

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

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

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

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

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

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

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

C – Activities

This year, the primary collaborative activity of the department was the Annual *Fine Arts Celebration* which ran from March 28th to April 30th. 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.

Art:

Senior Art & Graphic Design Graduation Reviews and Exhibition

Faculty Art Show

Micah Bloom Alumni Artist Presentation

Communication Studies:

Communication Studies Senior Project Presentations (2 events)

SMSU Forensics Team Spring Showcase

Marshall Area Story Tellers

Creative Writing and Forensics Spoken Word Workshop

Music:

5 SMSU Student Recitals

SMSU Jazz Ensemble Concert

SMSU/Community Concert Band Performance

SMSU Symphonic Chamber Winds Concert

SMSU Chorale Concert

Men's Glee Club & Bella Voce Concert

Spring Sing (performance by all voice majors, faculty, and Opera Workshop)

Theatre:

Into the Woods, cooperative production with Marshall HS

2 Senior Showcase performances

8th Annual Fashion Runway (costume design/construction competition)

“Putting it Together: Viewing the Arts through a Theatrical Lens” Performance in conjunction with National Library Week

Student Academy Awards

Creative Writing/English:

Phil Dacey and Leo Dangel Tribute Reading

James Zarzana, Selected Readings from *The Marsco Dissident* books

Marianne Zarzana Poetry Reading

Anthony Neil Smith, Fiction Reading

Susan McLean, Poetry Reading

Perceptions Literary Magazine Student Readings

Why Writing Works: Disciplinary Approaches to Composing Texts

Beyond the *Fine Arts* Celebration, each program had additional collaborative activities that highlighted ties to other departments and organizations throughout SMSU and the Southwest Minnesota Community. These are detailed within the individual Annual Program Reports that follow.

Department M & E Budgets

As of 5/31/17

6/14/17

Art 2-10702			
	FY17 Budget	\$	3,572.00
	Student Salary		1,043.51
	Copier - Lease & Maint.		86.02
	Printing - Non-State		137.70
	Duplicating		37.64
	Copier - Printing		359.52
	Food Service - Contracted		291.21
	Other Purchased Services		82.31
	Travel Expense - In-state		482.44
	Postage		19.86
	Phones		4.08
	Supplies		829.78
	Central Stores		81.52
	Pending - Food Service/Supplies		66.91
	Ending Balance	\$	<u>49.50</u>
Music 2-10704			
	FY17 Budget	\$	12,353.64
	Copier - Lease & Maint		71.37
	Rent - Other		587.68
	Advertising		705.00
	Printing - Non-State		1,617.90
	Duplicating		2,371.06
	Copier - printing		771.21
	Educational & Instructional		125.00
	Other Professional/Tech		1,226.36
	Other Purchased Services		1,127.92
	Postal, Mailing & S		379.21
	Postage		239.48
	Phones		18.15
	Living Expense - In-state		1,339.65
	Student Travel		(1,000.00)
	Memberships		1,782.00
	Fees		105.00
	Supplies		419.95
	Central Stores		78.57
	Encumbrances		392.79
	Ending Balance	\$	<u>(4.66)</u>
Comm. Studies 2-10705			
	FY17 Budget	\$	4,196.00
	Student Help		2,163.63
	Copier - Lease & Maint.		71.35
	Printing - Non-State		518.40
	Duplicating		131.15
	Copier - Printing		615.75
	Postage		22.40
	Phones		8.15
	Supplies		248.65
	Central Stores		13.23
	Pending - Supplies		366.56
	Ending Balance	\$	<u>36.73</u>
Theatre 2-10707			
	FY17 Budget	\$	2,955.00
	Student Payroll		1,650.63
	Copier - Lease & Maint.		71.33
	Printing - Non-State		66.35
	Duplicating		38.40
	Copier - Printing		533.35
	Other Purchased Services - engraving		36.00
	Postage		136.21
	Phones		56.31
	Supplies		849.12
	Pending - Move Expense		(276.99)
	Ending Balance	\$	<u>(205.71)</u>
Total Department Balance			\$ <u>(124.14)</u>

Department of
Fine Arts and Communication
2016-2017 Individual Program Annual Report Information

Music Program

Prepared by Dr. John Ginocchio, Music Program Coordinator

Section I – Description of Program

B – Mission

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

C – Activities

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

Music:

4 SMSU Student Recitals (5, 12, 19, & 26 student performers)

2 SMSU Jazz Ensemble Concerts

SMSU/Community Concert Band Performance

SMSU Symphonic Chamber Winds Concert

SMSU Chorale Concert

Men's Glee Club & Bella Voce Concert

Spring Sing (performance by all voice majors and faculty)

2 Senior Recitals

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

Music Program

The Chorale collaborated with the Bach Society of Minnesota for a "Baroque Bootcamp" and a performance in the fall.

The SMSU Jazz Ensemble collaborated with the M-State, Fergus Falls jazz band to bring Mr. Larry McWilliams (trumpet) to the area for clinics and performances in November, 2016. This venture was also supported by U.S. Bank as part of the 2016, Guest Artist Series.

The 2017 Guest Artist Series (supported by U.S. Bank and SMAC)

“Jazz Artist Residency” with guest, Rob Dixon (collaborative effort with the band programs at Marshall High School and Canby High School)

Shared concert with the SMSU/Community Concert Band and the 34th Infantry Division "Red Bull" Band.

Combined Pep Band performances at Paynesville High School and Minneota High School

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

Jazz Ensemble and Chorale performances for the University Gala.

SMSU Singfest collaboration between the Chorale and area school choral programs

Combined concert between the SMSU Symphonic Chamber Winds and the Redwood Valley High School Band.

Combined concert between the SMSU Chorale and the Tracy High School Choir.

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

D – Academic Personnel

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

Professor John Ginocchio: Full-time, tenured; Doctor of Arts in Music; Director of Bands, Music Program Coordinator; Symphonic Chamber Winds, Concert Band, Jazz Ensemble, Pep Band, Orchestration and Choral Arranging (co-taught with Dr. Kingsbury), Secondary Ensemble and Classroom Methods (co-taught with Dr. Kingsbury), Romantic, Post-Tonal, and 20th Century Theory (co-taught with Dr. Kingsbury), Contemporary Issues Seminar “Sex, Drugs, and Rock & Roll”, Applied Trombone & Euphonium, Applied Instrumental Conducting, Applied Brass Methods, College Now

Associate Professor Stephen Kingsbury: Full-time, probationary; Doctor of Musical Arts; Director of Choral Activities; all choirs, Music Theory I & II, Vocal Diction for Singers, Orchestration and Choral Arranging (co-taught with Dr. Ginocchio), Secondary Ensemble and Classroom Methods (co-taught with Dr. Ginocchio), Romantic, Post-Tonal, and 20th Century Theory (co-taught with Dr. Ginocchio), Applied Choral Conducting

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

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

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

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

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

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

Instructor Krishana Dempcy: Adjunct; Bachelor of Arts in Vocal Music Education; Applied Voice

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

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

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

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

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

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

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

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

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

Lindsay Stillwell: Adjunct; Master of Music; Applied Voice

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

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

Ariel Wilberg: Adjunct; Master of Music; Applied Voice

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. Additionally, during FY 2017, the music program completed their Self-Study and Site Visit for re-accreditation with the National Association of Schools of Music.

(Please see information in PDRs for accomplishments by Drs. Ginocchio, Rieppel and Kingsbury)

Notable Adjunct Instructor Accomplishments:

New Adjunct Voice instructor, **Ariel Wilberg** was accepted to the University of Minnesota's Doctoral program in Opera Performance receiving a full fellowship.

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

The presentation of a solo recital in Philadelphia in July, 2016;
Performing as a soloist in *Steerage Song*, a musical at Big Top Chautauqua in Bayfield WI;

The receipt of an Individual Artist Grant through the Southwest Minnesota Arts Council allowing for:

1. The organization and presentation of two different duet recitals in Marshall and Lincoln, NE in November, 2016 and March, 2017;
2. The world premiere of a piece she commissioned during the March, 2017 recitals; and
3. Two Faculty New Works presentations and two high school presentations.

Dr. DeGraff organized three masterclasses for students at SMSU in coordination with her professional work and drawing on connections with other professional musicians. A vocal masterclass was given by John DeHaan (Associate Professor of Music/Voice at the University of Minnesota in the Twin Cities) on January 25th. A vocal masterclass was also given by professional vocalist, choral conductor, and composer, Gary Ruschman on March 23rd followed by a composition masterclass on March 24th.

The production and administration of the "Mustangs Take New York" fundraising concert in October, 2016.

Judging the vocal jazz choir competition at South Dakota State University; and
Performing at the annual Spring Sing.

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

Mr. Ralph Hepola completed his first year as an adjunct instructor teaching Applied Tuba. In April he received a SMAC Individual Established Artist Grant to support recording sessions and clinics at four area schools.

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

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

Wes Myers, adjunct instructor of applied bass, completed his Master of Music in Music Education degree from the University of Florida. He also presented a session, "Accommodations for English Language Learners in the Music Classroom" at the Minnesota Music Educators Association Midwinter In-service in February.

Jim McKinney adjunct instructor of percussion continues to perform in jazz quintet that performed numerous in-school concerts throughout South Dakota.

Carolyn Bayerkohler completed her fourth year as the choir director at Good Shepherd Lutheran Church.

Section II – Current Year’s Activities

A – Teaching and Learning

The teaching of majors and non-majors in each of the programs is often interwoven into the activities of each program. As students prepare for theatrical productions, forensics competitions, taping

sessions, concerts, recitals, and exhibits, they are learning practical skills that help them better understand the habits and skills required for professionals in these diverse fields. Activities within the programs account for much of the experiential learning that takes place in the fine arts and communication on the SMSU campus. The following list of activities, divided by program, includes dates, locations, classes/organizations involved, and types of participants in the activity.

Music Program			
Activity	Date & Location (Special Audiences)	Classes/Organizations Involved	Participants
Band Camp	8/16-19 FA 135	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	9/1 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Combined Pep Band with Paynesville H.S. Band	9/25 Paynesville H.S.	Pep Band; P.H.S. Band	Music majors; Non-majors; Community members; P.H.S. students
Performance for SMSU Football	9/17 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members
Pursuit of Excellence Marching Band Festival	9/17 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
Bach Cantata Retreat	9/24 First Lutheran Church	Chorale	Music majors; Non-majors; Community Members; members of the Bach Society of Minnesota

Guest Concert: Bach Society of Minnesota w/ the SMSU Chorale	9/25 First Lutheran Church	Chorale	Music majors; Non-majors; Community Members; members of the Bach Society of Minnesota
University Gala	9/30 RA Facility (SMSU scholarship donors)	Jazz Ensemble; Chorale	Music majors; Non-majors; Community members
SMSU Homecoming Parade	10/1 downtown Marshall	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Football	10/1 REC	Pep Band	Music majors; Non-majors; Community members
"Mustangs Take New York" concert	10/1 Lake Benton Opera House AND 10/2 Fine Arts Theatre	Applied Voice students	Music majors; Non-majors; Community members
Senior Recital: Melanie Lee	10/2 First Lutheran Church	Applied Flute; Senior Instrumental Recital	Music majors; Non-majors; Community members
Performance for SMSU Football	10/15 REC	Pep Band	Music majors; Non-majors; Community members
SMSU SingFest	10/17 Fine Arts building and Theatre	Chorale; area high school choirs	Music majors; Non-majors; Community members; area high school choir members
Udon Thani Rajabhat University student opening reception	10/26 SMSU Conference Center (Udon Thani Rajabhat representatives, SMSU administration & staff)	Jazz Ensemble	Music majors; Non-majors; Community members
<p>Voices of Exile: The Jewish Experience</p> <p>***A Music Festival Celebrating the Music of Julius Burger***</p>			

Southwest Minnesota State University, Marshall			
Dr. Daniel Rieppel, Artistic Director***Mr. Ryan Hugh Ross, Special Guest and Curator			
Regional Masterclasses	10/24 Willmar, MN 10/26 Worthington, MN	School and Community attendees	Community members
Vocal Masterclass	10/25 Charter Hall 201	Chorale, Bella Voce, Men's Glee Club, Applied Voice	Music majors; Non-majors; Community members
Faculty New Work	10/27 Charter Hall 201	University and Community attendees	Music majors; Non-majors; Community members
Chamber Music Concert	10/28 Campus Religious Center	University and Community attendees	Music majors; Non-majors; Community members
Panel Discussion	10/29 Whipple Gallery	University and Community attendees	Music majors; Non-majors; Community members
Performance for SMSU Football	10/29 REC	Pep Band	Music majors; Non-majors; Community members
Grand Finale Concert: Southwest Minnesota Orchestra w/ Guest Vocalist, Ryan Hugh Ross	10/30 SCCPA	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members
SMSU Chorale concert "In the Shadow of Greatness"	11/3 First Lutheran Church	Chorale	Music majors; Non-majors; Community members
Junior Recital: Dan Christenson	11/6 Charter Hall 201	Applied Trombone; Junior Instrumental Recital	Music majors; Non-majors; Community members
Faculty New Work: Dr. Anna DeGraff, "Innovation through Collaboration"	11/10 Charter Hall 201	University and Community attendees	Music majors; Non-majors; Community members

Faculty Recital: Dr. Anna DeGraff	11/12 First Lutheran Church	Applied Voice	Music majors; Non-majors; Community members
Performance for SMSU Football and "Play Like a Mustang"	11/12 Regional Events Center (REC)	Pep Band	Music majors; Non-majors; Community members; area high school students
Student Recital	11/16 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
SMSU Jazz Ensemble "Celebrating 10 years of the Guest Artist Series" with guest artist, Larry McWilliams (trumpet) and SMSU Jazz Alumni	11/19 FA Theatre	Jazz Ensemble	Music majors; Non-majors; Community members; Alumni
Mustang Pep Band in Concert	11/28 FA Theatre	Pep Band	Music majors; non-majors; Community members
Student Recital	11/30 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
Choir concert "Deepest Winter Night"	12/1 First Lutheran Church, Marshall	Men's Glee Club; Bella Voce; Applied Choral Conducting students	Music majors; Non-majors; Community members
"A Very Prairie Christmas"	12/3 Schwan Community Center for the Performing Arts (SCCPA)	Jazz Ensemble; Chorale; Concert Band; Southwest Minnesota Orchestra; Bella Voce; Men's Glee Club; Applied Choral Conducting	Music majors; Non-majors; Community members
Vocal Master-class	12/6 FA 132	Applied Voice	Music majors; non-majors

Student Recital	12/7 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
Instrumental Master-class	12/7 FA 135	Applied Lesson	Music majors; non-majors
Concert Band concert “The British Are Coming!!”	12/8 FA Theatre	SMSU/Community Concert Band; Applied Instrumental Conducting students	Music majors; Non-majors; Community members
Performance for SMSU Basketball	12/9 RA Facility	Pep Band	Music majors; Non-majors; Community members
“TubaChristmas”	12/10 Student Center	Applied Low Brass students; area low brass players	Music majors, non-majors; Community members
Performance for SMSU Basketball	12/10 RA Facility	Pep Band	Music majors; Non-majors; Community members
Senior Recital: Aaron Schuler	12/11 First Lutheran Church	Applied Voice; Senior Vocal Recital	Music majors; Non-majors; Community members
SMO Holiday Cheer	12/14 Holy Redeemer Church	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members
Performance for SMSU Basketball	1/20 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball	1/21 RA Facility	Pep Band	Music majors; Non-majors; Community members
Combined Pep Band with Minneota H.S. band	1/23 Minneota H.S.	Pep Band; M.H.S. Pep Band	Music majors; Non-majors; Community members; M.H.S. band members

Vocal Masterclass with John DeHaan	1/25 FA 132	Chorale, Vocal Ensemble, Applied Voice	Music majors; Non-majors; Community members
Performance for SMSU Basketball	1/27 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball	1/28 RA Facility	Pep Band	Music majors; Non-majors; Community members
Performance for Mustang Boosters Club, "Gold Rush Raffle"	2/3 Conference Center	Pep Band	Music majors; Non-majors; Community members
Performance for SMSU Basketball, "Play Like a Mustang" event	2/10 RA Facility	Pep Band	Music majors; Non-majors; Community members; ; area high school students
Performance for SMSU Basketball	2/11 RA Facility	Pep Band	Music majors; Non-majors; Community members
Minnesota Music Educators Association Midwinter In-Service	2/16-2/18 Minneapolis Convention Center		Music majors
Russian Troika Series: Chamber Music from the Soviet Union	2/16 Campus Religious Center		Music majors; Non-majors; Community members
Southwest Minnesota Orchestra concert	2/21 First Lutheran Church	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members
Performance for SMSU Basketball (NSIC Tournament)	2/22 RA Facility	Pep Band	Music majors; Non-majors; Community members

Symphonic Chamber Winds combined concert with Redwood Valley H.S. Band	2/23 Redwood Valley H.S.	Symphonic Chamber Winds	Music majors; Non-majors; Community members; RVHS band members
Guest Recital: Dr. Stephen Carlson	2/27 Campus Religious Center		Music majors; Non-majors; Community members
SMSU Chorale: Chorale Farewell Concert: "Requiem" by John Rutter	3/2 First Lutheran Church	Chorale	Music majors; Non-majors; Community members
SMSU Chorale Tour New York/Carnegie Hall	3/17-21 New York City, Carnegie Hall	Chorale	Music majors; Non-majors; Community members
Southwest Minnesota Orchestra "Building Minnesota: The Centennial Commemorations of Emmanuel Masqueray"	3/22 Marshall, MN, Holy Redeemer Church 3/25 St. Paul, MN, St. Paul Cathedral	Southwest Minnesota Orchestra	Music majors; Non-majors; Community members
Vocal Masterclass with Gary Ruschman	3/23 FA 132	Chorale, Vocal Ensemble, Applied Voice	Music majors; Non-majors; Community members
Composition Masterclass with Gary Ruschman	3/24 FA 132	All music majors and choir members invited	Music majors; Non-majors; Community members
SMSU Music Program & Scholarship Auditions	3/25 Fine Arts building	Various music majors as assistants	Music majors
Faculty Recital: Dr. Anna DeGraff	3/25 First Lutheran Church		Music majors; Non-majors; Community members
Jazz concert Guest Artist Residency with Rob Dixon	3/27 Canby H.S. (students, parents, community of Canby)	Jazz Ensemble; Canby H.S. Jazz Bands	Music majors; Non-majors; Community members; Canby school band members

Jazz concert Guest Artist Residency with Rob Dixon	3/28 Fine Arts Theatre (students, parents, community of Glencoe)	Jazz Ensemble; Marshall H.S. Jazz Band	Music majors; Non- majors; Community members; Marshall band members
All-City Jazz Festival	4/3 SCCPA	Jazz Ensemble; Marshall H.S. & M.S. Jazz Bands	Music majors; Non- majors; Community members; Marshall band members
Student Recital	4/5 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors
Choir concert “Eastern Pictures”	4/6 First Lutheran church, Marshall	Men’s Glee Club; Bella Voce; Applied Choral Conducting student	Music majors; Non- majors; Community members
Spring Sing	4/8 First Lutheran Church	Applied Voice Students & Faculty	Music majors; Music minors; non-majors; faculty
Senior Recital: Kari Paradis	4/9 First Presbyterian Church	Applied Voice; Senior Vocal Recital	Music majors; Music minors; non-majors; faculty
Symphonic Chamber Winds concert	4/10 FA Theatre	Symphonic Chamber Winds	Music majors; Non- majors
Student Recital	4/12 FA Theatre	Public Performance Studies; Applied Lessons	Music majors
Senior Recital: Madalyn Sagedahl	4/15 Black Box Theatre	Applied Percussion; Senior Instrumental Recital	Music majors
Jazz concert	4/17 FA Theatre	Jazz Ensemble	Music majors; Non- majors; Community members
Student Recital	4/19 FA Theatre	Public Performance Studies; Applied Lessons	Music majors

Concert Band concert "A Military Salute" w/ guest ensemble, The 34th Infantry Division "Red Bull" Band	4/22 FA Theatre	Concert Band	Music majors; Non- majors; Community members; members of the "Red Bull Band"
Student Recital	4/26 Whipple Gallery	Public Performance Studies; Applied Lessons	Music majors
SMSU Chorale concert w/ guest ensemble, Tracy Area High School Choir	4/27 First Lutheran church, Marshall	Chorale	Music majors; Non- majors; Community members
Spring Master-class	4/28 FA 132	Applied Lessons	Music majors & minors (secondary instruments/voice); non-majors
Music Juries	5/1 & 2 FA 132	Applied Lessons	Music majors & minors
Junior Proficiency Oral Exams	5/3 FA 126	Junior Proficiency	Music major
SMSU Commencement	5/6 RA Facility	Symphonic Chamber Winds; Men's Glee Club; Bella Voce; Chorale	Music majors; Non- majors; Community members

In March, the SMSU Chorale traveled to New York City. Based on their emergent reputation and a juried evaluation of our performance ability, the SMSU Chorale was invited to travel to New York to participate in a performance at Carnegie Hall. We traveled to New York this past spring for a performance of the Rutter *Requiem*. For this performance, which took place under the baton of the internationally renowned conductor, Dr. Anton Armstrong, we were joined by several other choirs ranging from high school groups to adult community and church ensembles. The importance to this program of that performance cannot be overstated. For the first time, the SMSU Choirs are attracting national-level attention. This is a validation of everything that we have worked so hard for over the past five years, and serves as an indicator of the direction in which we must continue to aspire. More importantly, however, it

was a life-changing experience for our students, who now see themselves as being as capable and well-trained as any choir at any college or university across the country.

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

The program is also prepared their Self-Study for re-accreditation with the National Association of Schools of Music. For several years the program has been instituting a program assessment plan in preparation for the self-study. The Self-Study was submitted and the Site Visit completed. The program will receive a Visitor's Report during the summer and have the opportunity to respond before receiving the initial response from the NASM Commission after the November 1, 2017 Commission meeting.

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

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

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

Seven vocalists from the SMSU Chorale participated in the Minnesota Choral Directors Association Choral Festival in Collegeville on October 29, 2016. The students were: Lana Warning, Alyssa Fator, Jada Worley, Samantha Hotzler, Margaret Wolverton, C. Bridget DuBrey, and Illana Peter.

Two SMSU instrumental music majors (Illana Peter and Ryan Ohm) participated in the Minnesota College Band Directors Intercollegiate Honor Band along with musicians from around the state.

Fourteen SMSU music majors and minors were selected to attend the Minnesota Music Educators Association Midwinter In-service. Noah Anderson, Andrew Hood, Samantha

Hotzler, Sarah Lage, Jack Miller, Ryan Ohm, Kari Paradis, Illana Peter, Madalyn Sagedahl, Paul Schell, Aaron Schuler, Jack Walker, Ashley Weidemann, and Margaret Wolverton attended concerts and conference sessions at this professional development conference. They also assisted the music faculty in running the SMSU booth in the exhibit hall.

Melanie Lee, Aaron Schuler, Kari Paradis, and Madalyn Sagedahl successfully completed Senior Recitals, and Dan Christenson and Taylor Engel completed Junior Recitals.

E – Service to University

Music Program

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

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

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

F – Services to the Community at Large

Music Program

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

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

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

Singfest was open to all area high schools to participate.

The program hosted faculty and guest recitals/concerts by the Bach Society of Minnesota; Dr. Anna DeGraff; SMSU Alumnus, Ryan Hugh Ross; Dr. Stephen Carlson; and the 34th Infantry Division "Red Bull" Band that were open to the public

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

Activities related to the Guest Artist Series were open to community: 10 Year Anniversary Celebration with guest, Larry McWilliams with concerts in Fergus Falls and Marshall, and a clinic in Forest Lake, MN; rehearsal and class attendance with Rob Dixon, guest jazz artist; and guest ensemble, The 34th Infantry Division "Red Bull" Band.

G – Assessment

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

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

Student Outcomes:

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

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

Student Outcomes:

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

2C. Students will recognize and reproduce common melodic and rhythmic structures by sight and sound.

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

Student Outcomes:

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

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

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

Student Outcome:

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

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

Student Outcomes:

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

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

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

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

Student Outcome:

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

The music faculty continues to examine the course matrix that includes the goals/standard language from the SMSU Music Program, the Minnesota Transfer Curriculum, the Minnesota Board of Teaching, and the National Association of Schools of Music. This matrix, in conjunction with assessment data will guide future curriculum changes. This information will also be used to determine which “goal” language should appear in the syllabus for each of these courses. During FY 17, the music faculty focused on using collected data to support the Self-Study and NASM re-accreditation effort. In FY 18, the faculty will examine what they have learned during the self-study and feedback from the Visitor's Report and the NASM Commission to develop short and long range goals for the continued improvement of the program.

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

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

<u>Fall Master-classes</u>	<i>N</i>	<i>Range</i>	<i>mean score (out of 4)</i>
Majors/minors (upper division)	9	2.7—4	3.549
Majors/minors (lower division)	24	2.7—4	3.632
Majors/minors (secondary lessons)	16	3.2—4	3.829
Non-majors	30	3.1—4	3.789
<u>Spring Master-classes</u>	<i>N</i>	<i>Range</i>	<i>mean score</i>
Majors/minors (secondary lessons)	10	3.5—4	3.750
Non-Majors	16	3.3—4	3.818

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

Spring Juries	<i>N</i>	<i>Range</i>	<i>mean score</i>
Majors/minors (upper division)	9	2—4	3.536
Majors/minors (lower division)	19	3—4	3.631

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

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

During FY 17, one student successfully completed one section of their Junior Proficiency that was not successfully completed in FY 16 (Student #1). In addition, eight students attempted their Junior Proficiencies for the first time. Six of the eight students successfully completed all parts of the proficiency (Students #2, #3, #5, #6, #8, and #9). The remaining two students successfully completed three of the four sections (Students #4 and #7). These students will be allowed to retake the final section again in the fall. Below is a summary of each student’s assessment in each of the four sections of the test.

Student Prepared Works	Sight Reading	Technique	Oral Exam	
Student #1	(2016)	(2016)	(2016)	4.63
Student #2	(emphasis requires different criteria)			
Student #3	4.50	4.33	5.08	5.33
*Student #4	5.08	5.50	<u>2.00</u>	5.11

Student #5	5.33	6.00	4.50	5.62
Student #6	6.06	5.89	5.75	5.88
*Student #7	5.72	<u>3.55</u>	5.92	5.44
Student #8	5.17	4.33	5.75	5.33
Student #9	5.22	6.00	5.58	5.25

**This student passed 3 of 4 sections in FY 2017*

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

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

During FY 17, two students successfully completed Junior Recitals and four students completed Senior Recitals.

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

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

Music Theory Assessment	<i>N</i>	<i>Range</i>	<i>mean average score</i>
Pre-Test (Fall 2016)	13	2%-13%	5.5%
Post-Test (Fall, 2016)	3	70%-89%	80.7%

Individual Student Comparison	Pre-Test	Post-Test
Student #1	11%	70%
Student #2	12%	83%
Student #3	11%	89%

Mixed Ensemble Arranging Project—Near the conclusion of the MUS 377, Orchestration and Choral Arranging course, students were required to complete an arrangement that demonstrates their understanding of choral arranging, instrumental arranging, and orchestration techniques. Projects were graded by the Director of Bands and the Director of Choral Activities based on a rubric assessing skills in: appropriate musical selection; software notation usage; transposition accuracy; appropriate use of range; appropriate timbre selection; voice leading; consideration of technical concerns; and musicality of arrangement. This project is a summative assessment for Goal 2 (2B).

<i>N</i>	<i>Range</i>	<i>mean average score</i>
6	132—150 (out of 150)	139

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

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=23

Goal	Took courses?	Courses Named	Responses C=Considerable A=Adequate P=Poor A to C=approximately equal responses in each level
1	Y—22 N—1	PPS; Ensembles; Lessons; Applied Piano; Class Piano	My progress—A to C Text/materials—C Course Content—C
2	Y—16 N—7	Music Theory I & III; Applied Composition; Ensembles; Orchestration & Choral Arranging	My progress—C Text/materials—C Course Content—C
3	Y—11 N—12	Music History; Ensembles; Lessons; PPS	My progress—P to C Text/materials—A to C Course Content—A to C
4	Y—7 N—16	Orchestration & Choral Arranging; Secondary Methods; Lessons	My progress—A Text/materials—A to C Course Content—A to C
5	Y—5 N—18	Applied Conducting; Secondary Methods; Ensembles; Lessons	My progress—C Text/materials—C Course Content—C
6	Y—10 N—13	Class Piano; Music Theory; Secondary Methods; Orchestration & Choral Arranging; Applied Composition	My progress—A to C Text/materials—A to C Course Content—A to C

Spring Student Semester Summaries

N=18

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—1	PPS; ensembles; Lessons; Applied Piano; Class Piano; Junior Proficiency	My progress—C Text/materials—C Course Content—C
2	Y—14 N—4	Music Theory II; 20th Century Theory; Lessons; Applied Counterpoint & Composition	My progress—C Text/materials—C Course Content—C
3	Y—8 N—10	Music History; 20th Century Theory; Applied Counterpoint	My progress—A Text/materials—A Course Content—A
4	Y—7 N—11	Diction; Class Piano; 20th Century Theory; Applied Counterpoint; Elementary Music Methods; Lessons	My progress—P to C Text/materials—P to C Course Content—P to C
5	Y—1 N—17	Applied Conducting	My progress—A Text/materials—A Course Content—A
6	Y—2 N—16	Applied Composition; Class Piano	My progress—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 appear to be satisfied with their level of progress in Goal 1 (Performance Skills), with the majority of students ranking their progress as Considerable. They seem to believe that the materials used and the content of the Goal 1 related courses are beneficial to their progress.
2. Students seem to be relatively satisfied with their progress in developing their Theoretical skills (Goal 2), with most of them rating their development as Considerable. They also give similar ratings for the effectiveness of texts and content. 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. Although several students indicated slow individual progress in the fall semester, the spring semester showed Adequate and Considerable progress for all but one student. Similarly, students recorded that the materials used were helpful and that the courses they cited allowed them to move closer to proficiency in this area. Students also recognized historical and cultural content included in other courses that address this material as part of other content knowledge. It is gratifying to see that students recognize that they can learn such content in other courses.
4. Goals 4, Pedagogy, represents skills and content which tend to be course specific, and these courses tend to be upper-division courses, so few students indicated work in these areas. While the students appeared to be satisfied with their progress as well as the course materials and content, particularly in the fall semester, many were frustrated by MUS 392, Elementary Music Methods and Materials in the spring. In order to find a highly qualified instructor, the program tried offering the course in a hybrid fashion with part of the content delivered online and part on campus. However, the format did not work well at all. There were numerous problems with communication and organization of materials. The music faculty has already decided that this format will not be used again for this reason. Thankfully, students in the spring did believe they garnered some pedagogical benefits from other courses offered during the semester such as: 20th Century Theory, Class Piano, Diction for Singers, and their lessons.
5. Because MUS 366, Conducting is only offered in the spring of even years, the only courses designed to address conducting skills during FY 17 were Applied Choral Conducting and Applied Instrumental Conducting. Students who took those courses indicated adequate to considerable growth in this goal through these courses.
6. Most students appeared to recognize courses in which technology content was included and recorded adequate to considerable development in this area. The faculty will continue to find avenues for introducing technology content to students.
7. Several courses that were offered were designed to address specific goals. Based on student responses and the number of students on these course rosters, it appears that students recognize the role of these courses in their progress toward each goal. It seems that efforts to communicate these roles to students through syllabus design, course instruction, and assessment design have been affective.
8. Many of the courses listed by students under various goals are not designed to focus primarily on that particular goal. However, the faculty endeavors to help students integrate material learned in one course into their understanding of new content and development of new skills. It appears that students recognize this effort.

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

Theatre Program

Prepared by Nadine Schmidt, Theatre Program Coordinator

1. Collaborative efforts with other programs, departments, campuses, community/professional entities
 - Collaborated with Marshall High School on our joint production of the musical *Into the Woods*. The cast, crew, and creative team all have members from the university and the high school working together on the production which opens April 20 and performs in the SMSU Fine Arts Theatre and in the Schwan's Community Center for the Performing Arts at the high school.
 - Partnered with Access, Opportunity, and Success (AOS) to host the monthly Mad Mic open mic nights throughout the year in the SMSU Black Box. (Lenz)
 - Partnered with MAST: Marshall Area Story Tellers to host and participate in 'This is Fine': A Live Storytelling Event in the SMSU Black Box. (Schmidt, Lenz)
 - Collaborated with the Student Hospitality Opportunities (SHO) to offer a dinner theatre event in conjunction with each Theatre production.
 - Partnered with the SMSU History Program on *Bringing Fashion and History to Life*, which was presented in the SMSU Library, and also provided costumes for Professor Anita Gaul's History classes. (Tabaka)
 - As part of National Library Week, partnered with the SMSU Library and the Marshall-Lyon County Public Library to offer *Putting it Together: Viewing the Arts Through a Theatrical Lens*, a performance of scenes, monologues, and songs exploring the meaning, purpose, and process of making art.
 - Collaborated with SMSU GOLD College to conduct a New York Theatre trip over Spring Break. Traditional students and senior citizens toured the city and saw Broadway productions. (Tabaka)
 - Partnered with the Lyon County Historical Museum to offer 'Zombie Night at the Museum' at Halloween. (Lenz)
 - Provided assistance with technical support and hosting for the Spring Follies at Heritage Pointe Senior Living Center. (Tabaka)
 - Provided Second Grade Workshops in Theatre for Park Side Elementary school students.
 - Worked with area Boy Scouts to provide counseling for the merit badge in Theatre (Tabaka)
 - Theatre students in the Theatre History I class participated in the Undergraduate Research Conference.
 - Provided space and support for the Young Artists Conference sponsored by the SWWC Service Cooperative.
 - Provided entertainment for the University Gala, and professor Mike Lenz served as emcee for the event.
 - Collaborated with members of the English, Communication Studies, and Art Programs to participate in a performance event in honor of the 400th anniversary of Shakespeare's death, presented at the Marshall-Lyon County Public Library. (Schmidt)
 - Partnered with the Music Program to provide readings of poems during *A Very Prairie Christmas*. (Schmidt)

- Partnered with the town of Watson, Minn. to offer two talks on pop culture and vintage films (*Beach Blanket Bingo* and *The Creature from the Black Lagoon*) (Schmidt)
 - Provided technical support for various events held in the Theatre spaces and sponsored by other groups such as Admissions, Student Activities, Music, DECA, GLBTA+, Drama Club, Take 2 Improv, etc. (Lenz)
2. Notable accomplishments by adjunct faculty members that should be in the report
NA
 3. Notable accomplishments by students to be highlighted.
 - First-year Theatre major Raxson Rax was one of only 20 Minnesota State students to receive the Mark M. Welter World Citizen Award
 - Graduating seniors Emilie Baartman and Joel Gay, along with rising senior Morgan Benson, have all been hired by professional theatres for the summer season and/or the coming year. (Dakota Players, Theatre in the Park (KS), and Blackhills Playhouse respectively)
 4. Curriculum work (and how it relates to the upcoming HLC accreditation AND/OR in what way is it guided by previous assessment)
 - In the process of working with Normandale Community College to develop a Theatre Baccalaureate Partnership (Notice of Intent drafted)
 - Completed Academic Advising Sample Program Plans (for even-odd and odd-even years)
 - Nearly completed course outlines for all courses (just a few for infrequently taught courses remaining.
 - Completed Transfer Pathways implementation documents (Program Sheet and Degree Map/Suggested Course Sequences)

5. Assessment

- a. Progress of Program Assessment Plan development – The Theatre Program has goals and outcomes, a course map, and an assessment plan. The plan continues to evolve, as we learn what does and doesn't work and what is and isn't possible to accomplish within a given year, and it still has yet to be fully implemented. We did complete the mapping of our learning outcomes to the LEP outcomes, which should assist us in providing evidence for LEP assessment.
- b. Summaries of assessments from this past year – We have set up a system whereby each faculty member can assess each major student's progress towards the program's learning outcomes at the end of each academic year, noting comments and evidence from coursework, productions, and other interactions, to support their evaluations. Though the format is established, we have yet to complete a cycle of assessment using this new model.

Since productions constitute an important co-curricular aspect of our program, we continue to conduct a production “post-mortem” for each Theatre Program and Drama Club production.

- c. How do the results of these assessments relate to your program goals? Though our assessment results are still largely anecdotal and qualitative, we are using them to improve our curriculum. For example, next year we will be changing the structure of the Senior Project capstone course to ensure that student projects accurately demonstrate their progress towards the learning outcomes, and require a higher level of professionalism.
- d. Further comments – Going through the Transfer Pathways process and working on the baccalaureate partnership arrangement with Normandale has provided us with additional opportunities to reflect upon our program.

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

6. Service provided by the program to the students, university, or community (performance at University Gala; school matinees; filming for area events; etc.)
 - See also items listed under #1
 - Loan/rental program for costumes, sets, props, used by area schools and organizations
7. List all activities of the program for the year including the following information:
 - a. Name of event/activity
 - b. Date, Location, and any Specialized Audience (if appropriate)
 - c. All classes and student organizations involved
 - d. Types of participants (majors, minors, non-majors, community members)

44 Plays for 44 Presidents

September 19-24, 2016, Black Box – 329 attendees including 236 SMSU students who saw the show for free (remainder made up of community members)

KCACTF Production Response on September 23 and Post-Mortem on September 27

Involved two Theatre Appreciation classes and Stagecraft class

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

You Can't Take it With You

October 25-30, 2016, Fine Arts Theatre – 6 performances, 762 attendees, including 156 SMSU students who saw the show for free, (remainder made up of community members).

KCACTF Production Response and Dinner Theatre on October 29 and Post-Mortem on November 1;

Involved two Theatre Appreciation classes and Stagecraft class

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

Mad Mic Open Mic Nights (hosted)

First Thursday of each month, Black Box – attendance varied

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

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

36th Annual Holiday Bacchanal

December 8, 2016, Fine Arts Theatre lobby – approximately 30 attendees from all across campus

Involved Drama Club

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

Kennedy Center American College Theatre Festival (KCACTF) Region 5

January 22-28, 2017 (with preparation throughout Fall semester), Des Moines, IA, – 14 students, 4 faculty and staff

Involved Theatre and Drama Club

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

Boeing Boeing

February 21-26, 2017, Fine Arts Theatre – 6 performances, 467 attendees, including 162 SMSU students who saw the show for free, (remainder made up of community members).

Dinner Theatre on February 25; KCACTF Production Response on February 26; Post Mortem on February 28

Involved two Theatre Appreciation classes and the Stage Management and Scenic Design classes

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

The New York Experience theatre study trip in collaboration with GOLD College

March 7-11, 2017, New York City – 40 participants

Involved the New York Experience class and GOLD College

Participants included majors, minors, non-majors, faculty, staff, and GOLD College students

This is Fine Live Storytelling Event

April 5, 2017, Black Box – 20 attendees and participants

Involved MAST: Marshall Area Story Tellers and Communication Studies

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

Putting it Together: Viewing the Arts through a Theatrical Lens

April 11, 2017, SMSU McFarland Library and Marshall-Lyon County Public Library

Involved the two libraries and Theatre

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

Student Activities Awards at Mustang Ovarions

April 13, 2017, Conference Center

The Theatre Mainstage Season won for Core Co-Curricular Program of the Year, and The Theatre Program was named Core Co-Curricular Club/Organization of the Year.

Into the Woods

April 20-22 at the Schwan's Community Center for the Performing Arts and 28-30, 2017, in the SMSU Fine Arts Theatre – 6 performances, 1,150 attendees, including 242 SMSU students who saw the show for free, remainder community members

KCACTF Response and Dinner Theatre on April 28, and Post-Mortem on May 1

Involved two Theatre Appreciation classes and the Stage Management and Scenic Design classes

Participants included majors, minors, non-majors, high school students, faculty, staff, community members, and alumni.

Fashion Runway

April 24, 2017, Fine Arts Theatre lobby – 12 participants

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

Student Academy Awards

April 26, 2017, Black Box

Second Grade Workshops for 200 Park Side Elementary students

April 28, 2017, all Theatre spaces

Involved Drama Club

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

Theatre Banquet

May 1, 2017, Marshall Golf Club – 45 in attendance

Involved Drama Club

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

The London Theatre Experience

May 8-17, 2017 with orientation sessions throughout the Spring semester

Involved the London Theatre Experience class

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

Drama Club events:

Take 2 Improv shows

Two shows, Black Box – approximately 80 attendees

Participants included majors, minors, and non-majors

Performance at University Gala

September 30, 2016 – approximately 20 participants

Participants included majors, minors, and non-majors

Homecoming Parade participation

October 1, 2016, downtown Marshall – approximately 10 participants

Participants included majors, minors, and non-majors

Avenue Q

November 13-16, 2016, Black Box – 4 performances, approximately 75 attendees

Participants included majors, minors, and non-majors

Christmas Caroling

December 12, 2016, area nursing homes – approximately 7 participants
Participants included majors, minors, and non-majors

Penny Wars fundraiser for Relay for Life – received 2nd place among all student organizations participating
February-March 2017

Macbeth

March 23-28, 2017, Black Box – 4 performances, approximately 120 attendees
Participants included majors, minors, non-majors, alumnus, and community member

Playwriting Festival

April 14, 2017, Black Box – approximately 15 participants
Participants included majors, minors, non-majors

Drama Club Picnic

April 29, 2017, Liberty Park – approximately 6 participants (chilly day!)
Participants included majors, minors, and non-majors

Art Program

Prepared by Pat Brace, Art Program Coordinator

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

1: Collaborations:

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

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

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

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

d. Individual Art faculty are involved in projects that ensure quality for many programs on campus. For example this year Dr. Brace served on an ad hoc committee that revised the rubric for judging the oral and poster presentations at the *SMSU Undergraduate Research Conference (URC)*. The URC is a one-day conference held on the SMSU campus that showcases SMSU student research projects. Students from many different disciplines participate in the conference each year. She worked with an interdisciplinary group to norm the evaluation form and then used it to judge the presentations. Professor Hale collaborated with Denise Gochenouer in the Marketing Department on a marketing research paper which was part of the URC and then later accepted for an international conference. He is also working with the Culinology professors on his planning for a student travel opportunity to S. Korea.

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

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

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

h. Through the College Now Program, formerly known as the Challenge Program, the SMSU Art Program offers college level courses to area high school students. These course offerings are taught by high school classroom teachers who are overseen by SMSU Art Program adjunct faculty who make periodic visits to the schools. Art 320 *Drawing*, ART 321 *Painting*, ART 100 *Intro to Visual Arts* and

ART 102 *Foundations of Art 2D* have all been offered as College Now Courses. Over the past five years we have maintained an average enrollment of 40+ high school students per year in this program.

i. *Fine Arts Celebration*: After several non-Art faculty asked about exhibiting in the Annual Faculty Art show last year, we decided that we would alternate every other year a show for non-Art faculty and staff with one reserved only for Art Faculty. In 2017 we had seven participants including Dean Loft, who showed photography; Mark Fokken (Comm. Studies) who showed fiber art; Pam Sanders (Science) Laurie Johansen (Nursing) who both showed quilt work; Kristi Petersen (Library) who showed painting and Melanie Gabbert-Gatchell (English) showed photography. This was a great opportunity to meet with and see the creative work of our talented SMSU family and some of them even sold work because of the show!

2: Accomplishments by Faculty:

Program activities:

Art Program Fall Welcome Picnic: the second annual, held at Independence Park the first weekend of fall semester. Organized by Professor Hale with set up help from Dr. Brace and lawn games by Professor Dorlac. 15-17 students in attendance, up from last year. Professor Hale also tried an end of the year gathering this spring semester, but it was scheduled at a time neither of the other faculty could attend.

Exhibition Opportunities: On behalf of the Program, Professor Dorlac worked with the Food Service to create a gallery space in the SMSU coffee shop and also in the BA Art hallway to give more students the opportunity to show their work outside the Senior shows.

Individual Faculty Accomplishments

Dr. Patricia L. Brace

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

- judged student presentations at the URC

- judged at two collegiate Forensics Tournaments

Presentations:

2016 "The Art of Persuasion: WWI Propaganda Posters," Presentations for SMSU *Remembering the Great War: WWI Commemoration*, at SMSU & Marshall/Lyon Co. Public Library (Research travel to WWI Museum in Kansas City, MO)

- 2016 Performer, 500th Anniversary of Shakespeare's Death Presentation
- 2017 Reader, "Love Knot: Love Poems (and not) by Women," Women's History Month Annual Poetry Reading

Creative Work:

- 2016 Lyon County Fair: jewelry designs won two first and two second places; miniature flower arrangements won a first and a second
- 2017 Nine Lives Caryl Archive, "Denim Dreams" chosen as featured story of the week; nominated as Favorite author for 3rd Annual Caryl Fanfiction Awards.

Alma Hale

- served on SMSU Curriculum Committee
- served on the Whipple Scholarship 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 accepted for an international conference.
- held first Graphic Design Advisory Council meetings in fall and spring semesters
- designed poster for the 2017 Faculty & Staff Art Show
- working on international student travel project to S. Korea
- Memberships in online photography forums, including *jpegmag.com*, *flickr.com*, and *viewbug.com*.

Bob Dorlac

- served on Whipple Scholarship Committee and Honors Review Board
- served on a Southwest Minnesota Arts Council panel
- Artist residency position at the Brush Creek Foundation for the Arts, Saratoga, WY.
- traveled to museums and galleries in England to study the works of J. M. W. Turner.
- participated in the following exhibitions at the Groveland Gallery, Minneapolis, MN: "Groveland Gallery Summer 2016 & 2017 Plein Air Event and Exhibition"
- coordinated art residency of visiting alumni artist Micah Bloom

Pat Hand

- 3-D Adjunct
- Taught Gold College and elementary school students in Ceramics Workshops

John Sterner

- Art Education Adjunct
- Created Horse Sculpture which is the Centerpiece of University Entrance Project

Don Sherman

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

3: Accomplishments by Art Students:

- Art Club participated in the “freshcheckday” sponsored by SMSU Counseling & Testing Services by creating a giant brain coloring book style and allowing participants to fill it in with words and or colors as “Paint Your Art Out.”
- Art Program Alumni Benjamin Yang had a solo show of his paintings at the MAFAC Gallery in downtown Marshall.
- Visiting alumni artist Micah Bloom did class residency and presented his award winning film “Codex”

Fall 2016

Sophomore Review, 11 enrolled

Junior Review, 6 enrolled

Senior Review, 5 enrolled

Spring 2017

Sophomore Review, 5 enrolled

Junior Review, 9 enrolled

Senior Review, 6 enrolled

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.
- Posted on SMSU website the paperwork necessary for students and job sites for the Graphic Design Internship (ART 499) course
- Revised rubric used for Sophomore, Junior and Senior Reviews to better align it with our Program goals and objectives
- Worked on Program Advising sheets
- Worked on course outlines to post on SMSU web site

5: Assessment Report:

We are still in the emerging phase of this process.

a) Revised the Art Program Student Learning Outcomes and the Alignment Matrix forms for the Common Core all Art majors take, as well as the Studio and Graphic Design Emphasis Area.

b) This year we have again revised the Sophomore, Junior and Senior Review rubrics in an attempt to make it easier to look for trends and problem areas in the way we are delivering the curriculum in terms of the desired SLOs. Hopefully this will make the analysis of the assessment data efficient as we move forward on creating a process to do so.

c) In Fall 2015 the Program worked with then Campus Assessment coordinator Teresa Henning to develop an *Art Major Senior Exit Survey* instrument, used after the Senior Reviews. We have only 3 semesters worth of data, from a total of 15 students, but the majority of the responses fall into the excellent and good categories.

- Areas where we fall into the fair category include variety and availability of courses, which is understandable given that we are a small program and cannot offer multiple sections or let a course with an enrollment of less than 10 students be taught.

- An area where we received more only fair ratings was in quality of facilities and making studios and labs available to art majors. This would also seem to be a staffing, budget and space issue. Our studio areas were all originally something else and were not designed nor remodeled with art classes in mind. For example there are no gallery spaces for drawing and painting which have the necessary natural light. There is also very little room in the areas assigned to Art for students to have a studio space of their own

where they can leave their work up and come to work on it at any time. Senior students preparing for their final shows especially should have a private studio in which to work.

- Another concern they had about the Senior show was the cost of mounting the exhibit. In addition to paying for the credits, they also have to pay for framing, or professional quality printed materials for their portfolio. We need to emphasize that they are creating a professional portfolio of the quality they can take to job interviews, and also possibly explore creating grants to help with the costs.

- They enjoyed when alumni speakers and other artists came to classes and gave on-campus talks and would like to do more trips to galleries and studios to see more art and meet more professional artists.

- The students would also like to have more sense of community in the major, and the resurgence of the Art Club this year may be a result of that need.

- In the 2016 spring survey students expresses an interest in having more chances to exhibit their work, and this was addressed by Prof. Dorlac' s initiative to create on-campus gallery space. Some of the students sold work and received new commissions based on these opportunities.

Some student comments:

“The faculty was constantly supportive of me and always gave me help when I needed it.”

“Everyone in the faculty is very Passionate and informed (on their subject areas.)”

“The faculty is so positive and personable--they really built me up while I was here and I appreciate that so much!”

“I feel like the art program gets the short end of the stick compared to other majors. Even creative writing has a bigger program. Why not art?”

Communication Studies Program

Prepared by Mark A. Fokken, Program Coordinator

(with contributions from Prof. Ben Walker)

This document reflects the major activities of the Communication Studies Program over the 2016-17 academic year. It has been a very active and productive year for the students and faculty of the program. Perhaps the greatest changes in the program this year were the implementation of curriculum revisions that have been in the planning stages for the last year and a half. In addition, the program has engaged in and strengthened a number of partnerships with other entities. This is by no means a comprehensive account but does include several highlights of the program's activities.

Section 1: 2016-17 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 11th annual Fine Arts Celebration. The program sponsored events included the Spring Forensic Showcase performance, Spoken Word Poetry workshops, performances of literature for national library week, 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. Over the summer, space was made available in the back half of the former duplicating area to house offices, equipment and post-production facilities for them. *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. Most recently, funds were approved to update some of the primary lighting in the main production studio to a state-of-the-art system. These updates are still in the bidding process but hopefully they will begin to be installed next year. Finally, this partnership provides an opportunity for students to learn hands-on skills in media production. Two students have done internships with *Studio One* and others have secured part-time jobs as a result of the partnership.

3. 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 Talks” event co-sponsored with Professor Ben Walker’s COMM 303 Advanced Public Speaking Class, October 2016
 - “Mustang Stampede” forensics tournament hosted on the MSU-Mankato campus in partnership with MSU-M Maverick Forensic’s Larry Schnoor Tournament, October 2016.
 - “Dakota Access Pipeline Speakers” was co-sponsored with Mustang Oyate Club, November 2016
 - Valley Forensic League Tournaments #1 and #2, December 2016
 - Marshall Speech Spectacular tournament hosted by Marshall High School, January
 - 2017 MN State High School League Section IIIA tournament, April 2017
 - Spoken Word Poetry Workshops in conjunction with the SMSU Creative Writing Program, April 2016

4. Admitted Student Day (Fall and Spring): The program participated in the fall and spring semester admitted student days by hosting a session for students interested in communication studies and forensics. The sessions were not well attended, but those that did attend were enthusiastic and appreciative. The session involved both faculty and current students in the program.

5. Marshall Area Storytellers (MAST) events co-sponsored with SMSU Forensics: This year, the SMSU Forensics Team continued to co-sponsor events with MAST throughout the academic year. The events were both on and off campus.

6. Health Communication Minor: Working with the Exercise Science Program, the Management Department, English Department and the Social Work Program, the Comm. Studies program successfully completed the curriculum process to have a Health Communication Minor approved. The minor will begin to be offered in the Fall of 2017.

7. Filmmaking Minor: Under Professor Ullian’s leadership, the program collaborated with the Theatre Program and the Department of English, Philosophy, Spanish and Humanities to offer a minor in filmmaking. The curriculum was successfully approved and the new minor will begin to be offered in the Fall of 2017.

8. Pioneer Public TV Vietnam War Documentary: A group of Broadcasting and Digital Media students partnered with Pioneer Public TV of Granite Falls to produce a documentary on the Southwest Minnesota perspective on the Vietnam War. The videos will be featured on the station’s website in lead-up to the airing of Ken Burns documentary on the war in the Fall. For the documentary, students interviewed local war veterans and an SMSU alumnus who was a leader in the anti-war protests of the time.

9. Candidates' Debate: In October, SMSU Media Club co-produced an area candidates' debate with the Political Science Department. The debates were aired on SMSU Media channels and on the *Studio One* channels in the city of Marshall.

Section 2: 2015-16 Accomplishments by Faculty:

1. Professor Mark Fokken:
 - a. Served as Communication Studies Program Coordinator
 - b. Emcee of the Freshman Convocation Ceremony
 - c. Presented on two panels at the Communication and Theatre Association of MN annual conference
 - d. Designed a new website for Our Savior's Lutheran Church in Canby, MN.
 - e. Served on the Minnesota State Colleges and Universities Transfer Pathway for Communication Studies in the fall term.
 - f. Served as an announcer for the 2016 SMSU Homecoming Parade
 - g. Presented a panel on using rubrics in assessment and grading with Prof. Michael Albright of the English, Philosophy, Spanish and Humanities Department at SMSU Professional Development Day in January.
 - h. Working with a colleague, Dr. Jan Loft, prepared and presented a Fantasy Theme Analysis of the songs of World War I as part of the community-wide commemoration of the 100th anniversary of the Great War. The presentation was presented at the Marshall Lyon County Library as well as at SMSU.
 - i. Served as tournament director of the 18th Annual SMSU High School Speech Invitational.
 - j. Displayed 9 pieces of crochet cotton fiber in the Faculty and Staff Art Show as part of the SMSU Fine Arts Celebration.
 - k. Served as Treasurer and Bookkeeper for the Lutheran Campus Ministry-Marshall, Inc.
 - l. Provided entertainment (performance) for the United Way of SW MN's "Power of the Purse" fundraising event.
 - m. Served on the tournament staff of the 2017 American Forensics Association National Individual Events Tournament.
 - n. Judged/Adjudicated at 4 high school speech contests including the MSHSL State Tournament, which is by invitation only.
 - o. Performed for a variety of events: Reading commemorating the 500th death of Shakespeare at the Marshall Lyon County Library, performed an acting scene with Theatre Professor Nadine Schmidt for National Library Week (at SMSU and MLCL), Performed at the Leo Dangel and Phillip Dacey memorial.

2. Professor Rick Herder: Professor Herder was on sabbatical in the fall term and was able to use that time to complete writing and research projects.
 - a. Co-authored an article with Dr. Grace Ann Rosile entitled "Native American and Indigenous Cultures in Negotiation with Euro-Westerners: Creating Mutual Benefit with Upsurging Ante narrative Spirals," which was accepted for publication in the *Journal of Strategic Contracting and Negotiation*.

- b. Completed a research project with Carl Herder, SLP, on the classroom speaking experience of college students who stutter. The paper is currently in the final revision process and will be submitted for consideration for publication in a communication studies journal.
 - c. Traveled to Columbus, Ohio in March to participate in a research project with faculty from New Mexico State University on the leadership practices and protest rhetoric of the Coalition of Immokalee Workers (CIW). SMSU Communication Studies major Cole Scheller served as a research assistant on the project and was able to use his work as a senior project in the COMM 488 Senior Seminar course.
 - d. Served as Vice-Chair of the board for Literacy SWMN.
 - e. Served on the Staff Parish Relations Committee at Cornerstone Methodist Church.
 - f. Served on the City of Marshall Charter Review Commission
 - g. Served on the MN State Transfer Pathways Committee for Communication Arts and Literature.
 - h. Served as a judge/adjudicator at four high school speech tournaments including the Marshall Speech Spectacular, two MSHSL sub-sectional tournaments, and the MSHSL Section IIIA tournament at SMSU.
3. Professor Ben Walker:
- a. Book chapter accepted for the book “Competition, Community and Educational Growth: Contemporary Perspectives on competitive Speech and Debate being published by Peter Lang Publishing. The chapter focuses on the value of confronting opposing speech paradigms in cross-institutional assessment.
 - b. Successfully advocated for forensics team members getting early registration.
 - c. Presented scholarly work at the 2017 National Communication Association conference in Philadelphia.
 - d. Taught a GOLD College class on TED Talks.
 - e. Helped put on several MAST (Marshall Area Storytellers) events.
 - f. Helped raise funds for the National Alliance on Mental Illness as part of the SMSU Forensics Team’s mental health awareness project.
 - g. Performed at a national library week event.
 - h. Served as Director of the Mustang Stampede tournament in October.
 - i. Hosted the Valley Forensic League (VFL) swing tournaments in December.
 - j. Assisted with the hosting of the Marshall Speech Spectacular.
 - k. Chaired the SMSU Institutional Review Board (IRB).
 - l. Served as an associate journal editor for the CTAM Journal.
4. Professor Jos Ullian:
- a. Served as executive producer and supervised students work for 6 home football game broadcasts and 23 home basketball game broadcasts for SMSU Athletics.
 - b. Gained approval for the revised Broadcasting and Digital Media major.
 - c. Gained approval for the new minor in Filmmaking.
 - d. Created the opening and closing for Football Games and Basketball game streams – <https://youtu.be/YmXBoJ2kS78> and <https://youtu.be/zZYKase5uk>
 - e. Created the opening and bumper for the 2017 SMSU Commencement production – <https://youtu.be/zRWTD02YnnY>
 - f. Produced the ‘save the date’ video for the SMSU 50th anniversary <https://youtu.be/2nBiQ2SHyJc>
 - g. Produced “The Magnificent Seven” video about SLO’s for the Provost.
 - h. Produced 7 videos and rolling credit video for the Dean’s Mustang Ovation event.

- i. Produced the 2017 Commencement broadcast for SMSU.
 - j. Produced a report for the Academic Technology infrastructure about Collaborative Learning Spaces and Huddle Spaces.
5. Professor Julie Walker:
- a. Presented on three panels at the annual conference of the Communication and Theatre Association of MN (CTAM).
 - b. Appointed to the position of Media Specialist for CTAM.
 - c. Served as an associate journal editor for the CTAM Journal.
 - d. Served as reviewer for several organizations in the past year, including (but not limited to) the National Communication Association Feminist and Women's studies division.
 - e. Hosted several MAST (Marshall Area Storytellers) events throughout the year.
 - f. Collected data for a research project exploring the application of critical communication pedagogy principles in mediated settings.
 - g. Submitted a book chapter for an upcoming anthology about mediated critical communication pedagogy.
 - h. Submitted an article on e-Tools to the Academic and Professional Resources section of the NCA website.
 - i. Submitted a book chapter about interactive asynchronous online lectures as they relate to a flipped classroom model for a book on teaching methods for working with millennial students in the public speaking classroom.
 - j. Submitted three items for consideration for the 2017 NCA annual conference.
 - k. Presented a lecture for the LSUS Professional Development Day in fall 2016 to share my work about interactive, asynchronous online lectures.
 - l. Presented on two panels at the Central States Communication Association conference. One on Mimicry and Interpretation and the other on Expanding Public Speaking Assignments. These were forwarded from the CTAM conference for inclusion in the CSCA conference.
 - m. Served as Secretary of Literacy SW MN until the end of term in February.
 - n. Panelist for a SMSU panel discussion on Alternative Facts as they related to oral communication and public relations.
 - o. Assisted with hosting several forensics tournaments on campus.
 - p. Joined the Marshall Area Public Schools Early Childhood and Family Education Advisory Board.

Section 3: 2016-17 Accomplishments by Communication Studies Students: Students in the Communication Studies program were recognized for a number of accomplishments throughout the year. Some of the more noteworthy achievements are listed here.

1. Students Land Strong Internships: Students in the program secured internships with the following organizations this academic year. They are either completed or will be completed in the Summer of 2017.
 - Senator Al Franken's MN Office
 - United Way of SW Minnesota
 - Marshall Lyon County Library

- WCCO Television, Minneapolis
 - Schwan's Shared Services, Marshall
 - Alpha Media, Mason City, IA
 - Consolidated Communications, Mankato
 - Marshall Area Convention and Visitor's Bureau
 - KATE, Alpha Media, Albert Lea, MN
 - Morris Theatre Cooperative
 - Texas Revolution Football Organization, Dallas, TX
 - KFMC, Woodward Broadcasting, Fairmont
 - National Sports Complex, Blaine
2. Student Named President of the Year: **Megan Bruns**, a Senior Chemistry and Communication Studies double major from Maple Lake, MN was named the 2017 Core Co-Curricular Club and Organization President of the Year for her work with the Chemistry Club. Megan also served as the President of the Forensics team until January.
 3. Forensics Team places third in the state in Limited-Entry Division: The SMSU Forensics Team captured third place honors at the 2017 MN State Championship in the Limited-Entry Division held at Gustavus Adolphus College in St. Peter. Competing on the team were **Tess Novack** (placed 2nd in Comm. Analysis and 7th in Informative Speaking), **Laura Huebert**, **Crystal Enga** (with Huebert, placed 6th in Duo Interpretation), **Dylan Curfman**, **Wyatt Albers**, and **Mallory Glynn**.
 4. Kristin Barnhart Wins Writing Competition: **Kristin Barnhart**, interdisciplinary comm. major and forensics team member, was the winner of the annual "Telling Women's Stories" writing contest in February. She performed her poetry and prose at a reading of the winners hosted by the Women's Studies Committee.
 5. Enga serves as Assistant Tournament Director: **Crystal Enga**, Elementary Education major and forensics team member, served as the Assistant Tournament Director for the 2017 SMSU High School Speech Invitational in March. She worked closely with Tournament Director Mark Fokken to plan and execute the event which drew nearly 500 participants to the campus.
 6. Club & Organization Community Service of the Year Award: The **SMSU Forensics Team** was awarded the 2016-17 SMSU Core Co-Curricular Club and Organization Community Service of the year for co-hosting the Marshall Speech Spectacular with the Marshall HS Speech Team.
 7. Scheller is Research Assistant: **Cole Scheller**, a senior Communication Studies major, served as a research assistant on a project for Professor Herder and colleagues from New Mexico State University on the leadership practices and protest rhetoric of the Coalition of Immokalee Workers (CIW) in Columbus, Ohio.

8. COMM 303 Students Present for President: The students in the Advanced Public Speaking class researched the issue of diversity at SMSU and prepared a presentation on the topic that they presented to President Gores.
9. COMM 303 Students Organize Event: The students in the Advanced Public Speaking class researched, advertised, organized and conducted the 2017 Mustang Talks event in November.

Section 4: 2016-17 Curriculum Work/Changes: This year marked the culmination of a major redesign of the programmatic curriculum so there were a number of curriculum changes that occurred this year. The changes to all majors offered by the program (with the exception of the secondary education degree) included the creation of a common “Communication Studies Core” of 15 credits that all majors would take. These courses are:

Communication Studies Core		
Course #	Title	Credits
COMM 200	Small Group Communication	3
COMM 220	Storytelling in Modern Communication	3
COMM 288	Sophomore Seminar *	1
COMM 310	Persuasion	3
COMM 330	Mass Media & Society	3
COMM 488	Senior Seminar *	2
Total		15
* not required of Comm. Arts Lit. Secondary Education majors as they have an educational capstone methods course.		

Other 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. Revisions to Broadcast and Digital Media, B.S. requirements: This degree underwent extensive revisions to pivot the degree away from traditional broadcasting preparation to more general digital media production. A number of courses were redesigned and additional ones were created. Changes to the degree requirements are as follows:

Dept.	#	Communication Studies Core Courses (15 credits)	Credits
COMM	200	Small Group Communication	3
COMM	220	Storytelling in Modern Communication	3
COMM	288	Sophomore Seminar	1
COMM	310	Persuasion	3
COMM	330	Mass Media & Society	3

COMM	488	Senior Seminar	2
		COMM Core Subtotal	15
Dept	#	Broadcasting & Digital Media Required Courses (27 credits)	Credits
COMM	112	Multicamera Studio Production	3
COMM	114	Single Camera Field Production	3
COMM	215	Oral Interpretation	3
COMM	251	Broadcast Newswriting & Reporting	3
COMM	260	Writing for Media	3
COMM	303	Advanced Public Speaking Professional Presentations	3
COMM	315	Media Interpretation	3
COMM	340	Documentary Production	3
THTR	341	Acting for the Camera	3
COMM	350	Narrative Filmmaking	3
COMM	390	ENG/EFP Techniques (See COMM 114)	3
COMM	425	Broadcast Law & Regulation	3
COMM	460	Transmedia Storytelling	3
COMM	480	Creative Workshop in Media Production	3
		Major Core Subtotal	27
Dept	#	Choose Two of the following Electives (6 Credits)	Credits
COMM	232	The Art of Making Films	3
COMM	345	Sports Broadcasting	3
COMM	320	Graphics for Television, Film, and New Media	3
THTR	280	Sound Design	3
COMM	435	Media Production for Learning & Training	3
		Elective Subtotal	6
		Required Speech Activities for 2 Credits each (4 credits)	4
COMM	161	Communication Studies Activities: Forensics	0-2
COMM	162	Communication Activities: Broadcasting	1
		Required Broadcast & Digital Media Activities (2 credits)	
COMM	161	Broadcasting & Digital Media Activities	1
COMM	362	Broadcasting & Digital Media Activities 2	1
		B&DM Activities Subtotal	2
		Internship (3 credits)	
COMM	499	Internship in Communication Studies	3
		Internship Subtotal	3

- b. Revisions to Communication Studies, B.A. requirements: This degree was revised to include the Communication Studies Core of 15 credits, to reflect the elimination of the COMM 215 Oral Interpretation course, the addition of COMM 220 Storytelling in Modern Communication and to accommodate changes made to the Broadcasting and Digital Media course offerings. The degree requirements also were adjusted to include 6 elective credits. The major went from 36 to 42 credits.
- c. Revisions to the Communication Studies: Public Relations, B.A. requirements: This degree was revised to include the Communication Studies Core of 15 credits, addition of PSYCH 200 Statistics for the Behavioral Sciences, and the addition of COMM 460 Transmedia Storytelling, and the accommodation of changes made to the Broadcasting and Digital Media course offerings. The degree requirements also were adjusted to include 9 elective credits. The major when from 48 to 55 credits.
- d. Revisions to the Communication Arts and Literature: Communication Studies Track, B.S. requirements: This major was revised to reflect the elimination of the COMM 215 Oral

Interpretation course, the addition of COMM 220 Storytelling in Modern Communication and the addition of COMM 435 Media Production for Learning and Training.

- e. Revisions to the Minor in Communication Studies: This minor was revised to reflect changes made the Communication Studies degree.
- f. Revisions to the Minor in Public Relations: This minor was revised to reflect changes made the Public Relations concentration of the Communication Studies degree.
- g. Creation of a Minor in Filmmaking: The program collaborated with the Theatre Program and the Department of English, Philosophy, Spanish and Humanities to offer a minor in filmmaking. Requirements for the minor are as follows:

Filmmaking Minor			
Code	#	Required Courses	Credits
COMM	114	Single Camera Field Production	3
COMM	232	The Art of Making Films	3
ENG	303	Writing for Stage & Screen	4
THTR	341	Acting for the Camera I	3
COMM	350	Narrative Filmmaking	3
COMM	486	Creative Project Workshop in Media Production	3
		Required Credits Subtotal	19
Code	#	Electives in Minor (Choose 1)	
COMM	112	Multicamera Television Production	3
THTR	220	Film & Television Appreciation	3
THTR	250	Lighting Design I	3
LIT	265	Literature and Film	3
THTR	280	Sound Design I	3
THTR	350	Directing I	3
THTR	351	Acting for the Camera II	3
THTR	480	Sound Design II	3
THTR	242	Stage Makeup I	3
		Elective Credits Subtotal	3
Total Credits for Filmmaking Minor			22

- h. Creation of a minor in Health Communication: Health communication is the study and practice of communicating health information, in a variety of contexts including public health campaigns, health education, and doctor and patient relations. A main purpose of disseminating health information is to influence personal health choices by improving health literacy. No other 4-year Minnesota State institution currently offers a major or minor in Health Communication. The addition of this minor makes SMSU attractive to students looking to go into the health industry and further boost our Public Relations program with an area of distinction in which students can specialize. The minor should appeal to a variety of other students, including those majoring in Exercise Science, Physical Education, and Nursing. Requirements are as follows:

Health Communication Minor			
Code	#	Communication Studies Core	Credits
COMM	210	Introduction to Public Relations	3
COMM	305	Principles of Health Communication	3
COMM	455	Public Relations Cases and Campaigns	3
		Required Credits Subtotal	9
		Select two additional courses	
COMM	230	Interpersonal Communication	3
MGMT	300	Management Principles	3
MRKT	301	Principles of Marketing	3
COMM	301	Risk and Crisis Communication	3
FIN	330	Financial Management for Small Businesses	3
MGMT	332	Interpersonal Skills in Organizations	3
MGMT	350	Human Resources	3
COMM	360	Organizational Communication	3
ENG	360	Scientific and Technical Writing	3
		Electives 1 Subtotal	6
		Select two additional courses	
SWRK	250	Social Services in Health Care	3
PE	360	Introduction to Recreation, Parks, and Community Education	3
COMM	303	Professional Presentations	3
COMM	460	Transmedia Storytelling	3
EXSC	460	Corporate Wellness and Health Promotion	3
		Electives 2 Subtotal	6
		Total Credits for the Health Communication Minor	21

- i. Elimination of the Major in Speech Communication-Theatre Arts-Secondary Education, B.S.: Over 5 years ago, the State of MN eliminated the ability to acquire secondary licensure in Speech Communication-Theatre Arts and as a result, no students have pursued this degree for many years. This elimination helped to clear our curriculum of an outdated program.
2. Curriculum Changes of Less than Major Significance: A number of new courses were created and some existing courses were redesigned to accommodate the changes of major significance presented in section 1.
 - a. New Courses Created:
 - i. COMM 305 Principles of Health Communication (3 cr.) Description: This course is designed to familiarize students with prominent theories, issues, and topics in the field of health communication. This course will expose students to diverse health communication perspectives as they relate to a range of health communication topics, including illness and health, historical and contemporary issues, patient and provider experiences, cultural differences in health, public awareness/prevention/intervention campaigns, and the role of media and relationships in health communication.
 - ii. COMM 340 Documentary Production (3cr.) Description: This course introduces students to nonfiction video production. Students will be exposed to a combination of theory, history, and production techniques to prepare them to produce a short documentary.

- iii. COMM 345 Sports Broadcasting (3cr.) – stacked with COMM 112. Description: Students will examine how sports are produced and reported in broadcast and in multimedia environments. Course will engage students in live sports coverage.
 - iv. COMM 362 Broadcasting and Digital Media Activities 2 (1cr.) – stacked with COMM 162. Description: Practical advanced experience in media program production and performance through functional involvement in the operation of the campus radio, television, and media production facility.
 - v. COMM 435 Media Production for Learning & Training (3 cr.) Description: Provides the basics of media production for learning and training. Students will learn how to integrate technologies such as video, still images, animation, graphics, modules, and business communication messages. This course is designed for professionals in the fields of education, in corporate training, and in management.
 - vi. COMM 460 Transmedia Storytelling (3 cr.) Description: Examines the Transmedia Storytelling strategies for telling stories across many media platforms in a way that engages audiences. Students will explore this approach used in marketing, public relations, and social media campaigns. Students will critique iconic transmedia storytelling campaigns and will create a collaborative transmedia project.
 - vii. COMM 480 Creative Project Workshop in Media Production (3 cr.) Description: Provides students with a semester long, supervised experience in producing a major media production project.
- b. Existing Courses Modified:
- i. COMM 112 Multicamera Television Production (3cr.): title, description and content change. Description: An introduction to basic television studio techniques. Students will develop skills in operating control room and studio equipment, producing, and directing.
 - ii. COMM 114 Essentials of Single Camera Field Production (3cr.): number, title, description and content change. Description: The application of portable camera usage and editing techniques used in single camera field production. Students will develop skills in preproduction planning, scripting, remote shooting, directing, and editing.
 - iii. COMM 162 Broadcasting and Digital Media Activities (1cr.): title and description change. Description: Practical experience in media program production and performance through functional involvement in the operation of the campus radio, television, and media production facility.
 - iv. COMM 260 Media Writing (3cr.): title, description, and content change. Description: A course designed to emphasize how public relations and other media professionals gather, produce, and distribute material in a modern society. This course acquaints students with both why and how to write for a variety of contexts such as new media, social media and public relations.
 - v. COMM 303 Professional Presentations (3cr.): title, description and content change. Description: This course prepares students to develop, deliver, and analyze presentations in a variety of community and professional contexts.
3. COMM 110 Essentials of Speaking and Listening Changes to Common Syllabus: The program also instituted a couple of changes to the common syllabus for the Essentials of Speaking and Listening LEP class.
- The Common Critique Sheets were eliminated as a “Required Supply” for the course as some instructors had already discontinued their use in favor of their own form.

- The line “Examples include picture, graphs, media, etc.” was struck from the course requirement regarding the use of visual aids in the group presentation.
 - The phrase “...using the Speech Critique Sheets.” Was struck from the first sentence of course requirement 8, regarding the evaluation of peers.
 - The reference to “PDAs” in the note on the prohibition of electronic devices was struck.
4. Course Outlines: This year, the program updated or completed course outlines for most of the courses offered in the curriculum.
 5. Assessment Plans: As part of the curriculum design process, new SLOs, course maps, and assessment timelines were created for each major. These are available on the program T-drive for easy access by the program faculty. In addition, the program designed a reporting form to be used by individual faculty members at the end of each term to report on the SLOs that they were assigned to assess in their specific course(s). The program will begin using this form in the Fall of 2017.
 6. Mapping LEP Outcomes to Major Coursework: To contribute to the university-wide LEP assessment initiative, the program mapped its proposed new coursework to the LEP goals. This process involved identifying where various LEP goals were embedded into the courses taught by the program. The program decided that the collection of assessment data on LEP goals would be limited to the 15 credits of the Communication Studies Core classes. (COMM 200, 220, 288, 310, 330, 488)

Section 5: 2016-17 Assessment Report: The program’s assessment efforts in 2016-17 occurred in three primary areas: 1) the majors offered within the program and 2) the LEP communication requirement COMM 110 Essentials of Speaking and Listening and 3) the COMM 110 offering through the College Now Program. The measures used in these three areas are well established assessments that have been continued and the report of data and findings is below.

1. Program Assessment of Majors: The assessment plans for the four majors offered by the program are available on the T-drive for access. The primary means of gathering assessment data was through the Senior Seminar Course (COMM 488) and the Sophomore Seminar Course (COMM 288).
 - iii. COMM 288 Sophomore Seminar Assessments:
 - i. Sophomore Project Papers and Presentations: Students in the sophomore seminar class were required to conduct an appropriate sophomore level project (instructions were provided for each major). 12 of 13 students presented their work via a paper and a presentation; the remaining student ended up taking a No Credit for the course. This set up was used to prepare the sophomores for their senior project both in content and in format.

Rubrics were constructed based off the university writing and oral communication standard rubrics, with an average minimum score of 2 (Emerging) being required to pass. The average presentation score was 3.4 while the average paper score was 2.9. This indicates our students are stronger in presentations than writing and that more a comprehensive focus on writing needs to be imbedded in Communication Studies coursework.

- ii. 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 Sophomore Seminar class were administered the PRCA-24. This instrument is the most widely used measure of communication apprehension (CA). It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). All students in the course completed the assessment and will complete it again in the senior seminar course. The scores will be compared to see if the completion of the required curriculum reduces their level of communication apprehension. The highest score of the four contexts was public speaking (see chart). The composite score of the student in the course was a 56.52. This number indicates a rather low level of communication anxiety. It will be interesting to see if this score gets even lower when these students are seniors.

COMM 288 PRCA Results	Aggregate Class Scores	
Group Discussion	12.63	
Meetings	14.13	
Interpersonal Conversations	13.38	
Public Speaking	16.38	56.52

iv. COMM 488 Senior Seminar Assessments:

- i. Senior Portfolios: In the Senior Seminar course, students are required to compile a portfolio of their work organized around the student outcomes for each student’s specific major. The student had to include at least two items of documentation showing they had met each outcome. No piece of documentation could be used more than twice in the portfolio and each needed to be presented with rationale explaining how it met that specific outcome via an executive portfolio summary. The portfolios were submitted through the portfolio networking website called Portfolium. Prof. Ben Walker and Prof. Jos Ullian worked to establish this new medium for our students and we feel like it will be extremely beneficial for ease of assessment and student use, as well as student professional implementation. The portfolios were reviewed by the instructor of the course and assessed using a standard rubric. Each outcome on the rubric requires the assessor to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These rating correspond with a developmental scale from

Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the “Developing” range) in order to get credit on the assignment. Those portfolios that do not get an average rating of 4.0 or higher must address the items that were deficient to pass. Twelve students were enrolled in the course this year and eleven were given credit on their portfolios, with the average score being 4.7. This indicates our students were near an advanced level for their portfolios. The remaining student was given an incomplete to help them complete their portfolio once they finish their coursework in December of 2017.

- ii. 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 rating correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the “Developing” range) in order to get credit on the assignment. Those 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. This year, of the twelve students in the class, one was required to repeat their presentations. Three due primarily to time and one due to content issues. The chart below shows the students’ ratings from each faculty rater and their composite (average of all faculty) score.

Senior Presentations	B. Walker	Fokken	Herder	Ullian	J. Walker	Average	Re Do
Cole Angelo	4.1	3.7	4	4.6	x	4.100	x
Emilie Baartman	3.8	4	4.5	4.8	3.8	4.180	4.1
Megan Bruns	5.4	5.6	5.6	5.8	4.8	5.440	x
Laura Cox	5.1	5.2	5	5.2	4.8	5.060	x
Dylan Curfman	5.6	5.6	5.5	6	x	5.675	x
Leah Danielson	5.8	x	5.6	6	5.7	5.775	x
Michael Everett	4	4.2	4.3	4.6	x	4.275	x
Hannah Medlang	4.2	4.3	4.3	4.9	x	4.425	x
Cole Scheller	5.4	5.5	5.8	5.9	4.8	5.480	x
Tony Skie	3.9	4	4.2	x	x	4.033	x
Halee St. Aubin	4.9	4.7	5.1	5.7	4.6	5.000	x
Courtney Vroman	4.4	4.4	5.7	5.8	x	5.075	x

The overall mean composite score of the twelve students in the course this year was a 4.877 which is just short of the “Advanced” rating on the oral communication rubric. Since the programmatic goal was to achieve at least a 4.0 rating, this assessment supports that the curriculum is preparing students to meet outcomes defined by the oral communication rubric.

A more detailed set of data can be analyzed to pinpoint areas where student performance on the outcomes assessment was not as strong or could use improvement. For example, the composite score on Invention item D., Utilizing appropriate and adequate supporting material (including oral documentation), is the lowest composite score of all the items on the rubric. This indicates a specific area that could be a focus for more targeted instruction in the curriculum.

- iii. Senior Project Papers: In the Senior Seminar course all students are required to complete a senior project and present the findings/outcome via a written paper. The papers are an opportunity to assess not only the students’ research and organizational skills, but also their writing competency. Each major had specific guidelines for the paper to meet the goals of the project. A standard rubric, based on the SMSU English Writing Assessment Rubric, is used to rate the papers. Each outcome on the rubric requires the listener to give a rating from 0-6 with 0 being absence of the outcome and 6 being the ultimate mastery of the outcome. These rating correspond with a developmental scale from Emerging to Developing to Advanced. Based on programmatic policy, a student must achieve a composite ranking of no less than 4 (the top end of the “Developing” range) in order to get credit on the assignment. Those papers that do not get an average rating of 4.0 or higher or violate the length requirements must address the items that were deficient and resubmit the paper. This year, of the twelve students in the class, five were required to make edits to their paper. The chart below shows the students’ ratings from each faculty rater and their composite (average of all faculty) score.

Senior Papers	B. Walker	Fokken	Herder	Ullian	J. Walker	Average	Re Do
Cole Angelo	3.9	x	x	x	x	3.9	4
Emilie Baartman	3.6	x	x	x	x	3.6	4
Megan Bruns	4.8	x	x	x	x	4.8	x
Laura Cox	4.8	x	x	x	x	4.8	x
Dylan Curfman	4.5	x	x	x	x	4.5	x
Leah Danielson	5.4	x	x	x	x	5.4	x
Michael Everett	3.5	1.4	x	x	x	2.45	0
Hannah Medlang	4	x	x	x	x	4	x
Cole Scheller	5.4	x	x	x	x	5.4	x
Tony Skie	3.3	x	x	x	x	3.3	4.1
Halee St. Aubin	4.1	x	x	x	4	4.05	x
Courtney Vroman	3.4	x	3.7	x	x	3.55	4.1

Since Prof. Ben Walker was the instructor for the course, he assessed all the papers and invited other faculty members to assess papers he was concerned with. The overall mean

composite score of the twelve students in the course this year was a 4.15 which is just beyond the “Developing” rating on the presentation rubric. Since the programmatic goal was to achieve at least a 4.0 rating, this assessment supports that the curriculum is preparing students to meet outcomes defined by the English Writing Assessment Rubric.

A more detailed set of data can be analyzed to pinpoint areas where student performance on the outcomes assessment was not as strong or could use improvement. For example, the composite score for Mechanics and Punctuation is the lowest composite score of all the items on the rubric. Students really struggled with formatting their papers in the appropriate style. This indicates a specific area that could be a focus for more targeted instruction in the curriculum.

- iv. Senior Exit Surveys: Students in the Senior Seminar course complete senior exit surveys to assess their perceptions of the program, faculty, curriculum and their readiness for a career. The survey gathers both open-ended responses from students and objective evaluations based on a 5-point Likert-type scale. The results of this survey indicate a general satisfaction with the programmatic offerings and a confidence that the program has prepared them for their chosen career. The open-ended comments indicated a desire to have more clarity in courses and the program as a whole, the value of co-curricular activities and a general appreciation for applied communication projects/experiences. A complete copy of the report of the exit surveys is available upon request.
- v. Personal Report of Communication Apprehension (PRCA): In an effort to assess the extent to which the communication studies curriculum enables students to manage communication anxiety more effectively, all students in the Senior Seminar class were administered the PRCA-24. This instrument is the most widely used measure of communication apprehension (CA). It yields sub scores in four contexts of communication: public speaking, dyadic (interpersonal) interaction, small groups, and large groups (meetings). All students in the course completed the assessment in their Sophomore Seminar class as well. The scores have been compared to see if the completion of the required curriculum reduces their level of communication apprehension. The highest score of the four contexts was public speaking (see chart). The composite score of the student in the course was a 47.03. This number indicates a rather low level of communication anxiety.

COMM488 PRCA Results	Aggregate Class Scores
Group Discussion	10.14
Meetings	11
Interpersonal Conversations	11.46
Public Speaking	14.43
	47.03

The score of 47.03 was an improvement for this class. In spring 2015, students in COMM 288 scored an average of 54.04 on the PRCA. This improvement indicates the

Communication Studies program has helped students lower their communication apprehension.

- v. Analysis of Data and Possible Action: During finals week the program met and did a preliminary analysis of the data gathered from the Sophomore and Senior Seminar courses. The following chart is a summary of the data, analysis and possible actions as a result of the assessment.

Assessment	Results	Analysis of Data	Program Action
COMM 288 Sophomore Presentation/ Paper	<p>12 of 13 students presented their work via a paper and a presentation; the remaining student ended up taking a No Credit for the course.</p> <p>With an average minimum score of 2 (Emerging) being required to pass, the average presentation score was 3.4 while the average paper score was 2.9.</p> <p>Some students struggled with one or more of the following:</p> <ul style="list-style-type: none"> • incorporating scholarly research resources • projects lacked development/rigor • documentation of sources • APA style 	<p>1. This indicates our students are stronger in presentations than writing and that more a comprehensive focus on writing needs to be imbedded in Communication Studies coursework.</p> <p>2. Students are lacking some skills in journal and scholarly publication analysis.</p> <p>3 Students are lacking some skills in following writing style guidelines, particularly APA.</p>	<p>1. Incorporate research and writing skills more diligently in program courses.</p>
COMM 288 PRCA	<p>8 students completed the instrument and achieved a composite score of 56.52.</p>	<p>This composite score indicates a generally low degree of communication apprehension.</p>	<p>Continue to collect and archive PRCA scores in the COMM 288 class and compare them to scores collected in the COMM 488 class longitudinally.</p>
COMM 488 Portfolio	<p>11 students successfully completed their portfolio. One of the students was given an incomplete as they will not complete all the required coursework until December 2017.</p>	<p>1. Students are demonstrating achievement of key outcomes specific to their degree program.</p> <p>2. Electronic website portfolios are more meaningful and lasting for students. They also provide students with an opportunity to learn a new skill set.</p> <p>3. Rubric for evaluating portfolios is effective in assessing documentation of outcome achievement.</p>	<p>1. Continue major-specific portfolios that allow students freedom to choose their own forms of documentation for having met outcomes.</p> <p>2. Continue Portfolium use but work to find ways to streamline the process for student and faculty.</p>
COMM 488 Senior Presentation	<p>12 students successfully completed the presentation.</p>	<p>1. Students are lacking some skills in journal and scholarly publication analysis.</p>	<p>1. Incorporate research skills more diligently in program courses.</p>

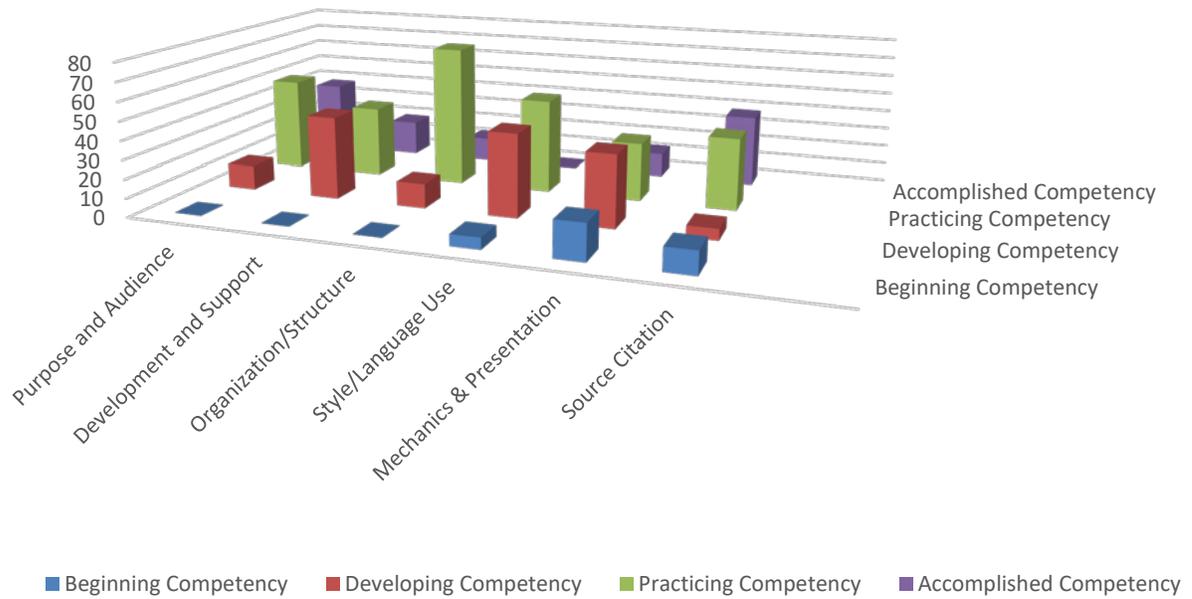
	<p>One student was found deficient with respect to content and was asked to add to their presentation; they subsequently passed the second attempt.</p> <p>Two students did not meet time restrictions. The program determined to grant passing grades to these students due to the quality of work.</p> <p>Some students struggled with one or more of the following:</p> <ul style="list-style-type: none"> • securing a topic • incorporating scholarly research resources • projects lacked development/rigor • oral documentation of sources 	<p>2. Some students lack initiative to choose and focus a subject of study independently.</p> <p>3. Time restrictions may not warrant a failing grade if not met.</p> <p>4. One term is insufficient time to fully develop a project from conception to completion.</p>	<p>2. Continue to require sophomore seminar students attend and critique the senior portfolio presentations so they have models of sound subject choice and project focus.</p> <p>3. Explore changing the rigid time restrictions on the presentation.</p> <p>4. Explore the options of making the Sr. project a full year project started in the fall term OR move COMM 488 to the fall term and require the projects to be completed and presented at the end of the spring term. <u>More exploration of this and data collection is required to make this decision.</u></p>
COMM 488 Senior Paper	<p>11 students successfully completed the presentation.</p> <p>One student was found deficient with respect to content and format and was asked to make significant edits; they have been given an incomplete until December 2017.</p> <p>Some students struggled with one or more of the following:</p> <ul style="list-style-type: none"> • securing a topic • incorporating scholarly research resources • projects lacked development/rigor • documentation of sources • APA style 	<p>1. Students are lacking some skills in journal and scholarly publication analysis.</p> <p>2. Some students lack initiative to choose and focus a subject of study independently.</p> <p>3. Students are lacking some skills in following writing style guidelines, particularly APA.</p> <p>4. One term is insufficient time to fully develop a project from conception to completion.</p>	<p>1. Incorporate research skills more diligently in program courses. Continue to require sophomore seminar students to write a sophomore project paper to prepare them for the rigor in their senior paper.</p> <p>2. Continue to require sophomore seminar students attend and critique the senior portfolio presentations so they have models of sound subject choice and project focus.</p> <p>3. Incorporate more intensive writing standards in program courses.</p> <p>4. Explore the options of making the Sr. project a full year project started in the fall term OR move COMM 488 to the fall term and require the projects to be completed and presented at the end of the spring term. <u>More exploration of this and data collection is required to make this decision.</u></p>
COMM 488 PRCA	<p>7 students completed the instrument and achieved a composite score of 47.03.</p>	<p>The score of 47.03 was an improvement for this class. In spring 2015, students in COMM 288 scored an average of 54.04 on the PRCA.</p>	<p>Continue to collect and archive PRCA scores in the COMM 288 class and compare them to scores collected in the COMM 488 class longitudinally.</p>

		This decrease in composite score indicates a generally low degree of communication apprehension and that the Communication Studies program has helped students lower their communication apprehension.	
COMM 488 Senior Exit Survey	12 students completed the survey on D2L. The responses from this survey are available upon request.	The results of this survey indicate a general satisfaction with the programmatic offerings. Many students were frustrated with the shifting nature of the Public Relations and Broadcasting and Digital Media majors. Students indicated a desire to have more clarity in courses and the program as a whole. They also saw the value of co-curricular activities and had a general appreciation for applied communication projects/experiences.	To be determined

2. LEP Assessment: The Program’s assessment of LEP outcomes focus primarily on the COMM 110 course. In addition, the program has submitted LEP matrices mapping required courses in each major to the LEP outcomes. This year, in the COMM 310 class LEP writing assessment data was also collected and analyzed.

a. COMM 310 LEP assessment using writing rubric: Sixteen student research papers were assessed in the COMM 310 Persuasion class using six elements from the SMSU Writing Rubric. The students seemed to perform well as the majority of students were at the Practicing or Accomplished levels overall. The students performed better on the first three rubric components assessed: Purpose and Audience, Development and Support, and Organization/Structure. On Organization/Structure, for example, 88% of the students were writing at the third or fourth year competency levels. The students seem to struggle more on stylistic choices, mechanics and source citation. For example, 57% of artifacts were rated at the first or second year competency levels. One student paper was actually rated *below* the first-year competency level on Source Citation. Below are charts of the specific data gathered during this assessment.

COMM 310 Spring 2017 Writing Rubric Assessment
 (% of artifacts rated at each competency level)



Rubric Component	Number of Student Papers Rated at Level			
	Beginning Competency	Developing Competency	Practicing Competency	Accomplished Competency
Purpose and Audience	0	2	8	6
Development and Support	0	7	6	3
Organization/Structure	0	2	12	2
Style/Language Use	1	7	8	0
Mechanics & Presentation	3	6	5	2
Source Citation	2	2	6	6

- b. COMM 110 Essentials of Speaking and Listening Assessment: The program has a comprehensive plan for assessing the LEP offering COMM 110 Essentials of Speaking and Listening. This year, the program gathered data through a variety of established instruments to assess whether competencies are being met in this course.

- i. **Course Exit Surveys:** 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 2016 and the Spring of 2017. The surveys were a means of ascertaining the consistency of course requirement delivery and student perception of the course meeting its competencies. The first 6 items on the survey were questions to ascertain if assignments and other requirements were present in each section. In both Fall and Spring, data from these items supported confirmed all sections of the course had fulfilled the course assignment requirements. There were a few (8%) of respondents in the Spring term that indicated they had not given an impromptu speaking activity, but this appears to have been due to misunderstanding about how the activity was presented. A statistical summary and means of the remaining items, designed to gauge student perceptions of course outcomes, appear below.

Fall 2016 COMM 110 Student Exit Survey Responses (Count=147)							
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Blank	Mean
Assigned Value for mean:	(1)	(2)	(3)	(4)	(5)		
7. I feel the attendance policy for this course was handled fairly.	94	19	12	11	11	0	1.816
8. In this course I developed critical thinking skills.	56	54	21	14	2	0	1.993
9. This course improved my ability to select an effective topic for a speech.	68	50	10	15	4	0	1.891
10. In this course I learned how to effectively organize a speech.	84	40	6	9	8	0	1.755
11. This course improved my research abilities.	51	51	27	15	3	0	2.102
12. In this course I developed effective critical listening skills.	53	54	19	16	5	0	2.088
13. This course taught me how to analyze the audience and occasion of a speech.	73	50	6	8	7	0	1.755

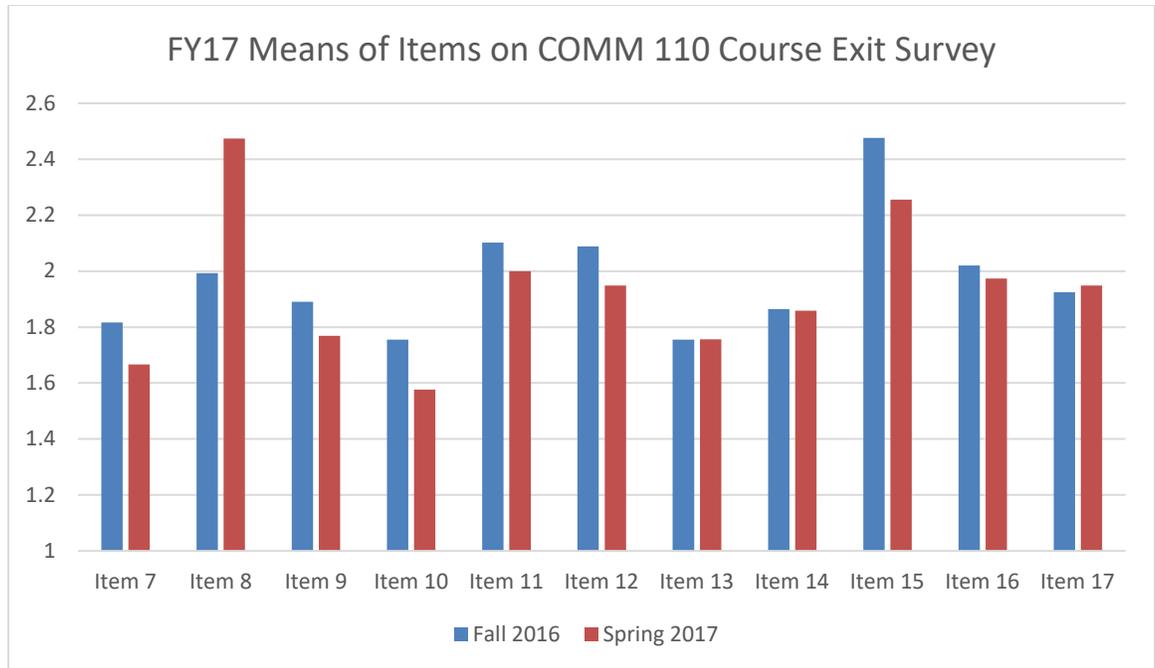
14. As a result of this course, my delivery skills improved.	73	43	16	8	7	0	1.864
15. The textbook used in this class was helpful in meeting the objectives of this class.	42	39	33	20	13	0	2.476
16. As a result of this course, I am a more confident speaker.	54	56	21	12	4	0	2.020
17. This course was a worthwhile part of my studies at SMSU.	66	45	12	14	7	3	1.925

NOTE: Data for Spring term only reflects 4 of the 6 sections offered because one instructor used his own course exit survey that was not able to be melded with validity to data from the common course instrument.

Spring 2017 COMM 110 Student Exit Survey Responses (Count=78)							
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Blank	Mean
Assigned Value (for means)	(1)	(2)	(3)	(4)	(5)	-	
7. I feel the attendance policy for this course was handled fairly.	46	20	6	4	2	0	1.667
8. In this course I developed critical thinking skills.	26	34	14	3	9	0	2.474
9. This course improved my ability to select an effective topic for a speech.	33	33	10	1	1	0	1.769
10. In this course I learned how to effectively organize a speech.	43	27	7	0	1	0	1.577
11. This course improved my research abilities.	26	32	16	2	2	0	2.000

12. In this course I developed effective critical listening skills.	28	30	14	3	2	0	1.949
13. This course taught me how to analyze the audience and occasion of a speech.	30	36	10	0	1	0	1.756
14. As a result of this course, my delivery skills improved.	33	29	12	2	2	0	1.859
15. The textbook used in this class was helpful in meeting the objectives of this clas	25	25	16	7	5	0	2.256
16. As a result of this course, I am a more confident speaker.	32	23	19	1	3	0	1.974
17. This course was a worthwhile part of my studies at SMSU.	30	27	14	4	2	0	1.949

The ratings from students indicate a general sense that the course objectives were met. The poorest scoring item, not surprisingly, is the perennial complaint of students that the textbook was not as helpful as they would have liked. A comparison of means from Fall and Spring responses (chart below) suggest that student’s perceptions of the course improving their critical thinking skills was significantly reduced in the Spring term. At the present time, the program has not analyzed this data for possible reasons for this shift in student perceptions from term to term. It is possible, however, that students’ ability to perceive and understand their own critical thinking skills creates a variable that is difficult to isolate. Not surprisingly, students’ perennial concern registered with students in item #15, where they were asked how useful the textbook was in meeting course objectives. This item is always one of the lowest scorers on the survey.

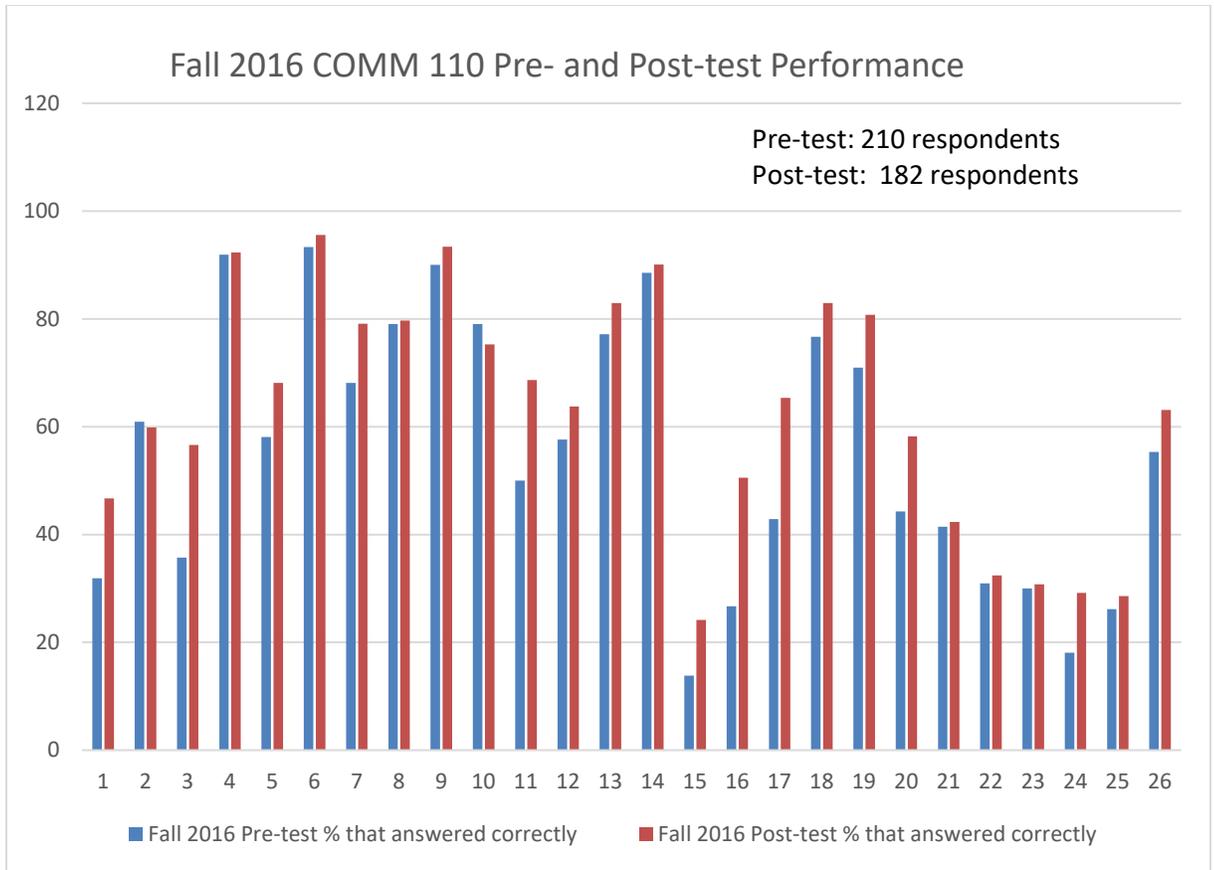


In addition to these 17 items, students were also given the opportunity to share open-ended responses to the program on two questions: 1) things they found particularly helpful and 2) ways to improve the course in future offerings. At the time of this report, analysis of this data has not yet been completed.

- ii. Pre- and Post-test: In both the Fall and Spring terms a pre-test and post-test was administered in all sections of COMM 110 Essentials of Speaking and Listening. The test consisted of 25 multiple choice questions on a variety of communication topics relative to the competencies of the course. After review of assessment data from previous terms, the clarity of some questions was a concern so the instrument was revised in the Fall of 2014 and first used in the Spring of 2015. Data since then is based on the newly revised instrument.

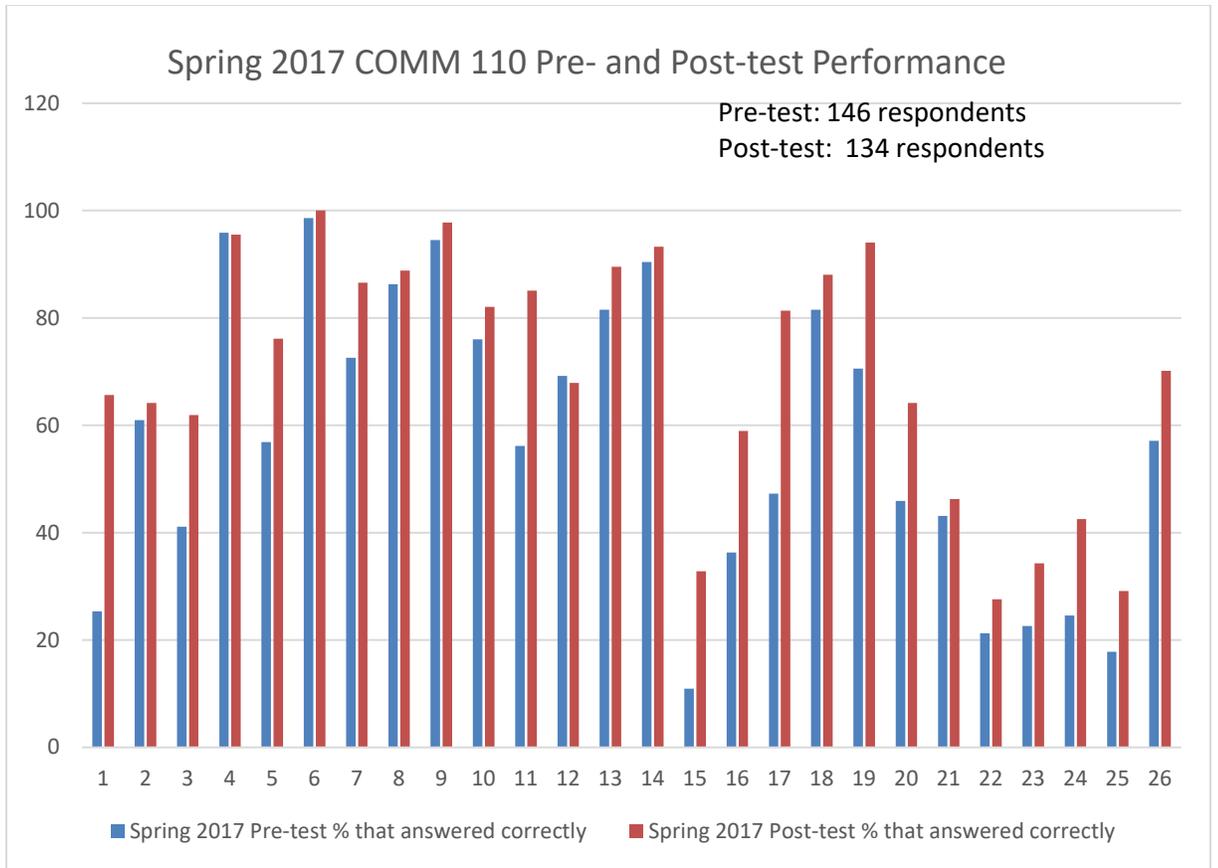
Fall 2016:

In the fall of 2016, 210 students completed the pre-test and 182 students completed the post-test. On the pre-test, the mean score on the exam was a 55.33% and on the post-test, the student mean stayed roughly flat at 63.10%. While this increase is not significant, it does suggest a slight improvement in student knowledge of communication theory and practice. The analysis of data also suggests that the way the post-test is administered may have an impact on scores. Some instructors used the post-test as a final exam and assigned points to it while others did it as a simple assessment that was not graded. This variable has an impact on student motivation on the post-test and could skew test results. Below is a chart that compares each items pre- and post-test performance by the group.

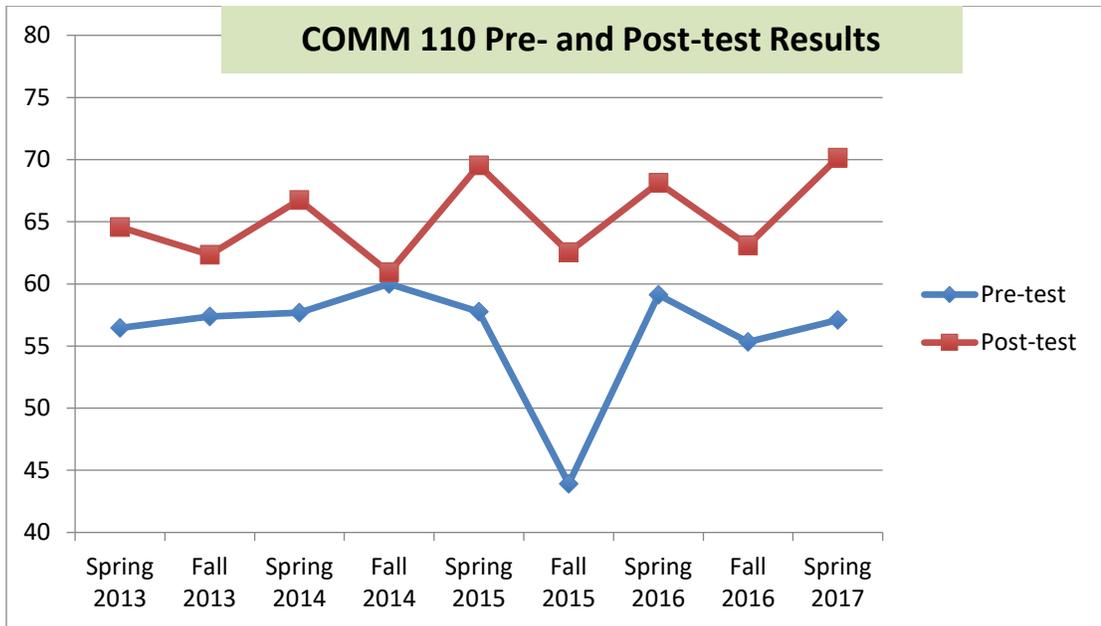


Spring 2017:

In the Spring of 2017, the pre-test was administered to 146 students and the mean on the instrument was a 57.09%. At the end of the course, the test was administered again, this time to 134 students. The mean on the post-test was a 70.15%. This was a significant increase in the mean scores, supporting the conclusion that students' knowledge of basic communication concepts is enhanced as a result of completing the course. 70.15% is the strongest performance on the instrument since this assessment measure began in the Spring of 2013. Below is a chart that compares each items pre- and post-test performance by the group.



Data trends on the COMM 110 pre- and post-test for the past several years is presented in the graph below:

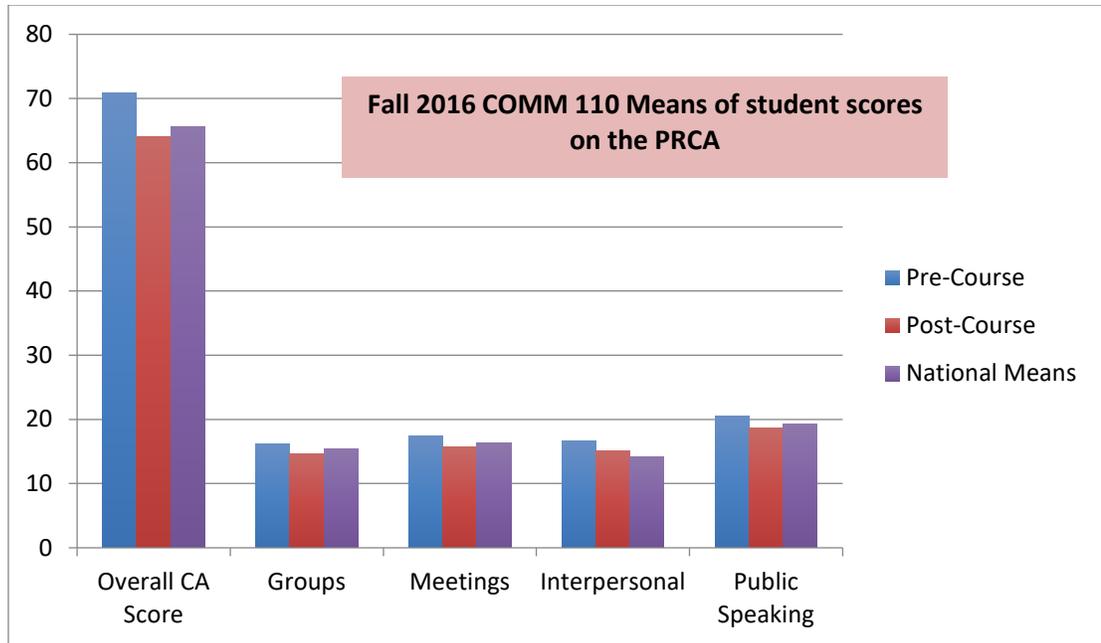


- iii. Personal Report of Communication Apprehension (PRCA): One student outcome of the COMM 110 Essentials of Speaking and Listening course is to equip students with skills to manage communication anxiety. In order to assess progress on this goal, the program administers the Personal Report of Communication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

This academic year, the instrument was administered all sections of the COMM 110 in both the Fall and Spring terms. The means of the overall CA score and sub scores of the respondents both pre- and post-course are presented in the charts below. In Fall 2016, 199 students completed the instrument at the beginning of the course and 178 completed it at the end of the course. The lower number is due to general student attrition in the course.

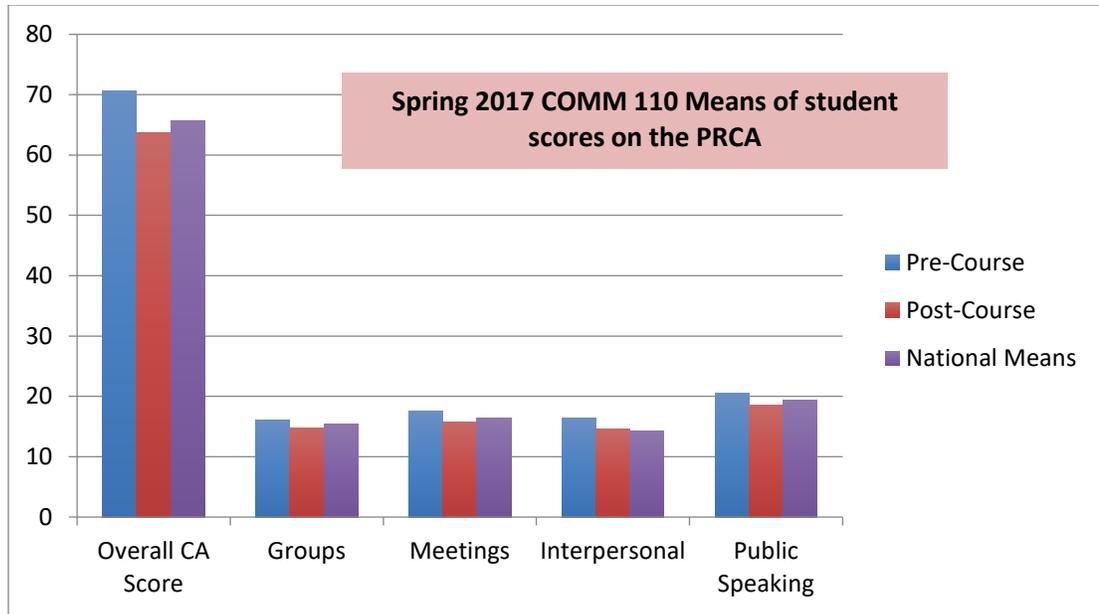
Fall 2016: Means of 199 (pre-) and 178 (post-course) scores of students enrolled in COMM 110 on the PRCA									
Overall CA Score		Small Group Subscore		Meetings Subscore		Interpersonal Subscore		Public Speaking Subscore	
Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
70.88	64.03	16.23	14.57	17.48	15.70	16.42	15.17	20.55	18.59

The scores from Fall 2016 are represented graphically in the chart below. It illustrates that the overall CA rate and all the sub scores decreased significantly (from at or above the national average to below with the exception of the interpersonal sub score).



In the Spring of 2017, 144 students completed the instrument at the beginning of the course and 121 completed it at the end of the course. Results were similar to the Fall scores, indicating that student perceptions of their apprehension in a variety of communication situations decreased significantly as a result of completing the course.

Spring 2017: Means of 144 (pre-) and 121 (post-course) scores of students enrolled in COMM 110 on the PRCA									
Overall CA Score		Small Group Subscore		Meetings Subscore		Interpersonal Subscore		Public Speaking Subscore	
Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
70.67	63.68	16.06	14.76	17.64	18.82	16.40	14.56	20.57	18.54

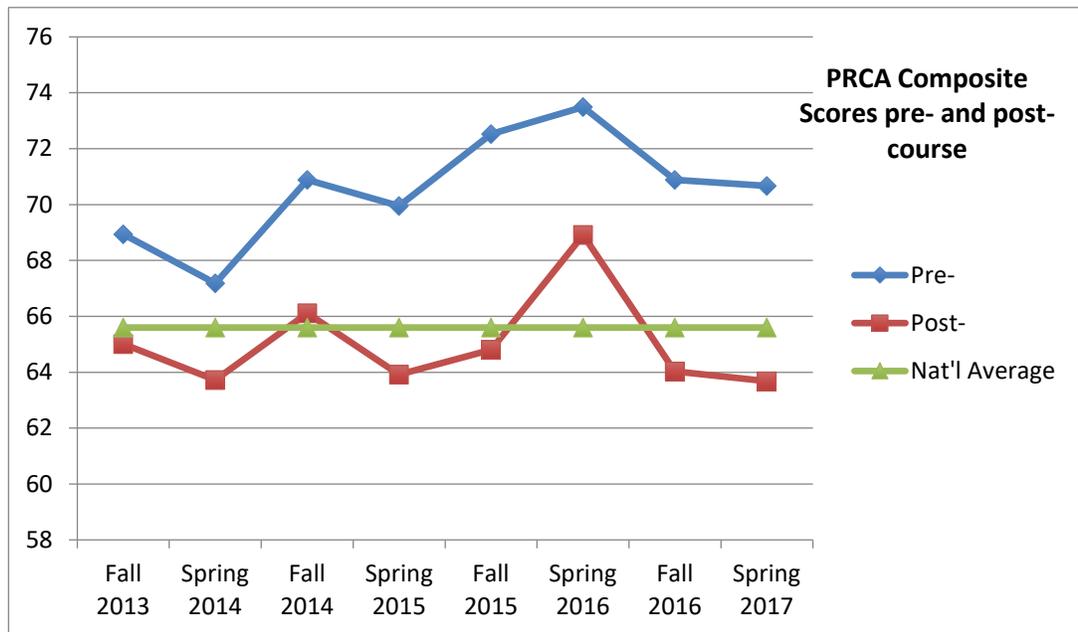


These scores show a decrease in the overall CA score of nearly 7 points. In addition, all of the sub scores showed marked reductions in apprehension. The reduction of the public speaking sub score in both the Fall and Spring terms was nearly two full points and the reduction did bring the composite score from a level above the national average before the course to below the national average after completion of the course. This suggests that the course does empower students with techniques for coping with their apprehension and channeling it in a positive way.

Data from all the semesters since the inception of this assessment suggest that completion of the course consistently lowers Communication Apprehension scores by average of 5.54 points. With the exception of the Spring of 2016, it appears that the reduction in apprehension scores post-class has been increasing from when data collection began in the Fall of 2013. This suggests the changes implemented in the course over the past few years have had a positive impact on management of communication apprehension. Detailed figures for reduction in PRCA scores are reflected in the table and chart below.

Term	Pre-course Score	Post-course Score	Difference
Fall 2013	68.94	65.01	-3.93
Spring 2014	67.18	63.72	-3.46
Fall 2014	70.89	66.11	-4.78
Spring 2015	69.95	63.91	-6.04
Fall 2015	72.52	64.80	-7.72
Spring 2016	73.49	68.91	-4.58
Fall 2016	70.88	64.03	-6.85
Spring 2017	70.67	63.68	-6.99
Average drop in PRCA scores:			-5.54

*National Average on the PRCA is 65.6



This chart shows that there were only two terms, Fall 2014 and Spring 2016, when the post-test scores failed to drop below the national average. This is likely due to the significantly higher pre-test scores that term. To put it simply, we had significantly more apprehensive students those terms.

- iii. College Now COMM 110 Essentials of Speaking and Listening Assessment: To ensure that the sections of COMM 110 that are offered through the College Now program are meeting the student outcomes for the course as it's delivered here on campus, a number of measures have been put into place.
 - a) The program continues to maintain the Communication Studies resources page on the College Now website. This page provides valuable curriculum information, lesson plans, examples of speeches, etc. College Now instructors and supervisors are encouraged to submit materials for possible sharing on the page and some have done so.
 - b) The College Now supervisors randomly review assignments and speeches from sites to ensure grading rigor and competencies are at the level required by the course in its traditional offering.
 - c) 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 has been designed to gather data on course delivery consistency as well as student perceptions of course competencies. 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, supervisors are encouraged to have their students complete it at the end of the course. At the writing of this report, the results of this exit survey were not yet available but will be analyzed by comparing them to on-campus results.

- d) PRCA: The administration of the Personal Report of Communication Apprehension (PRCA) was piloted in one section of College Now at Sartell High School in the Fall of 2014. But since then, no effort has been undertaken to collect this data from College Now sites. The program is exploring means of doing so in an efficient and timely manner. Unfortunately, demands on time and load have not permitted sufficient time to dedicate to this effort.
- e) More rigorous assessment for College Now is problematic: The program would like to do further data collection in College Now sections that could be correlated with on-campus assessment efforts. These might include a pre-test and post-test, comprehensive pre- and post-administration of the PRCA in the course (as was piloted in the fall of 2014 at the Sartell site) and evaluations of student work. Unfortunately, time and load has not permitted this data collection. It is unlikely that there will be sufficient time for collection of additional assessment data in the future without some sort of compensation for the time required to do so.

Section 6: 2016-17 Service Efforts of the Program

1. Hosted Valley Forensics League Tournaments #1 and #2 on December 2-3, 2016: As a service to the member schools of the VFL, SMSU Forensics played host to two tournaments on our campus one weekend in February. Forensic coaches Ben Walker and Julie Walker organized the events and students assisted with the management of the tournaments. The event was well received by those in attendance. 10 schools were represented with over 70 competitors. This was the third year that SMSU has played host to these tournaments.
2. Hosted the Mustang Stampede Tournament on October 16, 2016: The SMSU Forensics Team, under the direction of Professor Ben Walker, hosted this tournament on the campus of Minnesota State University Mankato. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM the day before. There were over 20 schools competing at the tournament.
3. Broadcasting Sporting Events: Throughout the 2016-17 academic year, students of the SMSU Media Club and the Broadcasting and Digital Media Activities class have broadcast over 30 sporting events. These games were recorded for Mustang Athletics analysis and also streamed over the SMSU website. Sporting events broadcast included football, men's basketball and women's basketball. 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 Goblish, presented at the third annual College Now Workshop and Conference at SMSU in August of 2016. The event provided continuing education opportunities for High School teaching assistant who are working with the College Now program. Approximately 20 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 Political debates, New Work presentations, guest speakers, etc.

6. Hosting High School Speech Tournaments: The SMSU Forensics Team within the program has 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 27-28, 2017
 - b. SMSU High School Speech Invitational: March 17, 2017
 - c. MN State High School League Section IIIA Tournament: April 8, 2017

Section 7: 2016-17 Program Activities and Events: The activities of the Communication Studies Program are primarily connected with the co-curricular activities the program supports: Forensics and the SMSU Media Club. These programs sponsor a wide variety of events that draw large and diverse groups of people to our campus. A full account of the events the program has sponsored appears below.

1. Forensic Team Activities/Events:
 - a. Mustang Talks: October 6, 2017; The team partnered with Prof. Walker's Advanced Public Speaking class to put on the second annual Mustang Talks! Four SMSU students and Professor Mark Fokken gave presentations that were modeled after the very popular TED Talks.
 - b. Mustang Stampede Tournament: The SMSU Forensics Team, under the direction of Professor Ben Walker, hosted this tournament on the campus of Minnesota State University Mankato. This tournament was a sister to the Larry Schnoor Invitational hosted by MSUM the day before. There were over 20 schools competing at the tournament.
 - c. Dakota Access Pipeline Speakers: November 30, 2017; in partnership with the Oyate Club, the team brought to the SMSU campus some indigenous speakers to talk about the crisis at Standing Rock.
 - d. Valley Forensic League Tournaments: Hosted two tournaments on Dec. 2-3, 2016; 70 individuals from 10 colleges and universities attended. The contest was open to the public and engaged many community members and faculty as adjudicators.
 - e. Spring Forensic Showcase: March 28, 2017; 4 members of the SMSU Forensic Team performed 4 speeches; event was open to the public; 25 people attended.
 - f. Forensics Holiday Bake sale: December 12-13, 2016; this is an annual fundraiser for the team. Multiple students (both majors and non-majors) assisted with the event. Many members of the campus community patronized the sale.
 - g. Schwan's Speech Spectacular: January 27-28, 2017; 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.
 - h. SMSU High School Speech Invitational: March 18, 2017; this annual tournament is hosted by the team as a fundraiser and learning opportunity for students; nearly 500 High School students, coaches and others attended the event from 23 schools from throughout the region. Prof. Mark Fokken served as tournament director and Student Crystal Enga served as the assistant director.
 - i. MN State High School League Section IIIA Tournament: April 8, 2017; 350 attended the event from throughout the SMSU service region.

- j. Mental Health Awareness Campaign: March 30-April 13, 2017; in cooperation with Res Life and Avera Behavioral Health, the team sponsored a Mental Health Awareness Campaign on campus. There was tabling in the Student Center and several events were on campus helping raise awareness for mental health issues. The feedback was extremely positive and the effort raised \$150 to be donated to the National Alliance for Mental Illness.
 - k. Spoken Word Workshops: April 10, 17 and 22, 2017; the team ran two Spoken Word workshops for SMSU students and then planned to host an event where students presented their original work alongside a professional poet. The workshops were extremely educational, but the performance on Earth Day did not work out due to some logistical issues.
 - l. Library Week Performances: April 13, 2017; for national library week, members of the team performed some oral interpretation in the Whipple Gallery for the public. The performances were well attended.
 - m. Regular Travel Schedule: In addition to the tournaments listed above the SMSU Forensics Team also traveled to 12 additional tournaments bringing the total number of tournaments attended for the year to 17. These contests were throughout the upper Midwest and also included tournaments in Kansas and California.
2. Senior Seminar Project Presentations: April 20 and April 27, 2015; 10 graduating seniors from the COMM 488 class presented; the events were free and open to the public; there were approximately 30 people in attendance at each session including Comm. Studies Program faculty and the students in the COMM 288 Sophomore Seminar course, who were required to attend.
 3. SMSU Homecoming Parade Announcing: Associate Professor Mark Fokken teamed up with Dean of the College of ALS, Dr. Jan Loft, to announce the SMSU Homecoming Parade in downtown Marshall in October.
 4. SMSU Media Programming: All programming streams over the SMSU Media livestream on the SMSU website and both the cable systems in Marshall. All programs are produced, staffed and directed by students.
 - a. Broadcast of Sporting Events: SMSU Media Club, COMM 161 and COMM 112 students teamed up to broadcast 30 sporting events this year. These events were home football, men's and women's basketball games.
 - b. Candidates' Debate Coverage: Working with the Political Science Department on campus, the students broadcast the MN Congressional debates prior to the elections in November.
 - c. 47th Annual Commencement Coverage and Recording: The SMSU Media Club students, working under the direction of Dr. Jos Ullian, digitally recorded and broadcast SMSU's 49th annual commencement ceremony. The event was attended by approximately 2500 people and the broadcast production involved several students.

Annual Report 2016-2017

Department of Mathematics and Computer Science

June 9, 2017

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, ad 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:

Bhattacharyya, Tumpa
Huang, Mu-wan
Kaiser, Daniel – Chair
Man, Shushuang
Morland, Heather
Mortezapour, Kourosh
Shahin, Sami
Wijesiri, Undupitiya
Zabka, Matt

Retired Faculty serving as Mentor's in the College Now Program:

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

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

Margaret Kaiser-Woodward
Gordon Woodward

Staff:

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

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

Budget:

As usual majority of our expenses were for 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 through student help in the absence of a Math Help Center coordinator.

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

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

Current Year Activities

College Now Teachers' Conference

SMSU initiated the university-wide College Now conference in 2012. The fifth meeting was held in August of 2016. In the Mathematics breakout session, a discussion of the HLC requirement that College Now teachers need a Masters and 18 credits of content knowledge was held.

Math Lab Activities

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

Math Lab 2016-2017 Statistics

For the 2016-2017 school year the amount of available help was reduced due the lack of a coordinator whose primary focus was the functioning of the Math Lab. We hope to hire a coordinator for next year.

College Algebra accounted for the largest percentage of the visits in the Fall – about 44%. Much of the traffic was driven by industrious repeat visitors. In the Spring, there was a marked decrease in visits from MATH 110 students and a shape increase from MATH 060. We believe this is due to the enforcement of prerequisites for MATH 110.

In Fall, 2016, Math Lab offered 36 hours of tutoring per week from week 2 to week 12. Then it offered 32 hours per week from week 13 to the finals week.

Classes	Hourly Headcounts Tally	Percentage of Usage
Math 060 Intermediate Algebra	17	2.7%
Math 101 Great Ideas of Math	11	1.8%
Math 110 College Algebra	272	43.5%
Math 115 Finite Math	122	19.5%
Math 129 Math for Elem Ed	59	9.4%
Math 135 Precalculus	24	3.8%
Math 150 Calculus I	56	8.9%
Math 151 Calculus II	2	0.3%
Math 200 Intro to Statistics	16	2.6%
Math 252 Calculus III	2	0.3%
Math 300+	11	1.8%
Math 400+	0	0%
Others (Mostly Chemistry)	34	5.4%

Semester Total Hourly Headcount	626
Daily Average	8.6
Weekly Min – Max**	18-84

**The weekly Min-Max counts week that classes meet four days or more. In Spring, 2017, Math Lab offered 35-36 hours of tutoring.

Classes	Hourly Headcounts Tally	Percentage of Usage
Math 060 Intermediate Algebra	60	17.9%
Math 101 Great Ideas of Math	55	16.4%
Math 110 College Algebra	53	15.8%
Math 115 Finite Math	44	13.1%

Math 125 Trigonometry	16	4.8%
Math 129 Math for Elem Ed	4	1.2%
Math 150 Calculus I	15	4.5%
Math 151 Calculus II	0	0%
Math 200 Intro to Statistics	10	3.0%
Math 300+	60	9.0%
Math 400+	7	2.1%
Others (Mostly Chemistry)	41	12.2%

Semester Total Hourly Headcount	335
Daily Average	4.7
Weekly Min – Max	12-20

Personnel

Mu-wan Huang coordinated Math Lab with 3 crs reassigned time and held three office hours in Academic Commons each week. We re-hired all the tutors from the previous year and added a couple of new tutors.

Name	Payroll Account	New Hire?	Fall Hrs/week	Spring Hrs/week	Remark
Michaela Fassler	Mentoring Scholarship	Returned	6	6	Graduating
Rhiannon Sears	Mentoring Scholarship	Returned	5	6	Graduating
Nicole VanLoy	Work Study	Returned	9	9	
Machenzie Krowiorz	Dept Fund	Returned	11-12	8	
Karina Gaona	Dept Fund	New Hire (Fall)	10	8	
Aaron	Dept Fund	New Hire		5	

Tyson		(Spring)			
Hank (Guo- Ciang) Han	Dept Fund	New Hire (Spring)		2	Not Returning

ACM Programming Contest 2016

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

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

Math Masters

In April, the department hosted a few hundred 5th and 6th grade students from around the region for the annual Math Master event.

Scholarships

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

Van Wie Scholarship

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

Ann C. Peters Scholarship

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

Abacus Scholarship

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

Schwan's Scholarship

This scholarship for Computer Science was not funded this year.

Summer School

For Summer 2017, MATH 110 College Algebra, MATH 115 Finite Mathematics, and MATH 200 Introduction to Statistics are being offered as online courses as are MATH 510 Advanced Number Theory and MATH 580 Advanced Probability and Statistics.

Scholarly Activity and University Service

Sami Shahin chaired the Academic Technology Committee, served on the Transfer Pathway Workgroup for Mathematics, the IFO negotiating team, s as well as serving on numerous other committees.

Heather Moreland served on the Physical Plant committee and chaired the search committees for Mathematics Faculty. Heather also attended the Mathematics on the Northern Plains conference in April.

Shushuang Man had the following publication:

D. Hong, S. Man, and J.V. Martin. "A stochastic mechanism for signal propagation in the brain: force of rapid random fluctuations in membrane potentials of individual neurons". *Journal of Theoretical Biology* Vol. 389 pp. 225 - 236 (2016).

Shushuang Man also received a certification in on-line teaching:

Quality Matters Certificate of completion of Independent Applying the QM Rubric (APPQMR) (StatewideSystems), October 2016.

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

Mu-Wan Huang attended the AMS-MAA Joint Meeting, January, 2017, served on the Academic Affairs Committee, served on MnSCU committee for Assessment of Course Placement, and served by organizing student help for the Math Help Center.

Matthew Zabka submitted “A Random Bockstein Operator” to the journal “Algebra and Discrete Mathematics”. Matt served on the Committee for Institutional Assessment. Matt was also an invited speaker for the St. Cloud University Mathematics colloquium and attended the Fall and Spring MAA section meetings as well as the Mathematics on the Northern Plains conference.

Dan Kaiser chaired the Curriculum Committee, served on the Graduate Curriculum Committee, the Strategic Planning Committee, and the SmSUFA Executive Committee as well as the Transfer Pathway Workgroup for Computer Science. Dan also attended the Mathematics on the Northern Plains conference in April.

One of our graduating seniors, Samson Chen, won best poster at the SMSU annual URC. He presented this paper at Winona State University, Posters in St. Paul, and the Mathematics on the Northern Plains conference.

College Now program

In 2016 – 2017 the department worked with approximately 90 schools. The enrollment was about 3489 students, generating 13,675 credits (~ 456 FYE). Faculty members serve as mentors for the high school teachers, visiting the schools and overseeing the assessment. In addition to full time faculty members, several faculty members recently retired from SMSU also serve as Mentors on an adjunct basis. As always, several new schools were added this year.

Faculty mentors

Huang, Mu-wan
Kaiser, Daniel
Man, Shushuang

Mortezapour, Kourosch (COMP courses)
Shahin, Sami
Wijesiri, Undupitiya

Adjunct faculty serving as faculty mentors

Jones, Kathryn
Margaret Kaiser-Woodward
Skar, Sherwin
Sustacek, Myron
Van Wie, Joe
Gordon Woodward

Infrastructure and Technology

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

Assessment

DFW Rates in College Algebra

In 2015-2016 the Mathematics program began looking at the high DFW rates in MATH 110 College Algebra. During Spring of 2016, 143 students enrolled in MATH 110. Only 48 (34%) finished the course with a grade of 'C' or higher. However, only 51 (36%) had the required ACT score or had completed MATH 060 with a 'C' or higher. Of these 51, 20 (39%) completed MATH 110 with a grade of 'C' or higher. We requested the data from the three previous years to determine if this is a trend or just an anomaly.

It should be noted that anecdotally, it appears that the majority of students view completing the course with a D or higher as successful completion. Because of this, we looked at and report numbers for both.

From Fall of 2013 through Spring 2016 only 32% of the 883 students enrolled in MATH 110 had met the prerequisites. The percentage of these students who received a C or higher was 58% and those who received a D or better was 66%. This is significantly higher than the overall percentage getting a C or higher (38%) or a D or higher (49%).

Based on this data, to promote a higher successful completion rate, starting in Spring of 2017, students must have a current ACT score of 22 or higher, score 60 or greater on the MnSCU College Algebra Readiness Accuplacer exam, or successfully complete a remedial Mathematics course such as MATH 060, before enrolling in MATH 110.

The Spring 2017 data was interesting. Of the 81 students who took MATH 110, 65 (80%) had one of the three prerequisites on record. (We are not sure how the other 16 students were able to enroll.) Of these 65, 37% received a grade of C or higher and 48% received a grade of D or higher. These rates were not significantly higher than the overall rates of 35% getting a C or higher and 45% getting a D or higher. However only 15% of the students who did not have a record of meeting one of the prerequisites received a C or higher.

Examining the data more closely, we found that only 29% of the students who met the ACT prerequisite received a grade of C or higher and 41% received a D or higher. Only 31% of the students who met the MATH 060 prerequisite, received a grade of C or higher and 34% received a D or higher. However, 64% of the students who met the Accuplacer prerequisite received a grade of C or higher and 82% received a grade of D or higher.

In analyzing the MATH 110 data we noticed an interesting statistic. Those students who take MATH 110 their first semester have a much higher success rate. For Fall 2013 through Spring 2016, 50% received a grade of C or better and 64% received a grade of D or better.

We will continue to look at data from MATH 110 next academic year.

Major Field Test

A part of each program's assessment plan is to administer the Major Field Tests in Mathematics and Computer Science. The test is given to the Mathematics majors enrolled in MATH 480 each Fall and to the Computer Science Majors enrolled in COMP 493 each Spring. The students in these courses are almost all seniors and taking the test is a requirement of the course.

This year's Computer Science seniors were the first group to take use the language Python rather than Java as the programming language for COMP 164 – COMP 166. We made the change in programming languages in an attempt to improve student's understanding of programming concepts. The median score when up from 134 (16th percentile) to 146 (43rd percentile). The scores on the assessment indicators in "Programming and Software Engineering", "Discrete Structures and Algorithms", and "Systems" should similar increases.

In Mathematics, the combined median score from Fall of 2013 through Fall 2015 was 144 (25th percentile). This year's group had a median of 140 (17th percentile). The assessment indicators for "Calculus" and "Routine" problems were alarming with a mean percent correct of only 23 (1st percentile) and 24 (1st percentile) respectively. However, this group showed significantly higher scores for "Non-routine" (38th percentile up from 6th percentile) and "Applied" (12th percentile up from 3rd percentile).

Oral and Written Communication in the Major

The SMSU rubrics for writing and oral communication were adapted for use in the Computer Science program.

Students in COMP 164 and COMP 165 were scored using the rubric on one major project that combined both written and oral presentations. Students were scored as "Beginning" (1), "Developing" (2), "Practicing" (3), and "Accomplished" (4).

The categories for writing were: "The Writing Meets Appropriate Level", "The Writing is Clear and Focused", and "The Writing is Well Organized".

The categories for oral presentation were: "Presentation is Appropriate For Audience", "Effective Presentation", and "Utilized Presentation Aids Effectively".

As would be expected, for the COMP 164 class, almost all the work was scored at "Beginning". While the COMP 165 students, who would have typically completed ENG 151 and some COMM 110 were scored primarily at the "Developing" level.

We will start evaluating student presentations and papers in COMP 492-493 and MATH 480 in the Fall. These students would have mostly completed ENG 360 Scientific and Technical Writing. We would expect the scores for these class to be primarily at the “Practicing” and “Accomplished” levels.

SCIENCE DEPARTMENT ANNUAL REPORT

2016-2017

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 more detailed discussion of assessment activity is presented later in this document.

Department Mission, Goals, Student Learning Outcomes

Science Department Mission Statement:

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

Science Department Goals:

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

Science Department Student Learning Outcomes:

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

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

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

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

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

Major Activities for FY17

Undoubtedly the most significant accomplishments of the Science Department are the *Undergraduate Research Conference (URC)* in Fall and *Celebrate Science Week* during Spring. Although all SMSU students may present their scholarly work or research during the URC, the event is heavily populated by science students. Furthermore, the Science Department faculty play a primary role in planning and coordinating the logistics of the conference. The 11th URC was held on Nov. 30th, 2016, with 284 students presenting 125 posters and 45 orals. 22 different programs participated with 33 different faculty advisors. *Celebrate Science Week* is a smaller event specifically for science students presenting research during Spring semester. This event featured 32 poster presentations as well as 13 oral presentations.

Science Bits, the newsletter from the Science Department, released a new publication in the Fall and Spring semester. The newsletter includes information specifically related to science, for example, summer research opportunities for students, science-related events and activities, and faculty and student accomplishments. These latest issues of Science Bits are available to view on the Science webpage at http://www.smsu.edu/resources/webspaces/academics/departments/science/Newsletter/ScienceBitsFall2016_FINAL.pdf and http://www.smsu.edu/resources/webspaces/academics/departments/science/Newsletter/SciBits_Spring2017.pdf

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. Fall 2016 provided services for 52 Schwan's employees, 3 faculty and staff of SMSU, 2 community members and 2 low-income community clients. Spring 2017 provided services for 68 Schwan's employees, 4 SMSU students, 3 which were inclusive fitness training (clients with disabilities), 5 faculty and staff of SMSU, 2 community participants, and 2 low income community members. This programming provided a valuable service learning component to the curriculum for many classes, as well as approximately \$32,000 to be used to improve equipment for the Exercise Science program. Part of the above revenue generation was in the form of offering Faculty and Staff Wellness programming. Individualized fitness testing and training was provided to 8 faculty/staff. Group fitness training was also provided to 20-22 faculty/staff twice weekly. This also assisted efforts to obtain and receive a total of \$31,042 in leveraged equipment grants from the State of Minnesota.

Twin Cities Presence: The **Exercise Science program**, through the efforts of Brent Jeffers, were successful in their initiative to provide delivery of an Exercise Science Degree in Corporate Wellness and Exercise Leadership in the metro area. They currently have a presence on Normandale, Anoka-Ramsey, and North Hennepin community colleges.

SMSU's 12th annual "**Health Careers Day**". Professionals from 14 different health care fields discussed their professions with our college students and regional high school students. More than 55 high school students from 5 different high schools attended, and approximately 80 of our college students attended the presentations.

Science Department Full-Time Faculty by Program

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

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

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

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

Physics: Dr. Ken Murphy

*Mostafa Hegazy was a new hire in Exercise science to teach areas of kinesiology and biomechanics as Brent Jeffers is directing the development of the EXSC metro delivery program.

Science Department Support Staff

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

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

Monica Miller, *Science Department AND Math/Computer Science Department Administrative Assistant*. Monica provides management, clerical, and technical services for ALL science programs (15 full-time faculty, any adjuncts, one lab assistant, and greenhouse manager), the greenhouse, Museum of Natural History, Planetarium AND the Math/Computer Science Department (10 full-time faculty and four College-Now affiliated faculty). Thus, Monica provides services for **numerous faculty/staff on a 0.92 FTE work assignment**. To ease Monica's workload, a student worker provided much needed clerical assistance and enable her to do her assigned duties under less demanding conditions.

Ryan Wendt, *GIS Center*. Ryan was hired on a temporary, part-time basis after the previous GIS director Charlie Kost retired. Ryan's duties include teaching the introductory GIS course (ENVS107) and printing posters for the Undergraduate Research Conference and Celebrate Science week. Without a more permanent position, the GIS center can no longer provide services for regional agencies or offer valuable work experience to our students as it has done in the past.

Science Program Budgets

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

Program	FY13 Budget	FY14 Budget	FY15 Budget	FY16 Budget	FY17 Budget
Biology	\$9640.00	\$8725.80	\$7808.00	\$7808.00	\$7100
Chemistry	\$8105.00	\$7343.80	\$6565.00	\$6565.00	\$5910
Environmental Science	\$5087.00	\$5087.00	\$4120.00	\$4120.00	\$3710
Exercise Science	\$8200.00	\$6462.00	\$6715.00	\$6715.00	\$6100
Physics	\$3277.00	\$2949.30	\$2683.00	\$2683.00	\$2415
Chemistry cryogenics for NMR	\$11050.00	\$11,050.00	\$11,050.00	\$11,050.00	\$11,050
Greenhouse	\$2300.00	\$2070.00	\$1788.00	\$1788.00	\$1610
Planetarium	\$5000.00	\$ 4550.00	\$4094.00	\$4094.00	\$3685

The Science programs use their allocated funds judiciously. However, these continually shrinking budgets make it difficult to maintain and repair science laboratory equipment. For instance, the chemistry program had to spend nearly half of its budget to repair balances and a cooler this year, while much of the remaining funds are used to supplement the cryogen account. Even though this account has not be cut like the others, the costs of cryogenics has increased dramatically over the past several years.

More importantly, these budgets make it nearly impossible to upgrade lab equipment in order to remain competitive with other science programs and adequately prepare our students for careers in science. In past years, programs deliberately set aside a percentage of their allocated funds for carryover to the next academic year in order to save enough money over a period of two to three years to purchase and repair more high-cost items, but with the 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 Exercise science received \$31,042 in leveraged equipment grants thanks to their work through the Wellness and Human Performance Center. This money, along with a \$5000 SMSU foundation grant, helps the Exercise science program purchase research grade equipment to be used by faculty and students in the program.

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. Additionally, Ken provides numerous public shows and telescope observing sessions each year highlighting seasonal objects and events in the night sky at Camden Park

Greenhouse/Museum of Natural History

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

Wildlife Area

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

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

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

Section II – Current Year’s Activities

This section is not intended to be an all-inclusive list of the Department’s many and varied activities, but rather a selection of ‘highlights’ from the department and its constituent programs.

II. A. Teaching and Learning

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

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

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

In **Exercise Science**, the programming run through the Wellness and Human Performance Center and the Exercise Science Fitness Center provides a valuable service learning component to the curriculum for many exercise science classes. They were able to take what they learned in the classroom and apply it in a variety of ways, from providing fitness assessment and exercise prescription for the Schwan's employees, SMSU faculty and staff, students with disabilities, and knowledge in assisting with Physical Therapy services. All of this, provided on campus and under the supervision of their professors, allowed the students to develop the confidence they need to succeed on their internships and post-graduation at their first job. The continued development of the Service Learning component was enhanced by incorporating fitness assessment and exercise prescription and training for the SMSU Women's Basketball team upon request from Coach Tom Webb. This was received very well by coaches, students and the players.

Mostafa Hegazy purchased several pieces of equipment for use in class activities, labs, and for student research. He developed activities new to this campus in EXSC 300 Biomechanics and EXSC 400 Motor Learning & Development. Several activities, in particular, were developed to help students understand jumping and landing mechanics.

Jeff Bell completed a one semester sabbatical in the fall of 2016. This allowed him to develop a series of 8 activities on metacognition and self-regulated learning to be included in his spring 2017 EXSC 350 Exercise Physiology course. Anecdotal evidence indicates these assignments were well-received by students and that it may have enhanced student ownership of their learning.

Exercise Science has invested in the process of using student tutors. This continued in 2016-2017 on the Marshall campus. Mostafa Hegazy trained and utilized two students, Aaron Madson and Paul Johnson, to tutor for EXSC 100 Anatomical Kinesiology, EXSC 300 Biomechanics, and EXSC 400 Motor Learning & Development. Jeff Bell trained and utilized Jacob Bengtson to tutor for EXSC 350 Exercise Physiology. This practice has expanded to the Twin Cities sites where Brent Jeffers has trained and utilized help from Shimrit Cassuto for EXSC 100 Anatomical Kinesiology and EXSC 300 Biomechanics. In addition to these student tutors, Brent Jeffers regularly held review sessions for his Twin-Cities delivered courses and Mostafa Hegazy maintained tutoring office hours in the Lakota dorm where he served as Living & Learning advisor.

In Biology, **Pam Sanders** taught Biol100 using a Flipped classroom technique for the second year. Objectives attained were to increase attendance and student engagement during class meetings. Attendance and overall course grades were higher due to points for in-class work and course evaluations were more positive than when not flipped. However, exam scores were similar to scores in recent non-flipped course and were not improved.

In Chemistry **Jay Brown** has been using Peer-Led-Learning in the stacked course Chem243: analytical chemistry/Culg410:Food chemistry and analysis. For this process, chemistry majors are paired with culinology students. The Chemistry students help the Culinology majors with reagent preparations for their assigned food analyses. The Culinology students help the Chemistry majors with the food sample preparations. All the students (one pair at a time) were trained on the Chemistry Program's instrumentation need for the food analyses. The Culinology students then ran all the instrumentation in addition to preparing the food samples and chemical reagents while paired with a Chemistry major. This

greatly helped to increase the chemistry knowledge of the culinology students which showed dramatic improvements of lab scores from the beginning of the semester to the end of the semester.

Frank Schindler continues to use Methods Develop Experiments in Chem232 lab. This method helps students improve their experimental design skills and gain confidence in their chemistry abilities or traditional cookbook labs.

II. B. Scholarly/Creative Activity

Faculty Presentations and Publications:

Mostafa Hegazy had a manuscript published in the Transportation Research Board 96th Annual Meeting Conference Proceedings entitled, “The Effect of Physical Maturation on ATV Head-On Collision Outcome: A Simulation Study.” Mostafa also presented a poster entitled “A Comparative Study of Core Musculature Endurance and Strength between Soccer Players with and without Lower Extremity Sprain and Strain Injury” at the Osteoarthritis Research Society International 2017 World Congress; the abstract can be retrieved from [http://www.oarsijournal.com/article/S1063-4584\(17\)30275-3/abstract](http://www.oarsijournal.com/article/S1063-4584(17)30275-3/abstract).

Jeff Bell presented an invited lecture entitled, “Using a unique sports team to investigate arterial disease through undergraduate research” at the Chatham University Science Department 2016-2017 Seminar Series.

Jay Brown gave a PowerPoint presentation at the 253rd Spring National Meeting of the American Chemical Society (ACS) in San Francisco on April, 6, 2017. The presentation number and title was: ANYL 431: Use of electrochemical techniques in conjunction with computer simulations and spectroscopic methods to determine the electrochemical reduction pathways of atrazine. The presentation outlined roughly a decade of laboratory research including cyclic voltammetry (CV), controlled potential electrolysis (CPE), differential pulse voltammetry (DPV), computer simulations, NMR, IR, and GC/MS analyses of the popular triazine herbicide known as atrazine and its major electrochemical reduction product.

Other Faculty scholarship

Tony Greenfield continues to work with Ralco on various microbiology related projects. This has been a very beneficial collaboration which provided money for instrumentation and started a summer research program involving students. This summer (2017) will be the fourth summer for the research program.

Frank Schindler continues his direction of the SMSU soils lab, analyzing soils for various companies and organizations.

Student Research

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

Exercise Science students were active in undergraduate research during the 2016-2017 academic year. In the fall, 12 students supervised by Dave Barrett and Brent Jeffers on the Normandale campus completed 9 research projects and poster presentations by those students. In the spring, 26 students supervised by Jeff Bell, Mostafa Hegazy, and Kris Cleveland, completed 11 research projects leading to poster presentations at SMSU Celebrate Science Week. An SMSU student from the Normandale campus,

Gwen Plucar, was selected to present her poster at the American College of Sports Medicine Northland Chapter Spring Conference in April 2017.

In Pam Sander's **Botany class**, 24 students completed 7 research projects leading to poster presentations at the Undergraduate Research conference in the fall and 21 students completed 7 projects leading to poster presentations at Celebrate Science week in the spring.

Ecology had 20 students completing 9 research projects, each resulting in oral presentations at the Undergraduate Research Conference.

Last summer and fall, **Environmental Science** faculty Emily Deaver and Tom Dilley co-supervised one senior capstone undergraduate research project that was presented at Celebrate Science Week in April 2017 as a PowerPoint oral presentation. Deaver also supervised 12 student research projects on wetlands. Students presented posters at the URC in fall 2017. Currently, ENVS faculty are supervising 9 senior capstone research projects which include field work and sampling spring and summer 2017. So far, they have spent 6 full days of field sampling and will complete assisting with the fieldwork portion by the end of August 2017. These projects include a survey of trees in the SMSU wildlife area including diversity, density, basal area, heights and age. In conjunction with the lichen studies in the MN River Valley, we have applied for a research permit to the state's Scientific and Natural Areas (SNA) to investigate the development of soil islands on granite outcrops. As a result of this work Deaver and Dilley have developed a 57 page field guide to the Lichen of Southwest Minnesota identifying 16 species. This guide has already proved useful in conducting field research with our students. We plan on adding to the document in the future and we expand our lichen research.

Grants and Funding

Mostafa Hegazy received an SMSU Foundation Grant totaling \$5000 for research grade equipment. This was used in conjunction with the \$31,042 state leveraged grant money and funds secured by Kris Cleveland to help Exercise Science purchase over \$60,000 worth of equipment which most of can be used for student and faculty research projects.

Emily Deaver began work on the Environmental and Natural Resources Trust Fund grant (ENRTF) she was awarded summer July 2016 (\$39,000) to modify and enhance the Redwood River Mentoring and Monitoring project. In addition to the fall and spring mentoring and monitoring with the local high school and middle school, she planned and held 2 Saturday workshops for Ag Education students (recruited by Dr. Kristin Kovar). She also coordinated activities with Ag Ed students and the FFA students at the high school.

II. C. Professional Development

Kris Cleveland attended the Central Minnesota Training conference with sixteen Exercise Science students in Alexandria, MN as well as the NSCA Minnesota State Clinic with one student.

Mostafa Hegazy attended the World Congress on Osteoarthritis in Las Vegas, NV in April 2017.

Jeff Bell attended the Higher Learning Commission Annual Meeting and a pre-meeting workshop on accreditation in Chicago, IL. Jeff Bell continued his work with a faculty learning community studying self-regulated learning during the spring of 2017 and this group will present a session at the Fall 2017 Professional Development Day.

Tony Greenfield attended the North Central regional ASM meeting in Fall 2016 and will be attending the American Society for Microbiology conference for undergraduate educators (ASMCUE) in Denver,

CO in July. ASMCUE is an interactive 4 day conference where educators from across the nation learn and share information on microbiology and introductory biology education research.

Emily Deaver is on the reserve list as an **Associate Editor** of the journal *Bulletin of Environmental Contamination and Toxicology (BECT)* for this year because she has taken on additional responsibilities as a member of the planning board for the national meeting of the Society of Environmental Toxicology and Chemistry (SETAC), which will be held in Minneapolis in Nov. 2017.

Emily Deaver attended the Governor's Water Summit, held at the University of MN at Morris (March 27, 2017).

Emily Deaver and Tom Dilley began working on a new area of personal research in Spring 2016 focusing on lichen. They did extensive sampling of lichen on granite outcrops in the Minnesota River Valley and created a "Lichen Guide to Southwest Minnesota" with 16 species of lichen identified. Fall 2016, they traveled to a Nature Conservancy site, the Samuel Ordway Memorial Preserve in northern South Dakota and followed a 'lichen hike' to confirm identification of species and learn new species. They successfully mentored one student senior capstone research project on lichen and have two new projects in progress.

Tom Dilley joined the American Bryological and Lichenological Society in order to access the most recent lichen research. Dilley also has been conducting literature research on agates and jaspers to develop a new SMSU Natural History Museum exhibit.

Sandy Craner attended the National Association of Advisors for the Health Professions (NAAHP) conference - June 15-19, 2016. Minneapolis, MN.

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, Mostafa Hegazy, and Brent Jeffers for their work with Exercise science projects; Tom Dilley and Emily Deaver with the Environmental science projects; Pam Sanders for the Botany projects; and Betsy Desy for the Ecology projects.

Student clubs and organizations

Brent Jeffers with students in the Twin Cities initiated an Exercise Science Club collaboration between SMSU and Normandale Community College students. **Kris Cleveland** served as the faculty advisor for the Marshall campus Exercise Science Club and the SMSU Access Association. **Mostafa Hegazy** served as the faculty advisor for the SMSU Taekwondo Club. **Jeff Bell** supervised the Undergraduate Exercise Physiology Research Group that includes student mentees and other interested student researchers. **Noelle Beyer** served as faculty advisor for the Chemistry club. **Emily Deaver** served as faculty advisor for the environmental awareness club. **Tony Greenfield** and **Vaughn Gehle** serve as advisors for the biology club.

Physical Therapy Clinic

Kris Cleveland was able to provide professional practicum and volunteer experience for 12 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.

Other Service to Students

Kris Cleveland provided many hours in supervision and oversight of all activities involving service learning in the Fitness Center.

Mostafa Hegazy served as the Exercise Science Living & Learning Community advisor and lived in the Lakota dormitory during the weekdays.

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

Emily Deaver and Tom Dille 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*. As part of this, Emily Deaver also scheduled and attended a meeting between the three Kronke Scholarship winners from this year and Dorene McCourt (who funds the Kronke Scholarship).

Emily Deaver received the “*Excellence in Service to Students Award*” from the SMSU Chapter of The National Society of Leadership and Success, awarded April 23, 2017.

Sandy Craner and Kris Cleveland along with Melissa Scholten organized a series of talks and panel discussions for students interested in pre-professional health care programs.

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

Science Faculty serve on many of the committees vital to the University. **Kris Cleveland** serves on the Civic Engagement Workgroup, the Intercollegiate Athletic Advisory Committee, the Faculty Improvement Grant Committee and the SMSU Wellness Workgroup (chair). **Brent Jeffers** served on the System-wide Transfer Pathway Committee for Exercise Science and Kinesiology, serves on the SmSUFA Executive Committee, and he serves as the Chair of the IFO Negotiating Team. **Jeff Bell** served on the Institutional Review Board and Advisory Committee for the Indigenous Nations and Dakota Studies program; late in the spring of 2017 he served on the Higher Learning Commission/SMSU Strategic Planning All-University Committee in preparation for duties as HLC/Assessment Coordinator during 2017-2019 academic years. **Emily Deaver** served on the Commencement Committee. **Tony Greenfield** Co-Chairs the Liberal Education committee and was on the committee developing the Academic Advising Plan. **Betsy Desy** serves on the SMSU HLC Assessment Academy Committee. **Vaughn Gehle** serves on the Academic Affairs committee and Curriculum committee. **Sandy Craner** serves on the Physical Plant committee, Academic Technology users committee, Space committee, and Physical education coaching of sports committee.

Many science faculty are involved with meeting prospective students throughout the year, participating in admitted student days, and assisting in new student advising, but one faculty member should be mentioned for his efforts in recruitment. **Jeff Bell** recruited students in Chicago, IL by presenting a “What is Exercise Science?” lecture at Von Steuben Metro Science High School and North Lawndale College Preparatory High School. These lectures led to discussions with North Lawndale administration

for partnering with their school in their “Phoenix Pact” scholarship program that has a \$20 million endowment to help fund students to attend partner universities.

In conjunction with EXSC 460, Corporate Wellness and Health Promotion, 20 students worked with **Dr. Kris Cleveland** to plan and host “**Campus Community Connect**”, a wellness fair for the community. This was held at the YMCA in the fall and was well received by the community. As part of the same course offered in the spring of 2017, 11 students at the Normandale campus planned, organized, and implemented a “Health and Wellness” event for the campus community.

Dr. 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.

Emily Deaver continued to coordinate the *Redwood River Mentoring and Monitoring Project*. This is the 13th year of the project and we have mentored 3525 students. She also set up a table at the *Career Expo* (Oct 2016); and coordinated the *Redwood River Cleanup Adopt-a-River project with ADM*. We had 35 SMSU volunteers, 38 ADM volunteers and picked up 940 pounds of garbage (April 4, 2017).

Emily Deaver organized seven student presenters for the opening day of **Gold College** (Mar 15, 2017) and did a short presentation on the Undergraduate Research Conference at SMSU. Students presented posters and oral presentations of their research to the Gold College students.

Tom Dilley participated in planning and presenting an SMSU Faculty Panel Discussion on “Just the Facts? or Alternative Facts”. Dilley presented the scientific perspective on facts.

Tom Dilley, Jay Brown, and Kris Cleveland provided hands-on sessions for SW/WC cooperative Annual Science and Nature Conference.

Twin Cities Delivery of the SMSU Exercise Science Major

The following report on Twin Cities Delivery was submitted by Brent Jeffers. In the March 22, 2017, Minnesota State Board of Trustees (BOT) meeting, the Academic and Student Affairs Committee presented a “Twin Cities Baccalaureate Update”. That report included the following statements regarding the challenges and the solutions confronting our system: (www.minnstate.edu)

Challenge: “We need to significantly increase access to and completion of baccalaureate programs in the twin cities metropolitan area.”

Solution: “Bring the power and collaborative capacity of seven state universities together, in partnership with our colleges, to provide student access to a full range of baccalaureate programs and services.”

This report clearly articulates a System initiative in response to the projected growth of nearly one million more people in the twin cities metropolitan area over the next three decades (“Increasing the Global Competiveness of the Twin Cities Metro Area” www.minnstate.edu). The changing demographics accompanied by declining enrollments System-wide creates a necessity for institutions to explore multiple modes of delivery. Furthermore, these same factors are also having an effect at SMSU and as a small rural campus; the adverse effect is likely magnified. It seems to have been forgotten, that in the fall 2013, SMSU was facing a 3.2 million dollar shortfall and, therefore, the Exercise Science

Program Proposed to have SMSU contribute to the “Twin Cities Baccalaureate” initiative the System Office was pushing.

Also in the March 22nd update to the BOT, it was reported that the Greater Minnesota State Universities grew the Twin Cities Baccalaureate enrollments by 127 Full-Year Equivalency (FYE) in fall 2016 compared to fall 2015. These numbers reflected a 122% growth, a clear indication that the fastest and most substantial growth for the Exercise Science Program and SMSU is in the Twin Cities Baccalaureate Program. Baccalaureate Enrollments in the Metro Area Are Increasing (BOT March Packet, www.minnstate.edu)

FYE enrollment at metro area locations

Offered by:	Fall 2015	Fall 2016	% Growth
Metropolitan SU-St Paul Midway	1,775	1,826	3%
Metropolitan SU – Metro Colleges & Other	255	387	53%
Greater MN State Universities	104	231	122%
Total	2,234	2,444	9%

(BOT March 2017 Packet, www.minnstate.edu)

SMSU Exercise Science-Twin Cities Delivery: Student Head Count

SMSU Exercise Science Students	Fall ‘16 (10 th Day)	Fall ‘17 (10 th Day)	% Growth	Spring ‘17 (10 th Day)	% Growth
Head Count	13	34	216%	53	56%

(Data Provided by Alan Matzner)

There is complete agreement with the Report to the BOT regarding the continued development of a feasible and sustainable Twin Cites Baccalaureate program for the Minnesota State System. In that report, the Academic and Student Affairs Committee indicated the following items:

- a) Sustainable and mutually beneficial financial models are under development
- b) Marketing strategies will complement campus efforts and system initiatives
- c) 2018 capital budget initiative to support baccalaureate spaces at college campuses
- d) Develop a university presence on metro area college campuses that grows with enrollment and programs
- e) Coordinate academic planning and program development
- f) Collaborate student services
- g) Collective and complementary marketing

In addition to these issues being addressed at the System level, it is recommended that SMSU consider the following recommendations to promote its Twin Cities Baccalaureate Delivery:

- a) A strategic marketing plan that includes but is not limited to:
 - i. Better presence on the SMSU home page (I have yet to find a student that has discovered our program through SMSU)
 - ii. A strategy to create awareness with metro high schools, counselors, teachers, parents, prospective students, etc. (SMSU’s Twin Cities

Baccalaureate Degree has little or no presence with metro high schools and/or public)

- iii. A Coordinated recruiting effort with the SMSU Admissions Office (I do not know of one prospective student directed to this program from our office of admissions)
- iv. A designated budget targeted for a marketing campaign
- b) The designation of director position and/or reassign time for the recruiting, advising, and logistical efforts necessary to administer an off-campus, on-site delivery. (6-12 credits or .25-.50 time is appropriate for the non-teaching duties associated with this program. (other State Universities have designated admissions counselors, advisors, liaisons, etc. in addition to teaching faculty)
- c) An SMSU presence and adequate representation at the System Metro Baccalaureate Committee that meet regularly to discuss and address issue related to this initiative.
- d) If additional SMSU Programs are going to contribute to the Twin Cities Baccalaureate Program, such planning and implementation should proceed quickly. (System wide decisions are currently being calculated and administered, if an institution delays, they may very well be left out). The above recommendations would be much more cost effective if distributed among more than just the Exercise Science Program.

The Exercise Science-Twin Cities Delivery is intended to serve the University by increasing SMSU's recognition and establishing a presence in the System's Twin Cities Baccalaureate Planning and future development. As the University and the Minnesota State System Office seek to improve and expand the educational opportunities, SMSU's Exercise Science Program offers one solution to the changing demographics of the state and the evolving nature of higher education.

One significant outcome from our presence on the three Community Colleges is an increased number of students enrolled in the Exercise Science A.S. Degree. In the Exercise Physiology course taught in the Normandale A.S. Degree, enrollment has increased from 38 students in spring 2015 to 60 in spring 2017, they plan to offer a third section of this course for the first time in the fall semester to accommodate the demand. At the Anoka-Ramsey CC, Anatomy of Movement, a 2-credit course required in their A.S Degree has seen enrollment increase from 12 in fall 2015 to 28 in 2016. This is the first year for the A.S. Degree in Exercise Science on the North Hennepin campus, 12 students enrolled in their Kinesiology course this spring, an advance course within the 2-year degree. North Hennepin designed their A.S. Degree in collaboration with the SMSU Exercise Science Program and was intended to fully articulate with our Bachelor's Degree. It is anticipate the interest in Exercise Science will only growth in their new degree program and an SMSU presence on the NHCC campus will eventually benefit our Bachelor's completion program.

The circumstances of our SMSU students enrolled at twin cities locations are compelling as this students tend to be place-bound, financially disadvantaged, or otherwise prohibited from perusing a college degree. If the SMSU Exercise Science Program were not available, a bachelor's degree would not be possible. We should have pride in our ability to enrich the lives of the students we serve and

diversifying our mode of delivery will further enhance our service to the University, the System, and the public good.

II. G. Assessment

Many Science faculty have examples of course-level assessment for their courses within the majors as well as the program's liberal education offerings. These can be found in faculty PDRs as well as program 5 year reviews. Although beneficial, these tend to relate more to the content and specific learning outcomes of that specific course. Here we have chosen to show data from program capstone coursework. This provides information on how are students are doing at the end of their academic careers; in terms of the program student learning outcomes as well as the liberal education program learning outcomes, particularly the core skills of critical thinking, written/oral communication, and information literacy.

Exercise Science:

Exercise Science investigated student performance in EXSC 475 Capstone Research. Student work from the Marshall campus and Normandale campus were assessed. In particular, this assessed the quality of student work related to Exercise Science Program Goal 4 & Student Learning Outcome 4.1, Goal 5 & Student Learning Outcome 5.1, and Goal 5 & Student Learning Outcome 5.2. In addition, student artifacts and presentations were assessed on performance of Liberal Education Program rubrics for Written Communication and Oral Communication. These reports are submitted below.

Assessment Report for Exercise Science Program Capstone Research

Course: EXSC 475 Capstone Research
Campus

Term(s): Fall 2016 Normandale
Spring 2017- Marshall Campus

Number of Student Artifacts: 10 (3 Twin Cities, 7 Marshall)

Artifact: Research Project Manuscript

Program SLOs Assessed:

& Research Poster Oral Presentation

Goal 4: Students will develop critical thinking skills and problem-solving techniques within exercise science. Student Learning Outcome 4.1: Demonstrate competence in data analysis including preparation and interpretation of graphs and tables.

Goal 5: Students will be able to generate, evaluate, and communicate exercise science oriented information. Student Learning Outcome 5.1: Utilize the scientific method to create hypotheses, experimental designs, and data. Student Learning Outcome 5.2: Communicate experimental findings and data analysis both orally and in writing.

Assessment Approach: Students enrolled in SMSU EXSC 475 Capstone Research are required to perform an original research project that includes data collection and statistical analysis. These original research projects may be created in groups, but written papers are submitted individually. The papers in this sample are considered a “first draft” and would not be considered a polished manuscript. Therefore, the results from this rubric may be artificially low. 10 students were randomly selected via a random number generator used for each of 3 sections of EXSC 475 Capstone Research. These three sections included 38 students from two different sites, Marshall and Normandale. Approximately 1 out of every 4 students completing the capstone course were assessed in this sample. A single faculty member assessed all 10 student submissions via the BioTAP Rubric. In addition, students enrolled in the Marshall Campus’s EXSC 475 Capstone Research are required to deliver a 10-15 minute oral presentation of their research poster during an on-campus research conference. Research posters may be created in groups, but oral presentations are completed individually. 26 who were enrolled in two different sections of EXSC 475 Capstone Research in the Spring 2017 semester were assessed using a program-specific self-designed rubric. Science Department faculty completed the rubric during the oral presentation. Only 1 faculty member was assigned to any given student presentation.

BioTAP: The Biology Thesis Assessment Protocol (BioTAP) is a formative and summative assessment tool that was designed to evaluate undergraduate theses in biology. The BioTAP rubric includes three main sections. The first section evaluates higher-order writing issues and addresses fundamental

elements of academic writing. This includes understanding target audience, contextualizing the research within the scientific literature, and communicating research aims. The developers of this rubric suggest that this section reflects critical thinking skills such as synthesizing information from multiple sources, analyzing data, and evaluating hypotheses. The second section evaluates mid- and lower-order writing issues such as manuscript organization, writing mechanics, citations, and presentation of figures and tables. This section is important for this assessment in order to evaluate Exercise Science Student Learning Outcome 4.1. The final section evaluates the quality of scientific work including accuracy and appropriateness of the research. The rubric has been reported to have moderate to substantial agreement between raters (Reynolds et al., 2009). In addition, these authors suggest that the BioTAP rubric is appropriate for other disciplines, especially those that fall within STEM disciplines. Therefore, this rubric should be useful in identifying performance of Exercise Science students in a capstone research course.

Poster and Oral Presentation Rubric: The poster rubric used to evaluate student performance has four levels to represent beginning, emergent, proficient, and advanced performance on the poster and oral presentation of their scientific original research project. This rubric marks a change from previous semesters which used a Likert-scale scoring document. 7 of 13 components of the rubric directly inform performance on three distinct student learning outcomes (SLOs). The other 6 components are related to course outcomes and overall performance on the assignment.

Results:

BioTAP.

The BioTAP scoring is zero points for a no answer, 1 point for a somewhat answer, and 2 points for a yes answer. This would give a total 26 possible points. The mean BioTAP score was 19.20 ± 2.78 points. Higher-order writing issues were generally positive with only 1 component receiving a “no” response (Table 1). In this category, the best performance was for appropriate audience and clearly articulating research goals. In significance of the research, skillfully interpreting results, and a compelling discussion of the findings’ implications, a somewhat response was given for $\geq 80\%$ of student manuscript samples. Mid- and Lower-order writing issues were also generally positive with two exceptions. A “no” response was determined for 40% of student samples for writing errors. Also, a “no” response was given for 20% of clear figures and tables. Regarding scientific merit, students performed very well except for a clear and complete literature review with 70% of students receiving a “somewhat” score.

Oral Poster Presentation Rubric.

The poster rubric scoring is 1 point for beginning, 2 for emergent, 3 for proficient, and 4 for advanced performance on each component. With 13 distinct components this yields a total 52 possible points. The mean rubric score was 42.42 ± 4.58 points. 1 student received beginning marks for references and another 1 for overall presentation (Table 2).

Discussion:

Overall Assessment.

The original use of the BioTAP rubric was to determine whether student theses met minimum Biology departmental standards at Duke University (Reynolds et al., 2009); this was determined by having the final thesis submission by a student to have all answers to the rubric questions meet “somewhat” or “yes”. The Exercise Science program does not consider the manuscript submission to be an undergraduate thesis and the submitted artifacts are more of a manuscript draft than a final thesis. Only 50% of the manuscripts assessed met this benchmark. When removing question 7 “Is the manuscript free

of writing errors?” from the assessment 70% of students met this benchmark. Additional time spent on writing, as would occur in a thesis “course” would likely bring this close to 100% as it would ensure that tables and figures were improved and the literature review would be more complete and accurate. Considering the mean BioTAP score for a draft manuscript was 19.20 ± 2.78 points out of 26 possible indicates a solid performance by the random sample.

With the SLOs listed above, the Exercise Science program wants to ensure that graduates are proficient in most of the goals and objectives set forth by the program. By using the mean score of 42.42 ± 4.58 points out of 52 indicates a strong performance on the poster presentation. Indeed, this part of the course is considered to be a “rite of passage” by the program and a score of 39 would indicate minimal proficiency by the student. 84.6% of students met the 39 point benchmark. Components where poor performance may have caused this lack of meeting benchmark performance include poorly written references, lack of preparation for the oral presentation, poorly written abstracts, not highlighting research questions/hypotheses during the presentation, results sections that did not highlight main outcomes, and poor performance during the question and answer portion of the presentation.

It is important to note that visual inspection of data between campus location groups indicates similar performance on the BioTAP rubric. The Normdale campus SMSU Exercise Science students BioTAP score mean was 26.0 ± 6.0 points compared to the Marshall campus SMSU students score mean of 27.0 ± 3.9 points. There was not a large enough sample to run any useful statistical analysis on these means ($n_1 = 3$, $n_2 = 7$ respectively). However, with the small standard deviations and close means there is a small chance that a larger sample size would detect any differences.

Goal 4.

An important goal for our program is that students will develop critical thinking skills and problem-solving techniques within exercise science. Specifically, student Learning Outcome 4.1 states: Demonstrate competence in data analysis including preparation and interpretation of graphs and tables. Reynolds et al. (2009) have suggested that the BioTAP rubric, particularly the higher-order writing issues section, can be used to provide insight into student critical thinking skills. Only 1 manuscript for 1 question in this section received a “no” score; this was on question 4 regarding skillfully interpreting results or providing an insightful explanation for the reasons underlying a lack of clear results. In addition, BioTAP questions 4, 9, and 13 relate directly to SLO 4.1. Question 9 had 2 “no” responses and question 13 had none with 90% receiving a “yes” score. These indicate that some improvement is needed in table and graph creation, but that students understand the basics of data analysis or are at least mentored well during the research design process. 76.9% of students were proficient or advanced on abstract writing and indicates a potential deficiency in some students for being able to interpret data in a manner that allows for students to distill important results. This deficiency is supported by similar numbers of students scored as emerging competency on presenting results. Most, 57.7%, of students sampled were scored as proficient in presenting results, but much fewer received advanced ratings. This indicates a greater emphasis on oral, written, and graphical results presentation needs improvement. However, the representative Exercise Science student certainly demonstrates competence in data analysis and preparation of graphic results.

Goal 5.

Exercise Science program Goal 5 states students will be able to generate, evaluate, and communicate exercise science oriented information. Student Learning Outcome 5.1: Utilize the scientific method to create hypotheses, experimental designs, and data. Student Learning Outcome 5.2: Communicate experimental findings and data analysis both orally and in writing.

SLO 5.1.

100% of artifacts met the standard for clearly articulating the student's research goals. 100% of students developed and explained appropriate methods for answering the student's research questions. This indicates both a high performance by the students and close mentorship during the development of these projects. Some Exercise Science students complete a course in Research Methods prior to taking Capstone Research. All students work with a faculty advisor during the project development phase. This assessment indicates this is a highly effective practice. However, some students (19.2%) did not appropriately give importance to the task of explaining and highlighting this on their poster and presentation.

SLO 5.2.

Questions 4, 5, and 9 from the BioTAP rubric are related to SLO 5.2 and student ability to communicate experimental findings in writing. As previously discussed, some improvement is needed to insure benchmark performance is reached and a greater number of students reach the "yes" level in results presentation. This may help students to better discuss the implication of the findings as evidenced by only 1 "yes" answer in question 5. Learning Goal 5 includes the ability to evaluate information and moving more responses to "yes" for question 5 may indicate improvement in students' ability to evaluate. In addition to these, student performance was surprisingly low in table and figure presentation with 20%, 40%, and 40% scores for "no", "somewhat", and "yes" marks respectively. Students sampled may have needed more practice and experience interpreting tables and figures during their academic careers prior to taking Capstone Research.

Components 4, 5, 6, 7, 9, 10, and 12 from the poster/oral presentation rubric are related to Goal 5 and SLO 5.2. Often in academic assessment, an 80% cut-off is given to gauge overall student performance. Using this cut-off (Table 2) students used appropriate scientific terminology, had appropriate presentation of research questions/hypotheses, had adequate introductions with relevant literature review, explained methods effectively, and gave appropriate conclusions. Conversely, the written abstract, results presentation which included tables and figures as discussed above, and effectively answering questions posed by science faculty did not meet this cut-off.

Recommendations

This report represents a cross-sectional snapshot of a sample of students. The following recommendations are made with the understanding that multiple time points for collection are necessary to demonstrate trends and patterns of performance. With that caveat, two main areas for improvement may improve the representative student performance on these two assessment tools. First, students need more experience and training in abstract writing. It is likely that the program has waited too late in the academic training of these students to practice and improve this skill. By requiring abstracts to be included in student manuscripts and by completing assignments where abstracts are written and critiqued during courses could help students improve in this unique science skill. Second, Exercise Science students need more guidance and opportunities to create and interpret figures. On the Marshall campus, this will be addressed in at least one course when EXSC 350 Exercise Physiology 1 transitions to a flipped course over the 3 semesters beginning Fall 2017. Other opportunities for students to improve graphical and tabular results is needed.

Table 1 BioTAP Rubric Results

Rubric Component	No	Somewhat	Yes
Higher-Order Writing Issues			
Is the writing appropriate for the target audience?	0 0%	4 40%	6 60%
Does the manuscript make a compelling argument for the significance of the student's research within the context of the current literature?	0 0%	8 80%	2 20%
Does the manuscript clearly articulate the student's research goals?	0 0%	2 20%	8 80%
Does the manuscript skillfully interpret the results OR does the thesis provide an insightful explanation of the reasons underlying the lack of clear results?	1 10%	8 80%	1 10%
Is there a compelling discussion of the implications of findings OR is there a thoughtful and thorough discussion of possible future studies or alternative approaches?	0 0%	9 90%	1 10%
Mid- and Lower-Order Writing Issues			
Is the manuscript clearly organized?	0 0%	4 40%	6 60%
Is the manuscript free of writing errors?	4 40%	3 30%	3 30%
Are the citations presented consistently and professionally throughout the text and in the list of works cited?	0 0%	2 20%	8 80%
Are the tables and figures clear, effective, and informative?	2 20%	4 40%	4 40%
Quality of Scientific Work			
Does the manuscript represent the student's significant scientific research?	0 0%	0 0%	10 100%
Is the literature review accurate and complete?	1 10%	7 70%	2 20%
Are the methods appropriate given the student's research questions?	0 0%	0 0%	10 100%
Is the data analysis appropriate, accurate, and unbiased?	0 0%	1 10%	9 90%

Table 2 Poster and Oral Presentation Rubric

Rubric Component	Beginning Competency	Emerging Competency	Proficient Competency	Advanced Competency
Layout/Navigation of Display on Poster	0 0%	0 0%	8 30.8%	18 69.2%
Overall Visual Appeal of Display on Poster	0 0%	2 7.7%	8 30.8%	16 61.5%
Language Usage on Poster & Presentation	0 0%	3 11.5%	11 42.3%	12 46.2%
Abstract	0 0%	6 23.1%	5 19.2%	14 53.8%
Use of Scientific Terminology on Poster & Presentation	0 0%	2 7.7%	11 42.3%	13 50.0%
Research Question & Hypothesis on Poster & Presentation	0 0%	5 19.2%	6 23.1%	15 57.7%
Introduction on Poster & Presentation	0 0%	5 19.2%	12 46.2%	9 34.6%
Methods on Poster & Presentation	0 0%	3 11.5%	8 30.8%	15 57.7%
Results on Poster & Presentation	0 0%	6 23.1%	15 57.7%	5 19.2%
Conclusions on Poster & Presentation	0 0%	3 11.5%	14 53.8%	9 34.6%
References on Poster	1 3.8%	1 3.8%	11 42.3%	13 50.0%
Question Period on Presentation	0 0%	6 23.1%	11 42.3%	9 34.6%
Overall Presentation	1 3.8%	2 7.7%	12 46.2%	11 42.3%

Environmental Science:

ENVS has continued with ongoing assessment of the ENVS program senior capstone experience, which consists of ENVS 390 and ENVS 400. ENVS have been ranking the senior projects for many years, but realized the need for a more refined and detailed rubric for quantitative, consistent analysis to collect data on both program and LEP student learning outcomes. The newly created rubric is shown below.

Unfortunately there was only one student competing the capstone research project this year, but data will be collected over the upcoming years and used to make changes.

Figure 1. Environmental Science Senior Research Project Critique

Name: _____ Date: _____ Critic: _____

Project Title: _____

Assessment Scale: 0 = not present; 1 =poor; 2= below average 3=moderate/ average 4=above average 5= outstanding/excellent

Competency Category	LEP SLO	Competency Criterion	Assessment Level	Comments
Originality: Effective selection; Restriction	Creative Thinking	Satisfies the application of the scientific method in project selection	0 1 2 3 4 5	
		Hypothesis development	0 1 2 3 4 5	
		Appropriate literature search for background	0 1 2 3 4 5	
Rigor/ Depth	Critical Thinking	Appropriate Methodology	0 1 2 3 4 5	
		Quality and quantity of data	0 1 2 3 4 5	
Involvement/ Commitment		Time invested in planning	0 1 2 3 4 5	
		Time invested in data collection and analysis	0 1 2 3 4 5	
		Time invested in final products	0 1 2 3 4 5	
Data Quality		Research notebook	0 1 2 3 4 5	
		Is appropriate to hypothesis	0 1 2 3 4 5	
Data Analysis	Critical Thinking	Understanding of analytical methods	0 1 2 3 4 5	
		Appropriate creation of graphs and figures	0 1 2 3 4 5	
		Conclusions drawn from analysis	0 1 2 3 4 5	

Understanding and implementing Scientific Method	Physical & Social World	Overall implementation of scientific method at all stages of project	0 1 2 3 4 5	
Communication*	Communicate Effectively	With research advisor	0 1 2 3 4 5	
		Paper	0 1 2 3 4 5	
		PowerPoint	0 1 2 3 4 5	
		Poster	0 1 2 3 4 5	
Student Growth			0 1 2 3 4 5	
Overall Impression			0 1 2 3 4 5	

*Note: **Detailed** evaluation of the Paper, PowerPoint and Poster are done elsewhere using other assessment tools

The ENVS program has several examples of course level assessment as it pertains to program goal 4 and the associated student learning outcomes 4.1 and 4.2

Goal 4. To improve students' understanding of current environmental challenges.

- **Student Learning Outcome 4.1** Explain the structure and function of various natural systems and human adaptive strategies
- **Student Learning Outcome 4.2** Critically evaluate environmental issues

Brief summaries of this course level assessment is given below

In **ENVS 180 Intro to Environmental Science**, Deaver administers a Pre and Post quiz that covers a variety of topics including some specific to Goals 4, SLO 4.1 and 4.2 on topics such as environmental estrogens, global climate change and transgenic organisms. Evaluation of Pre and Post scores on six specific questions related to this goal showed Pre Test scores 14-63% correct (n=69 students) whereas the Post Test scores on the same questions all improved to scores above 70%, with a range of scores from 70.3 to 92.19% correct (n=65 students) for all of the questions except one. This question related to details about environmental estrogens. Only 37.6% of students got the question correct on the PreTest. This score improved on the Post Test, but only to 48.4%. It is clear that this topic needs to be addressed in a different way in the future. Overall class PrePost Test scores are shown in Figure 3.

ENVS 311 Environmental Geology had not been assessed prior to this year. One of the results of this new assessment was that students have difficulty retaining knowledge about specific natural hazard events (Goal 4 content). One important part of the Environmental Geology (ENVS 311) course is learning numerous actual historic natural hazard events (1980 Mt. St. Helens Eruption, 2004 Indonesia Earthquake & Tsunami, 1964 Southern Alaska Earthquake & Tsunami, etc.) to serve as case examples of how and where these various processes occur, prediction and monitoring methods, the various effects and types of damage, rescue and recovery methods, and mitigation efforts. These topics are directly related to SLO 4.1 and 4.2. In addition to understanding these historic events as analogies for possible future events, these historic examples serve as stark real examples of how dynamic Earth can be and the fragility of human society. Because of their wide-ranging importance, much textbook and classroom instruction is devoted to learning these historic events. Further, many of these same case studies are discussed and tested on in the prerequisite course – Physical Geology (ENVS 101), so the students have been exposed to detailed instruction on these events several times. In light of this, it was extremely disappointing to discover how poorly the ENVS 311 students did on their exam questions covering these historic events.

Due to their poor performance, it was realized that this is an opportunity to conduct some assessment activities and to change the way these historic case examples are approached in class. In the future, a pre-quiz covering these events will be administered on the first day of class to gauge the in-coming knowledge base on these events. The quiz results will be reviewed immediately, and this will serve as an introduction to the course, and highlights the importance of these actual historic events in understanding natural hazards. The quiz results will then be compared to the same questions from a later exam after additional instruction. In addition, more time will be devoted to these case examples and their importance in understanding Environmental Geology.

ENVS 406 Wetland Ecology specifically addresses SLO 4.1 and 4.2 by evaluating structure and function of various wetland systems. Students in this course do semester long projects in which they select a wetland to sample and evaluate the function of the wetland by analyzing water quality and changes in plant and animal communities throughout the semester. This course was also assessed relative to the LEP SLO of Communicate Effectively, and Physical & Social World. Deaver has assessed these projects using the new research project rubric created to evaluate capstone projects. Students in the course create a research poster and write a final comprehensive research paper. Data was evaluated from the past three times this course was taught (it is taught in fall of even years).

General trends in the Wetland Ecology data indicate that the overall scores on the comprehensive research paper have gone down over time, but the scores on the research posters have gone up. Overall scores for the entire project have improved over time- students are better able to explain the structure and function of wetlands and evaluate the use of various kinds of wetlands to treat and clean up non-point source pollution (Goal 4).

In 2016, Deaver made a specific effort to improve the poster presentations by allowing more in-class time in a computer lab for students to work on the posters and ask questions. This clearly had a positive effect. However, the quality of the final research papers has gone down, even though I have not changed any of the instructions for the paper. Next time Deaver teaches this course she will modify how the research paper is completed. Deaver will require the students to turn in individual sections of the paper throughout the semester. For example, after the first week of data collection they will be required to turn in the Materials and Methods section of the paper (which details how the data is collected). Next, the students will be required to turn in an

Introduction section (which includes a literature review of their type of wetland). Then they will turn in a Results section with their data graphed and analyzed. Each section will be graded and returned so that students can incorporate edits into their final paper. This should help to keep the students on track with completing their papers and, hopefully, improve the quality of the final product.

Biology:

Biol487 represents the capstone course for the biology program and therefore should represent student's abilities after completing most, if not all, of the biology curriculum and the SMSU liberal education program. Five program-specific student learning outcomes (SLO) are assessed in the Senior Seminar course:

SLO 1.1 - Demonstrate knowledge of scientific content, including core concepts and principles in biology

SLO 3.1 - Demonstrate competency in data analysis including the preparation and interpretation of graphs and tables

SLO 4.1 - Demonstrate information literacy skills by ability to identify, locate, and evaluate biological information.

SLO 4.2 - Demonstrate competency in communicating experimental findings or data interpretations both orally and in writing.

SLO 5.1 - Use scientific evidence to evaluate biological and societal issues.

Biology has linked the assessment in this course to the SMSU LEP outcomes specifically the core skills of communicate effectively, information literacy, critical and creative thinking, that are central to this course as well as the liberal education program. This enables simultaneous data collection for the program as well as the LEP assessment teams. The various categories within the grading rubrics used in Biol487 were mapped to the corresponding categories within the SMSU writing rubric, SMSU oral communication rubric, SMSU information literacy rubric, and the SMSU critical thinking rubric. Scores less than 75% were considered beginning/emerging; scores between 75-89% were considered developing/proficient; and scores greater than 90% were considered advanced.

Discussion and recommendations:

The results shown in the tables below indicate that the majority of Biol487 students are within the top achievement level(s) for each category on the rubrics. The program is generally satisfied with student performance, but continues to push them for deeper understanding of their topics and more thoughtful evaluation of scientific literature. This is also indicated by more students falling in the "emerging" or "beginning" categories in the SMSU critical thinking and information literacy rubrics than with the communication rubrics. In 2010, the faculty redesigned in-class activities to use mainly active learning techniques to appropriately emphasize the student's responsibility in a capstone course. As a result, there have been some outstanding presentations and fewer awful ones. We have also recently changed the poster organization, combining Methods and Results, to improve the flow of the presentation which seems to contribute to improved communication over the past couple years. Students still need to be guided towards more manageable topics that better fit their experience, but no other significant changes are warranted at this point.

Bio487 data mapped to SMSU critical thinking rubric

	< 75%	75%-89%	90% and above	
	Emerging	Developing	Advanced	
1. Interpret Problems, Questions, Issues or Arguments (average of paper and poster scores)	1	5	3	2013-2014
	0	6	11	2014-2015
	2	6	8	2015-2016
	0	11	10	2016-2017
	3	28	32	4 year total
2. Evaluate Reasons and Evidence (Paper rubric scores for critique and conclusion and data use + Poster rubric scores for J, K, L)	2	6	1	2013-2014
	2	4	11	2014-2015
	6	5	5	2015-2016
	4	9	8	2016-2017
	14	24	25	4 year total
3. Construct Arguments/Formulate Hypotheses (Paper rubric scores for critique, conclusion, and data use + Poster rubric scores for B, J, K, L, M)	2	6	1	2013-2014
	2	4	11	2014-2015
	6	5	5	2015-2016
	3	10	8	2016-2017
	13	25	25	4 year total
4. Reasoned Approach to Using Information (Paper rubric scores for critique and conclusion and quality of sources)	3	5	1	2013-2014
	2	1	14	2014-2015
	4	5	7	2015-2016
	4	6	11	2016-2017
	13	17	33	4 year total
5. Dispositions Towards Critical Thinking Not applicable				

Biol487 data mapped to SMSU information literacy rubric

	< 75%	75%-89%	90% and above	
ACRL Standard	Beginning Indicators	Proficient Indicators	Advanced Indicators	
1. Determine and articulate extent of information needed (Scores on research logs)	2	1	6	2013-2014
	2	2	14	2014-2015
	2	3	11	2015-2016
	0	8	13	2016-2017
	6	14	44	4 year total
2. Access the needed information effectively and efficiently (Scores on research logs)	2	1	6	2013-2014
	2	2	14	2014-2015
	2	3	11	2015-2016
	0	8	13	2016-2017
	6	14	44	4 year total

3. Evaluate information and its sources critically and incorporate into knowledge base and value system (Scores on annotated bibliography)	0	4	5	2013-2014
	1	4	13	2014-2015
	2	6	8	2015-2016
	0	8	13	2016-2017
	3	22	39	4 year total
4. Use information effectively to accomplish a specific purpose (total score on paper and poster)	1	5	3	2013-2014
	0	6	11	2014-2015
	2	6	8	2015-2016
	0	11	10	2016-2017
	1	28	32	4 year total
5. Understand economic, legal, and social issues surrounding use of information; access and use information ethically and legally (not part of sr seminar)				

Biol487 data mapped to SMSU Writing Rubric

Rubric*	< 75% 75%-89% 90% and above				
	First-Year Outcome: Beginning Competencies	Second-Year Outcome: Developing Competencies	Third-Year Outcome: Practicing Competencies	Fourth-Year Outcome: Accomplished Competencies	
Purpose and Audience (Total paper score)	1	2	3	3	2013-2014
	0	0	5	12	2014-2015
	0	1	9	6	2015-2016
	0	0	11	10	2016-2017
	1	3	28	31	4 year total
Main Idea (All scores from paper rubric minus lit cited section scores)	1	2	3	3	2013-2014
	0	0	5	12	2014-2015
	0	3	7	6	2015-2016
	0	0	12	9	2016-2017
	1	5	27	30	4 year total
Development and Support (All scores from paper rubric minus lit cited section scores)	1	2	3	3	2013-2014
	0	0	5	12	2014-2015
	0	3	7	6	2015-2016
	0	0	12	9	2016-2017
	1	5	27	30	4 year total
	0	0	2	7	2013-2014

Organization (Paper rubric organization score)	0	0	3	14	2013-2014
	0	0	4	12	2014-2015
	0	0	3	18	2015-2016
	0	0	12	51	4 year total
Style (Paper rubric clarity/style score)	1	2	1	5	2013-2014
	0	0	4	13	2014-2015
	0	1	7	8	2015-2016
	0	3	3	14	2016-2017
	1	6	15	40	4 year total
Conventions (Paper rubric mechanics score)	1	1	4	3	2013-2014
	0	0	5	12	2014-2015
	0	2	4	10	2015-2016
	0	1	7	13	2016-2017
	1	4	20	38	4 year total
Citing Sources (Paper rubric Lit cited section: Format and text citations)	0	0	2	7	2013-2014
	0	0	4	13	2014-2015
	0	1	4	11	2015-2016
	0	1	8	12	2016-2017
	0	2	18	43	4 year total

**Biol487 data mapped to SMSU oral communication
rubric**

Speaking Competencies	Not Present	< 75% 75%-89% 90% and above			
		Emergin g	Developin g	Advanced	
I. <u>Invention</u> : Effective selection, restriction, research and focus of topic appropriate to audience and purpose.					
A. Determine the purpose of oral discourse. (not applicable)					
B. Choose a topic and restrict it according to the purpose and the audience. (Scores on research logs)	0	2	1	6	2013-2014
	0	2	2	14	2014-2015
	0	2	3	11	2015-2016
	0	0	8	13	2016-2017
	0	6	14	44	4 year total
	0	0	4	5	2013-2014
	0	1	4	13	2014-2015
	0	2	6	8	2015-2016

C. Locate and evaluate information resources effectively. (Scores on annotated bibliography)	0	0	8	13	2016-2017
	0	3	22	39	4 year total
D. Utilize appropriate and adequate supporting material. (Total score on poster)	0	1	5	3	2013-2014
	0	0	6	11	2014-2015
	0	2	6	8	2015-2016
	0	1	10	10	2016-2017
	0	4	27	32	4 year total
E. Utilize effective audience analysis in preparation. (Total score on poster)	0	1	5	3	2013-2014
	0	0	6	11	2014-2015
	0	4	5	7	2015-2016
	0	1	10	10	2016-2017
	0	6	26	31	4 year total
F. Work effectively in a group context to complete the invention process. (Not applicable)					
II. <u>Organization</u> : Demonstration of the necessity of sound structural elements in effective discourse.					
A. Utilize suitable and effective organizational strategies. (Poster rubric scores A, B, and N)	0	1	4	4	2013-2014
	0	0	6	11	2014-2015
	0	2	5	9	2015-2016
	0	1	9	11	2016-2017
	0	4	24	35	4 year total
B. Provide effective transitions. (not applicable)					
C. Work effectively in a group to organize a presentation. (not applicable)					
III. <u>Delivery</u> : Transmit the message by using delivery skills suitable to the topic, purpose, and audience.					
A. Demonstrates vocal variety and appropriate diction. (not applicable)					
B. Demonstrate nonverbal behavior that supports the verbal message. (not applicable)					
C. Manage communication anxiety effectively. (Poster rubric scores R & M)	0	3	5	1	2013-2014
	0	0	5	12	2014-2015
	0	4	5	7	2015-2016
	0	1	10	10	2016-2017

	0	8	25	30	4 year total
D. Utilize presentation aids effectively. (Poster rubric scores E, G, H, I, and P)	0	2	4	3	2013-2014
	0	0	9	8	2014-2015
	0	4	6	6	2015-2016
	0	2	8	11	2016-2017
	0	8	27	28	4 year total
E. Work effectively in a group to deliver a presentation. (not applicable)					
IV. Style/Language Use: Employ language appropriate to the designated audience and purpose. (overall poster grade)	0	1	5	3	2013-2014
	0	0	6	11	2014-2015
	0	4	5	7	2015-2016
	0	1	10	10	2016-2017
	0	6	26	31	4 year total
I. Listen for literal comprehension (Active Listening) (not applicable) II. Listen for critical comprehension (Critical Listening).(not applicable) III. Manage barriers to effective listening.(not applicable)					

The biology faculty continue to assess the individual courses that are part of the Biology core curriculum as well as the non-majors liberal education course and the College Now offering. This information is available in their most recent 5 year program review.

Chemistry:

The only assessment available at the time of writing was course level assessment related to course content and program specific goals.

The **Chem243: analytical chemistry** course aligns with the following Chemistry Program Student Learning Outcomes (SLOs):

- Student Learning Outcome 3.1**
 - Demonstrate competence in data analysis, including the preparation & interpretation of graphs & tables.
- Student Learning Outcome 3.2**

- Demonstrate competence in the analysis of various chemical spectra.
- **Student Learning Outcome 5.2** Demonstrate competence in the use of modern chemical instrumentation.

After providing lectures and pre-laboratory reviews on fundamental mathematics, serial dilution and concentration calculations, spectral measurements, error analysis, and proper graphing techniques, 75% of the class were able to properly prepare a quantitative graph, 80% could measure experimental spectra, 85% correctly performed serial dilution calculations, 80% correctly calculated sample concentrations, and 75% correctly determined their experimental error. These percentages increased roughly 5% by the end of the semester after repeatedly using these techniques and concepts in the laboratory and having graded materials returned on a weekly basis — with the exception of serial dilution calculations, which remained the same (85%). Future assessment is necessary before drawing conclusions regarding educational trends in these two stacked courses. It is worth noting that this course is the stacked course that uses peer-led-learning that is discussed in section A.

In Chem231/232: General Chemistry: Students are progressing toward mastery learning, i.e., 80% mastery, which according to Dr. James Rice, Chemistry Program 2014 External Reviewer, an 80 percent mastery of material is “appropriate for chemistry lecture and lab courses”. However, progress is slow and on certain course specific content the class as a whole failed to “master” nearly 84% of the material. For example, the “Item Analysis” results for Chem 231 Exam 4 shows students only mastered questions designed to measure SLOs 8.2, 9.3, 9.1, and 9.5, respectively. However, given the starting point for many of these students, mastery at this level may be difficult to attain. Nevertheless, student learning during fall 2016 and spring 2017 was evident, as the average scores went from 31% to 58% and from 34% to 78% correct for Dr. Schindler’s Chem 232 and 231 courses, respectively.

The Department of Social Science

2016-2017 Annual Report

Submitted by Jeff Kolnick, Chair

Departmental Mission:

The mission of the Department of Social Sciences is to educate students at the undergraduate level in the programs of Anthropology, History, Native American Studies, Justice Administration, Psychology, Social Work, Sociology, Geography, and 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 Social Science Department at SMSU is composed of eighteen full-time members in seven disciplines, plus one administrative assistant. Two faculty members took sabbatical leave in the 2016-2017 academic year, one faculty was on sick leave and another retired at the conclusion of the spring semester. The History Center, the Museum of Indigenous Americans, and numerous student clubs and organizations are also housed under the umbrella of our department.

The Department holds bi-weekly meetings and continues to make considerable progress in advancing program and departmental goals, solidifying assessment plans, improving/revising courses and curriculum and improving the general student-learning environment.

In 2016-2017, the Department participated in several projects with university wide significance:

- Sample 4 year plans for all programs
- Course Outlines
- Social Work re-accreditation application
- Academic Prioritization

We also played leadership roles in strategic planning, assessment, the liberal education program, and the Minnesota Collaborative Assessment project.

In terms of credit generation and students graduated, the Department of Social Sciences is at the center of what makes SMSU a successful institution of higher learning. In 2017, the Department of Social Sciences graduated some 64 students with majors, by my reckoning, a little more than 11% of the school's total 583 graduates.

Graduates by program:

- History 8
- Justice Adm 14
- Law Enforcement 1
- Political Science 6
- Psychology 14
- Social Work 12
- 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 internship but receiving credit as independent study. This coming academic year we will explore adding more of a focus on public history, perhaps augmenting our Historiography course to include a careers demission that will provide professional exposure to public history (archives, museums, local historical societies, legal, etc.).

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. In 2016, the INDS program had its first graduate since the minor was reinstated. As of spring 2017 there are 4 enrolled in the minor.
- The program has the chance to create some stability by moving in the direction of a tenure track position. Last academic year we proposed entering into an MOA with the Faculty Association to allow us to offer a tenure track position at 25% time. Because SMSU is located close to several Dakota Communities, we have a number of highly qualified professionals who would be interested in such a position. The additional cost to SMSU would be small compared to the advantages of rebuilding our relationship with the local Dakota and indigenous

communities. SMSU already pays for six credits of adjunct/overload each year for the INDS program, and these classes regularly fill.

As of spring 2017 there are 4 enrolled in the minor. 33 students enrolled in the INDS course in the fall of 2016 and 27 enrolled in the INDS course in the spring of 2017.

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.
- The JA program had a difficult year in 2016-2017. Tragically, one of the two members in the program, Dr. William DuBois, passed away after a prolonged illness. This occurred after having his sabbatical extended from one to two semesters. This change and the uncertainty the program faced due to his illness created challenges for Professor BC Franson and to some degree for the students in the program. Dr. Franson deserves enormous credit for her exceptional work during this challenging period and she has put in place a solid plan to stabilize and grow the program moving forward. We will be looking for support in this area.

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. This room has already had an impact on the spirit of the building and on our focus on undergraduate research.
- The program is also modeling 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 research at the Association for Psychological Science Annual Convention in May 2017. The poster was titled "Spontaneous Recognition of Distractors During Retrieval: Effects of Task Switching and Retrieval Constraint."

Social Work

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

- The Social Work Program also had some instability last year due to health reasons that are now resolved. This has led to some challenges for students and faculty. Social Work also had a retirement and a successful search that led to an excellent candidate accepting a tenure track position.

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. Kerry Livingston was on sabbatical in the spring.

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 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 (2016-2017)

Cindy Aamlid, Associate Professor of Sociology

Benjamin Anderson, Assistant Professor of Psychology

Vicky Brockman, Professor of Sociology

Corey Butler, Professor of Psychology

William DuBois, Associate Professor of Justice Administration (passed away while on sabbatical)

BC Franson, Associate Professor of Justice Administration

Michael Hofstetter, Professor of History

Jeffrey Kolnick, Professor of History

Kerry Livingston, Associate Professor of Sociology (on sabbatical spring semester)

Donna Nieckula, Associate Professor of Social Work (retired, following spring semester)

Christine Olson, Professor of Psychology

William Pavot, Professor of Psychology

Scott Peterson, Professor of Psychology

Rick Robinson, Associate Professor of Social Work

Thomas Williford, Associate Professor of History

David Sturrock, Professor of Political Science

Doug Simon, Professor of Political Science

Social Science Faculty Research, Publications and Service 2016-2017:

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

Among the many accomplishments of the Psychology Program, we note the following:

- 1) Establishment of the Social Science Research and Computer Laboratory (aprox. \$19,000 funding from Psychology program + \$8,000 leveraged equipment funds)
- 2) Launch of the MustangsVOLUNTEER platform, partnering with United Way of Southwest Minnesota, including registration of 182 campus users by end of the academic year
- 3) Completion of the Psychology Transfer Pathway
- 4) Our Psi Chi group sponsored a successful Psychology Careers Day event during spring advising day, involving a panel of 8 speakers on a variety of psychology-related careers, plus representatives from Adler Graduate School
- 5) Three of the Psychology students (Tyler Flud, Kelsey Lee, & Kevin Rubin) presented a poster at the Midwestern Psychological Association conference in Chicago on April 21 titled "The Effect of Marijuana Use on Academic Achievement and Life Satisfaction in College Students."

In Sociology, we highlight the following:

- The Sociology Club attended a Sociology Symposium at South Dakota State University this spring where several club members gave research presentations. The club also assisted with Trio Day in March and the Sexual Assault Awareness 5K in April, and co-sponsored one of the MLK events.

Professor Kerry Livingston

- Joined students and staff from the Summer Bridge Program on their global studies trip to Kansas City.
- Received the Great Plains Sociological Association Excellence in Teaching Award.
- Attended an Anti-Racist Pedagogy across the Curriculum (ARPAC) workshop and joined a state-wide communities of practice group that meets each month to share information and teaching strategies that align with ARPAC goals.
- Supervised the research projects of 15 students for the undergraduate research conference.
- The *Migrant Voices* project continued to be shared with the wider community. Opportunities to display and/or discuss the exhibit included the Lyon County Historical Society Museum, the Great Plains Sociological Association Conference, as well as the 91st Annual Sociology Symposium at South Dakota State University, and the MnWE College Writing and English Conference.

Professor Cindy Aamlid had the following accomplishments after an extremely productive sabbatical leave:

Seminars/Papers Presented

Aamlid, Cindy. *We Aren't Different, We Just Sit: The Lived Experience of Students in Wheelchairs*. A juried presentation presented at the American Association of Behavioral and Social Sciences. Las Vegas. January 2017.

Aamlid, Cindy. *We Aren't Different, We Just Sit: A Photovoice Study of Campus Life for SMSU Students in Wheelchairs*. A juried presentation presented at the Great Plains Sociological Association. Sioux Falls, SD. October 2016.

Articles

Aamlid, Cindy. "Learning About Cultural Differences in Families from our International Students." Assignment published in *TRAILS: Teaching Resources and Innovations Library for Sociology*. Washington DC: American Sociological Association. <http://trails.asanet.org>

Aamlid, Cindy. "We Are Not Different, We Just Sit: Using Photovoice to Explore the Lived Experience of Students in Wheelchairs." *The Journal of Ethnographic and Qualitative Research*. (Submitted for Initial Review).

Stoner, Michelle, Aamlid, Cindy, Taylor Hilliard, and David Knox. "International Students' Dating and Romantic Relationships in the United States." *The Journal of International Students*. (Submitted for Initial Review).

- Professor Aamlid received the Great Plains Sociological Association Service Award at the annual meeting in October 2016.
- Professor Aamlid served as Treasurer of Great Plains Sociological Association.

Geographer Dr. Anthony Amato published, [Conservation on the Northern Plains: New Perspectives](https://smile.amazon.com/Conservation-Northern-Plains-New-Perspectives/dp/0931170958/ref=smi_www_rco2_go_smi_g2609328962?encoding=UTF8&%2AVersion%2A=1&%2Aentries%2A=0&ie=UTF8).
https://smile.amazon.com/Conservation-Northern-Plains-New-Perspectives/dp/0931170958/ref=smi_www_rco2_go_smi_g2609328962?encoding=UTF8&%2AVersion%2A=1&%2Aentries%2A=0&ie=UTF8

Among the Historians, we highlight:

Jeff Kolnick

- Helped bring Freedom Rider, Joan Browning to campus for MLK Day presentations, historian Charles McKinney for Black History Month and Culture Shock.
- Published the book, Freedom Summer: A Brief History with Documents, with Bedford St Martin's Press.
- He was a core faculty member for the NEH Summer Institute called, Finding Mississippi in the National Civil Rights Narrative.

Ry Marcattilio-McCracken

- Will give a talk at Saint Cloud State University this fall for their Biology Seminar Series and a talk at the University of Oklahoma for their History of Science Colloquium Series.
- He also published the article. "Cacogenic Cartographies: Space and Place in the Eugenic Family Study," *Journal of the History of Biology* 50, no. 3 (August 2017): 497-524. <https://doi.org/10.1007/s10739-016-9452-9>

Social Sciences Participation in undergraduate research: Student Academic Presentations:

SMSU Campus Presentations: 11th Annual Undergraduate Research Conference at SMSU.

- There were over 38 posters and more than a dozen 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 discussion on "The Facts." They also sponsored speakers for Black History Month and planned a Women's History Month event.

Social Work:

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

Psychology:

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

Sociology:

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

Justice Administration:

- Justice Administration Program after successfully completing the process to become a PPOE program made some curricular changes. They are a model in how they prepare students for professional life with mock interviews and resume writing work.

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, 63 different CN sections were offered (22 General Psychology and 14 Intro to Sociology, 4 Geography, 23 Political Science). Our Social Science CN faculty held a total load of 36.86 credits. This year, our materials from the College Now office did not include some important data. We are seeking it. I am not certain, but I suspect part of the drastic reduction in load was a result of the recalculation of faculty compensation for College Now designed to mitigate the most recent budget crisis. But the numbers are clear, the Department of Social Sciences is committed to growth in College now.

Six-Year CN Numbers Comparison

Year	Faculty Load	Students	Credit Hours
2016-2017	36.86	1229	3687
2015-2016	26.34	889	2667
2014-2015	22.04	Not given	Not given
2013-2014	32.25	720	2157
2012-2013	27	673	2019
2011-2012	21.75	498	1494

Civic Engagement Center:

- Continue to reconstruct the Center for Civic Engagement Website, including: review of websites of model higher education civic engagement centers; development of online forms for enhanced communication about volunteer and service-learning opportunities; development of online database of service sites; update of service-learning handbooks and assessment forms; review of relevant resources related to variety of forms of civic engagement; highlighting civic engagement activities/initiatives of SMSU students, faculty and staff, and regular contact with webmaster and tech support staff.
- Christine Olson, director of Civic Engagement, and Scott Peterson have made plans to rotate out of the role of directors and have proposed ways to maintain staffing in the office. We are pleased that there will be some staff support for this important work now that Professors Olson and Peterson have removed themselves from their leadership roles.

History Center:

- The SMSU History Center remains an active and valued part of the Social Science Department. The History Center is a regional archive affiliated with the Minnesota Historical Society. As such, it is an official depository for public records in this region and serves individuals and local communities. Moreover, it is an essential resource for the History Program and History students, and for other students perusing local research. This year, Jan Louwagie continued to demonstrate an impressive record of community and regional service. She has intensified her outreach to regional museums and collections in conjunction with the Minnesota Historical Society. The center continues to benefit from Jan Louwagie's expertise and the excellent work of students and community volunteers.
- We remain concerned about developing a succession plan for when Ms. Louwagie retires.

Assessment Activity:

We will add Assessment plans to this report as they come in, which in some cases will be this fall. Assessment Plans can be found as an appendix to the report.

1. Department members continue to take an active role in facilitating campus wide assessment activity including assessment of the Liberal Education Program. In particularly, the work of Christine Olson, Scott Peterson, Cindy Aamlid, and Kerry Livingston stand out as models of faculty work on assessment.
2. Department members participated in several campus wide assessment workshops tied to HLC visit.
3. Programs have continued to reexamine and to modify their Program mission statements along with desired outcomes. In addition, programs have updated course maps and worked on aligning where our course outcomes meet LEP outcomes.
4. Program Assessment Files have been periodically updated and electronic versions of documentation are being gathered and placed in appropriate locations by Administrative Assistant Dawn Bahn. We anticipate including this data in next year's department report.
5. Programs are continuing to develop and modify 2-5 year assessment plans.
6. Self-study reports have been gathered and filed in Social Science Department electronic filing system.
7. Programs have submitted copies of current versions of syllabi for electronic filing.
8. Programs have 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 2016-2017, the Social Science offered a total of 139 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 2017 a total of 361 students are listed as majors and 78 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	45	5
Justice Administration Law Enforcement	62	
	2	
Psychology	109	40
Sociology	34	22
Social Work	82	(2 social welfare)
Political Science	27	3 pol sci (2 pre-law)
INDS		4

Social Science Department Course Data			
Number of courses	Fall	Spring	Summer
History	11	7	2
Justice Administration	8	6	
Psychology	20	20	7
Sociology	14	8	3
Social Work	8	7	
Political Science	8	7	1
Number Enrolled by semester	Fall	Spring	Summer
History	276	213	27
Justice Administration	203	188	
Psychology	453	496	115
Sociology	361	231	49
Social Work	118	141	
Political Science	185	245	8

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 AY2016-2017. Most of these clubs meet in the Social Science Building with academic advisors frequently in attendance.

College Democrats	Advisor: Tom Williford
History Club:	Advisor: Jeff Kolnick
Criminal Justice Club	Advisor: BC Franson
Oyate Wowinape	Advisor: Michelle Sterner
Psi Chi	Advisor: Scott Peterson
Psychology Club	Advisor: Christine Olson
Student Social Work Association	Advisor: Rick Robinson
Sociology Club	Advisor: Kerry Livingston

The activity of student clubs varies from year to year, though most of the groups listed met regularly in 2016-2017. Group activities included fund raising, hosting guest speakers, traveling and giving poster presentations at academic conferences.

- The History Club sponsored the WWI 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, and sponsored the panel discussion on the Facts.
- 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 2016-2017 academic year:

Student	Scholarship	Major	Award
Rose Schmit	C. McNally Scholarship	History	\$325
Gage Backman Taylor Krogman Rose Schmit	History Scholarship	History	\$500 \$500 \$175
Leah Bernard	Robert White Scholarship	Sociology	\$325
Rose Schmit	Joseph Amato, Sr. Scholarship	History	\$350
Mariah Henry	Nick Roberts Memorial Scholarship	Psychology	\$500
Hannah Redmond Tehra Christianson	Sociology Scholarship	Sociology	\$325 \$550
Michael Dombrowski	Psychology Scholarship	Psychology	\$600
Holly Meyer	Cowan Scholarship	Psychology	\$450
Tanner Luebke	Maynard Brass Scholarship	Ex Science	\$150
Jason Wischaak	Perryman-Visser Scholarship	Pol Science	\$400
Taylor Beske Jacob Samp Courtney Anderson Rebekah Danielson Nicholas Malecek Katherine Lee	John Zwach	Marketing Pol Science Accounting Finance Agri Business Pol Science	\$600 \$700 \$800 \$900 \$1000 \$1100

Budgets:

Budget Info for AY 2016-2017: These ending balances/figures are from the month ending June 30, 2017.

Program	2016-2017 Allocation	2016 Carryover	2016/2017 Total	6/30/17 Ending Balance
Justice Admin	892.00		892.00	0
Psychology	1511.00		1511.00	0
Social Work	2701.00		2701.00	0
Sociology	1422.00		1422.00	207.97
History	1283.00		1283.00	234.92
Anthropology	299.00		299.00	1.92
Indigenous Nations & Dakota Studies	45.00		45.00	1.67
Geography	510.00		510.00	0
Pol Science	1170.00		1170.00	3.09

Administrative Staffing:

Social Science Administrative Assistant

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

Social Science Department Five-Year Plan:

Restore and revitalize the Indigenous Nations and Dakota Studies program.

Restore the Anthropology minor.

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.