



College of
Business, Education, and Professional Studies

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Annual Report 2019-2020

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2019-2020 Annual Report

Agriculture, Culinology[®] and Hospitality Management (ACHM) Department
College of Business, Education and Professional Studies
Southwest Minnesota State University (SMSU)

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Introduction

We are submitting the 2019-2020 Annual Report for SMSU's Agriculture, Culinology[®] and Hospitality Management (ACHM) Department under extraordinary circumstances. The advent of the COVID-19 pandemic in 2020 has challenged our students, faculty, staff and administrators to make major changes in our approach to higher education. So far, we can be proud of what we have accomplished. But we have more work to do, if we are to maintain academic integrity while keeping everyone safe from the spread of the coronavirus.

As we adjust to this new reality, we utilize this report to review our outcomes and accomplishments during the past academic year (AY 2019-20). We also use this report to identify how we plan to respond to the unique and varied challenges that will be a real part of the upcoming 2020-2021 academic year.

Our report is organized into three sections. Section I outlines our department's current membership and structure over the past year. Student enrollment trends, departmental budgets and expenses are also examined.

Section II documents our ACHM Department's programmatic successes and accomplishments during AY 2019-2020. Some highlights include:

- In March 2020, during the two-week extension of spring break, ACHM faculty successfully converted all of their courses to alternative delivery formats as a response to the COVID-19 Pandemic. Faculty made extensive use of D2L and the Zoom platform to remotely conduct classes and schedule meetings.
- In Spring Semester 2020, ACHM faculty met with their advisees online to help them register for courses in Fall Semester 2020. Our faculty also cooperated with the SMSU Admissions Office to remotely conduct the "April Days" advising and registration process for new students.
- While overcoming adverse winter weather in February 2020, we hosted over 600 FFA students for the Ralco/SMSU 2020 Ag Bowl Scholarship Invitational and the FFA Food Science Competition.
- Dr. Peiyi Shen joined our department as an Assistant Professor of Culinology in Fall Semester 2019. Agronomy Professor Lee French, after many years of strong service to SMSU, retired at the end of Spring Semester 2020. In August 2020, Dr. Adam Alford will become our new Assistant Professor of Agronomy.
- SMSU's School of Agriculture completed its five-year self-study and conducted our Program Review. Our review greatly benefitted from the outside consultant advice of Brad Schloesser, Dean of Agriculture at South Central College.
- We have a variety of accomplishments in teaching/learning, scholarly/creative activities, professional development, student development, and service to our university and

community-at-large. We continue also to make measurable progress in the design and implementation of our program assessment plans.

Section III addresses how our ACHM Department plans to build on our successes in the past year. We also address the unique challenges that lay ahead in the 2020-2021 Academic Year. Our goal is to create valuable educational experiences for our students and prepare them to make important contributions to the wider world.

Section I – Structure and Staffing of SMSU’s Agriculture, Culinology® and Hospitality Management (ACHM) Department

A. Current Structure of SMSU’s ACHM Department in AY 2020. Our ACHM Department is a productive team of faculty who teach and advise students in SMSU’s Agriculture (AG), Culinology® (CULG) and Hospitality Management (HOSP) programs. Since Fall Semester 2016, our ACHM Department’s faculty and staff have been working together to provide educational opportunities *‘from the farm to the fork.’* We also coordinate with Ian Wyffels (Assistant Director of Marketing, Recruitment & Outreach for AG, CULG and HOSP in SMSU’s Admissions Office) to promote and recruit new students to our programs.

Our ACHM Department faculty and staff, and their associated areas of responsibility, are briefly described below: ¹

- Dr. Stephen Davis, Dr. Sang Jung and Dr. Gerald Toland jointly offer courses and advise students in Agribusiness Management, Agricultural Solutions, Economics, and Managerial Economics. Dr. Scott Kuecker teaches our animal science course in fall semester.
- Dr. Kristin Kovar teaches and coordinates curricula in SMSU’s Agricultural Education, Agricultural Communication and Leadership, and Education Programs. She also serves as our Program Assessment Liaison for all SMSU Agriculture Programs.
- Professors Lee French and Sam Tutt coordinate SMSU’s Agronomy Program. They offer courses in areas such as Crop Production, Pest Management, Precision Agriculture, Soils and Fertility, and Experimental Design. Professor French retires in May 2020, and Dr. Adam Alford will begin as our new Assistant Professor of Agronomy in August 2020.
- Dr. Joyce Hwang and Dr. Yumi Lim teach courses in our Hospitality Management (HOSP) Program. Dr. Hwang is the program coordinator for our HOSP and CULG Programs.
- Our new Culinology® (CULG) professor, Dr. Peiyi Shen, joined the SMSU faculty in August 2019. Chef Ronald Walker began teaching in our Culinology Program in Spring Semester 2020, and CoriAnn Dahlager teaches the baking course in Fall Semester.

¹ See Appendix A for the ACHM Department’s Faculty and Staff Roster and Contact Information.

- We also cooperate with Ian Wyffels (SMSU Admissions Office) to participate and offer input on marketing and recruitment during our department meetings and discussions.

In addition to our faculty and staff, we rely heavily on the support of our Administrative Assistant, Linda Baun. Linda does a terrific job as she manages our department budgets, files important reports, facilitates student scholarship awards, and efficiently performs many other duties.

During Fall Semester 2019 and Spring Semester 2020, our ACHM Department held regularly scheduled bi-weekly meetings on Tuesdays, Noon to 1 PM.² After the new COVID-19 safety protocols were established in March 2020, the remainder of our Spring Semester department meetings were conducted using the Zoom platform.

All programs were represented and participated during our ACHM department meetings. We handled pre-announced agenda items as a cohesive group. We make decisions via consensus. Votes were taken to make decisions when required.

B. SMSU On-Campus Locations of ACHM Programs. Since Summer Session 2016, our multi-program ACHM Department occupies two primary SMSU on-campus locations.

Faculty offices for full-time SMSU agriculture-related faculty reside in SMSU's Science and Technology (ST) Building. Our Ag-Faculty offices are adjacent to Minnesota's Agriculture Utilization Research Institute's (AURI's) offices/laboratories. We are also in reasonable proximity of the SMSU greenhouse and the laboratory classrooms needed for our Agronomy, Animal Science and Agricultural Solutions courses.

Our Culinology[®] and Hospitality Management Programs are located in the Individualized Learning (IL) Building on campus. The first floor of the IL Building includes all of SMSU's kitchens, labs and restaurant facilities needed by our students in the food- and hospitality-related majors.

Thanks to the efficient design of the SMSU campus, it requires only five to ten minutes to move from one end of campus to the other. Most SMSU faculty offices are within a relative close proximity of each other.

C. Identification of ACHM Departmental Programs. In the 2019-2020 Academic Year, SMSU's ACHM Department offered eight academic majors at the Bachelor's level, one Associate in Science program (Agribusiness Management), and four different minors. These offerings are listed below:

² See Appendix B for samples of ACHM Department Meeting Agendas. The samples include department meetings at the beginning of Fall Semester 2019 and Spring Semester 2020.

- BS and an AS Degrees in Agribusiness Management
- BS Degree in Agronomy
- BAS Degree in Agriculture (*transfer program for AS and AAS grads*)
- BS Degree in Agricultural Solutions
- BS Degree in Agricultural Education (*Teacher Licensure Program*)
- BS Degree in Agricultural Communication and Leadership
- BS Degree in Culinology[®]
- BS Degree in Hospitality Management
- Minors in Agribusiness Management, Agronomy, Agricultural Economics, and Hotel/Lodging Management.

D. SMSU and ACHM Program Enrollment Trends during 2013-2018. On the SMSU Website, the Office of Enrollment Management and Student Success provides easy access to enrollment reports compiled by SMSU’s Data Management and Institutional Research (DMIR) Office. We can use the DMIR data source to determine the number of students who are enrolled in SMSU’s academic majors from one year to the next.

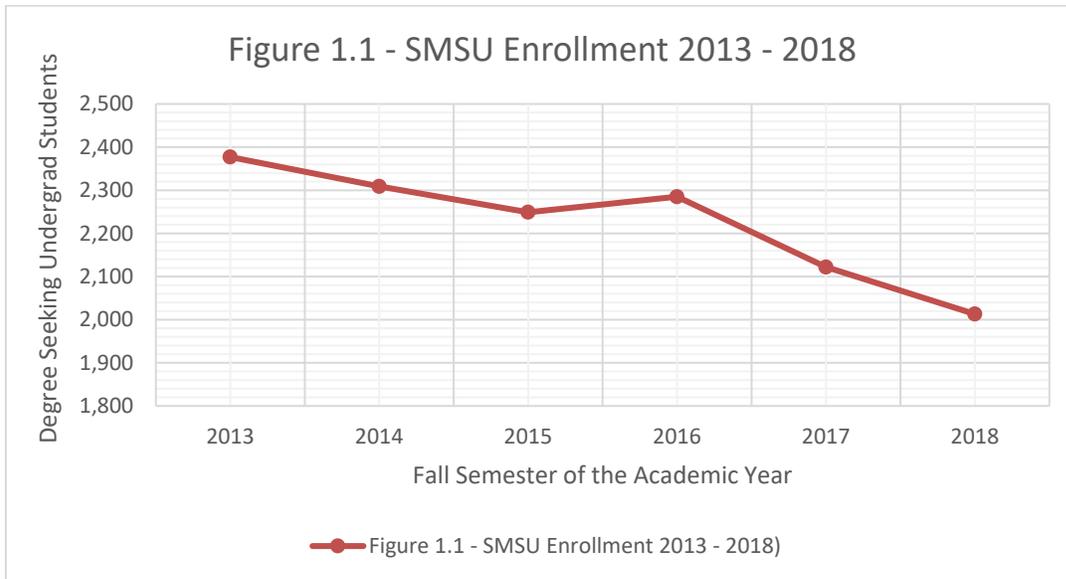
Of particular interest to the ACHM Department are the student enrollments in the majors that we offer. We can compare our department’s enrollment trends to the University’s enrollment patterns across all majors. It is important to understand how larger-scale demographic forces shape our ACHM program enrollments.

We gain additional insights for developing effective student recruitment and retention strategies by reviewing the smaller-scale and unique forces influencing our ACHM Department programs.

Using SMSU’s DMIR Data, we review student enrollments in ACHM Majors during the years 2013 to 2018. We organize our analysis of ACHM enrollment patterns as follows:

- We examine student enrollments in our ACHM majors, and compare trends in our departmental programs to the pattern of the University’s overall total student numbers.
- We break down the enrollments in SMSU’s Agriculture-related majors to uncover recent patterns within the different fields of agriculture.
- We also analyze changing enrollments in SMSU’s Culinology[®] and Hospitality Management programs over time.
- Based on the observed enrollment patterns for ACHM programs, we develop strategies to improve our recruiting and retention efforts. Our ultimate goal is to create positive upward trends in our current and future student enrollments.

Comparing SMSU Student Enrollments for all Majors to ACHM Program Enrollments. In Figure 1.1, we can examine how total SMSU Fall Semester enrollments changed between 2013 and 2018.



Source:

https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/ug_classlevel.pdf

A variety of factors contribute to the extended trend of falling SMSU enrollments that occur during Fall Semesters 2013 - 2018. Changing demographics are an important influence. The *Inside Higher Education* publication noted a US nationwide net decrease in college enrollments.³ SMSU also experienced a decline in international student applications, a trend related to changes in US immigration policies.⁴ Then there was the effect of a resurgent US economy. Prior to the outbreak of COVID-19, the annualized US monthly national unemployment rate in 2019 averaged 3.6%.⁵ During periods of low unemployment, there is a natural tendency for people to delay earning a college degree, and seek full-time employment instead.

The onset of COVID-19 has introduced a whole new set of factors that will likely have a negative effect on college enrollment, at least in the short term.

³ Retrieved from: <https://www.insidehighered.com/quicktakes/2016/12/19/national-college-enrollments-continue-slide#.WGP1xqEOiCZ.twitter>

⁴ Retrieved from: <https://www.insidehighered.com/views/2017/01/13/upcoming-trends-2017-colleges-should-prepare-essay>

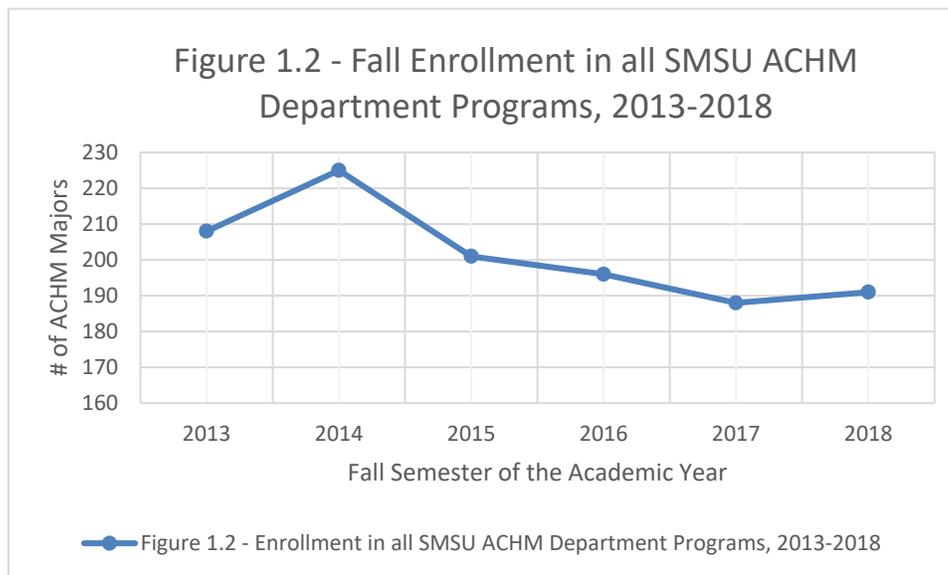
⁵ Retrieved from: <https://www.bls.gov/eag/eag.us.htm>

Finally, we have a 2018 MinnState Board of Trustees report indicating longer-term enrollment challenges. The report projects a declining pool of traditional-aged students. The number of high-school graduates in MN is not expected to begin rising again until the year 2024.⁶

Throughout the current 2019-2020 Academic Year, SMSU has been making strong efforts to boost its recruitment and retention, and reverse the downward trend.

To formulate a proper strategy for future action, it is important to first assess our current situation. In the next stage of this report, we examine and interpret the enrollment trends for the ACHM Department programs.

Let's examine Figure 1.2, and assess similarities and differences between the ACHM enrollment numbers and the SMSU totals. In Figure 1.2, we sum together the number of students majoring in the programs that our department currently offers.



Source: <http://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/majors.pdf>

When we review the results displayed in Figures 1.1 and 1.2, we note similar trends during the 2013-2018 period. ACHM enrollments reach a peak in 2014, but they decline through 2018. In 2018, thanks to a jump in the number of Agricultural Education majors, total ACHM students slightly increased. But overall, the downward trend of ACHM student numbers is comparable to the general decrease in SMSU enrollments over the same time frame. Correlations do not

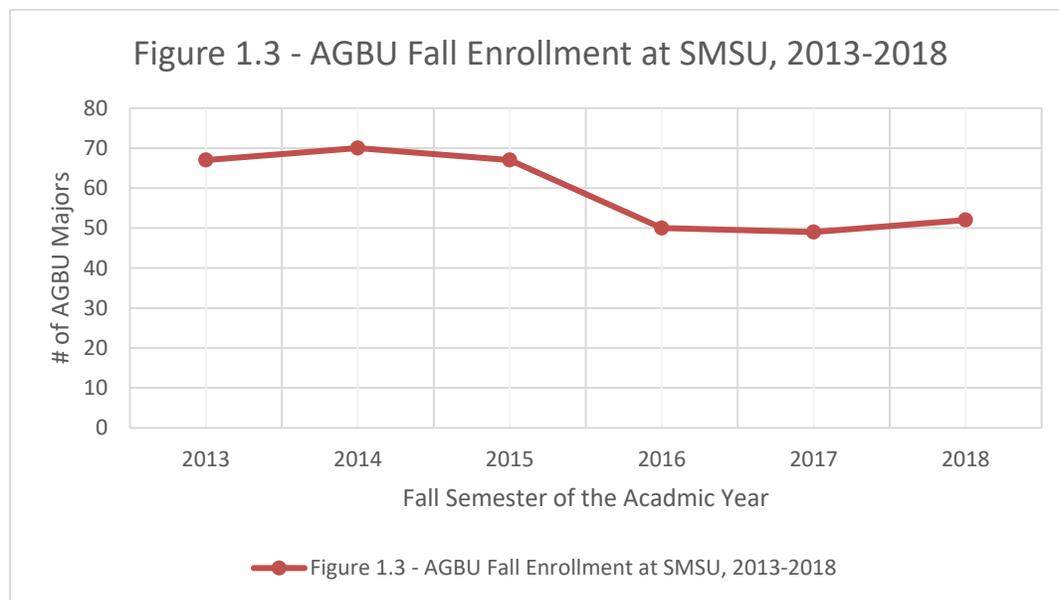
⁶ Forum on Reimagining Minnesota State - Session 1: The Forces Impacting U.S. Higher Education. Retrieved from: <http://www.minnstate.edu/board/reimagining/docs/Session-1-Summary.Final.pdf>

establish causality. However, we can reasonably conclude that the factors influencing the decline in SMSU’s overall enrollment also contribute to decreases in ACHM enrollments.

University-wide enrollment tendencies certainly deserve attention. It is also instructive to review individual program enrollments. Below we examine the numbers of students registered for Agriculture-related majors, as well as for Culinology® and Hospitality Management majors.

Analyzing SMSU Student Enrollments in ACHM Department Majors. During 2019-2020, SMSU offered six undergraduate majors in Agriculture-related fields. The two largest student-enrolled programs are Agribusiness Management and Agronomy. Agricultural Education has emerged as a true growth area, and is now our third-largest major. Growth trends for these three majors explain most, but not all, of the Ag-enrollment patterns. We can learn more about the number of SMSU students choosing agriculture-related degree programs by examining a sequence of trend graphs. This sequence is:

- Figure 1.3 – Agribusiness Management (AGBU) Enrollment, 2013-2018
- Figure 1.4 – Agronomy (AGRO) Enrollment, 2013-2018
- Figure 1.5 – Agricultural Education (AGED) Enrollment, 2013-2018
- Figure 1.6 – Agricultural Solutions (AGSO) and Ag Communication & Leadership (AGCL), 2013-2018
- Figure 1.7 – BAS in Agriculture (transfer degree program) 2013-2018



Source: <http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>

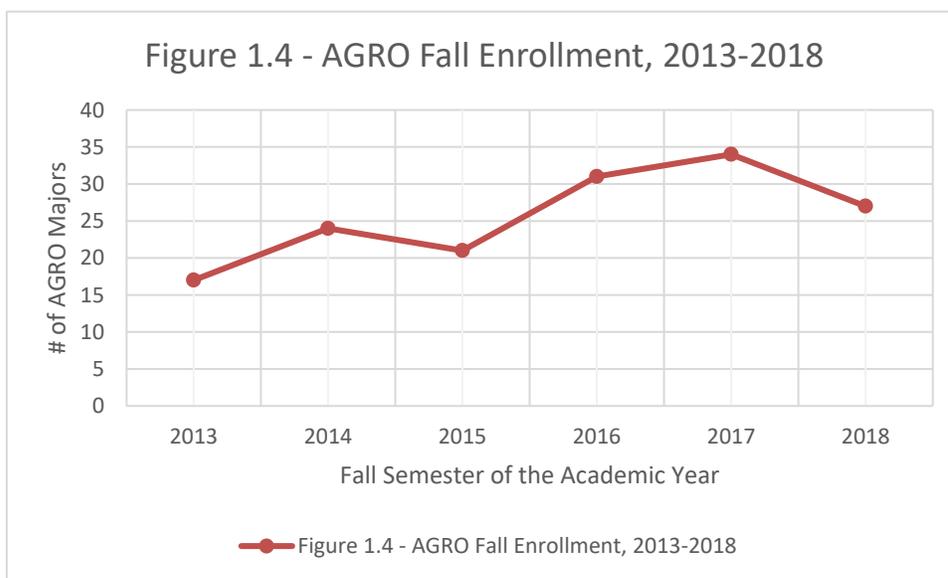
SMSU’s AGBU Program. In Figure 1.3 above, we observe the 2013-2018 enrollments for Agribusiness Management (AGBU), SMSU’s longest-standing agricultural major. Similar to the trends cited earlier in this report, the AGBU enrollment pattern shows elevated numbers until

2015, and then the trend falters through 2018. We did experience a marginal gain of three AGBU majors between 2017 and 2018 (for a total of 52).

When we interpret the AGBU enrollment decline, it is clear that our ACHM Department must engage in more energetic strategies to recruit and retain AGBU students. Our goal is to overcome the downward enrollment trend, and then seek ways to maintain and expand our program. As part of this effort, we fully cooperate with SMSU's Admissions Office to reach out to prospective and admitted students. We actively participate in the Admitted Student Day programs. We have also sent individual emails to admitted students with ag-related majors, encouraging them to choose SMSU as the university where they can pursue their collegiate goals.

In addition, we have cooperated with SMSU's Extended Learning Office and have facilitated the development of articulation agreements with two-year colleges to help AA, AS and AAS students transfer their credits to SMSU, and then efficiently complete a BAS or BS Degree in an agricultural major at SMSU.

SMSU's AGRO Program. When we examine Figure 1.4, we notice a decrease of seven AGRO majors between 2017 and 2018. We believe this drop in enrollment is temporary. Students selecting an Agronomy Major have created a general upward trend during the 2013-2018 time-span. An important reason to be optimistic about student interest in our AGRO major is the robust industry demand for college graduates with agronomic training. Our SMSU agronomy majors have a 100% job placement record after graduation. We also have a very active and valuable AGRO internship program. We will be working with the SMSU Admissions Office and our two-year college partners to help our Agronomy enrollments rebound.



Source: <http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>

During the upcoming Academic Year 2020-2021 (AY 2021), SMSU's Agronomy Program will experience a transition in faculty. Professor Lee French is largely responsible for building-up the integrity and attractiveness of SMSU's Agronomy Program as it stands today. Professor French retired in May 2020. We are very grateful for his service and tremendous contributions to the program.

In Fall 2020, Dr. Adam Alford will take-up the responsibility of leading SMSU's Agronomy program as a new full-time Assistant Professor. Dr. Alford actually arrived in Marshall in May 2020. He will be replicating research that he began during his post-doctoral work at Virginia Tech, and will also be involved with SMSU's field trials during Summer Session 2020 as an Adjunct Professor.

Speaking of Adjunct Professors, SMSU-alum Sam Tutt has played a key role in delivering courses and hands-on knowledge to our Agronomy students. During the 2019-2020 Academic Year, Professor Tutt taught courses in Pest Management, Sustainable Agriculture and Weed Science.

Professor Tutt was also instrumental in drafting SMSU's grant proposal to create an educational program to help our students prepare to take and pass the Certified Crop Advisor (CCA) exams. The MN Soybean Research and Promotion Council informed SMSU on April 3, 2020 that our CCA grant proposal was approved. Professor Tutt will assist as we implement this CCA education program in the coming 2020-2021 Academic Year. Sam has agreed to serve as an adjunct professor again in 2020-2021. SMSU is blessed to have caring alumni such as Sam Tutt and Lee French. They have made a big impact on our students, and helped SMSU build the growing positive reputation of its School of Agriculture.

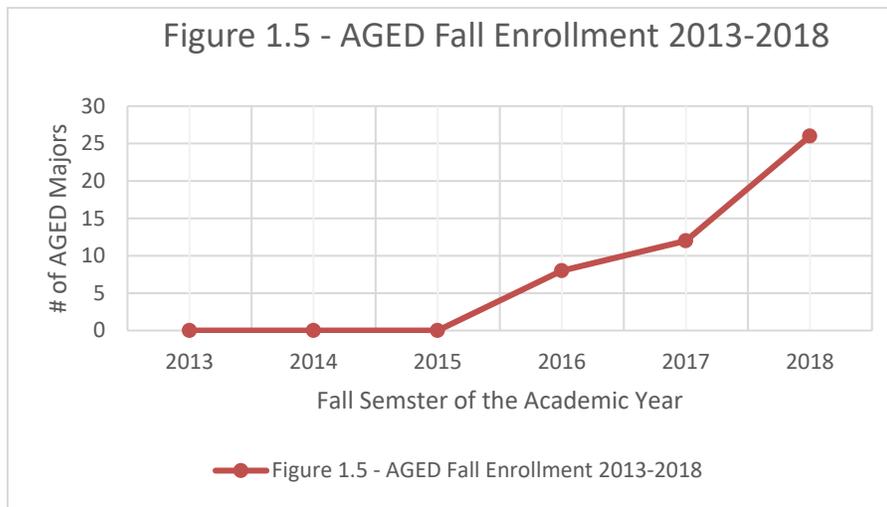
The SMSU Foundation and SMSU's Administration both played important roles in facilitating the continuation of our agronomy field trials during in Summer 2019 and in the upcoming Summer 2020. Thanks also go to SMSU alumnus and Centrol Consultant Tim Moline, SMSU Alum Bill Mulso, Dean Onyeaghala, along with Professors French and Tutt, for their extra efforts to plan, implement and manage a range of field trials.

SMSU's field trials serve many important purposes. We perform proprietary field research, hire SMSU interns, generate scholarship funds and create hands-on experiences for our *AGRO 341 - Pest Management* students in Fall Semester 2019. This effort will continue in Fall 2020. Our ACHM students and faculty are genuinely appreciative of this exciting program. SMSU further promoted our AGRO program to the general public during our inaugural agronomy field day on July 18, 2019. The second annual field day is currently scheduled for Wednesday, July 15, 2020 at the SMSU Field Trials just north of the SMSU campus.

SMSU's AGED Program. In Fall Semester 2016, SMSU received approval from the MN Board of Teaching to offer a BS Degree in Agricultural Education (AGED). Students who complete

SMSU's AGED Program are officially-qualified candidates to be hired as fully-licensed agricultural education teachers in Minnesota's K-12 school systems. Our teacher-licensure program has attracted a growing number of capable and engaged students. In Spring Semester 2020, in the middle of the COVID-19 epidemic, SMSU placed four Ag student-teachers in MN high-schools in the surrounding region of SMSU. We are especially happy and proud about these student-teacher placements.

Let's examine the SMSU AGED enrollments during 2013-2018 in Figure 1.5:



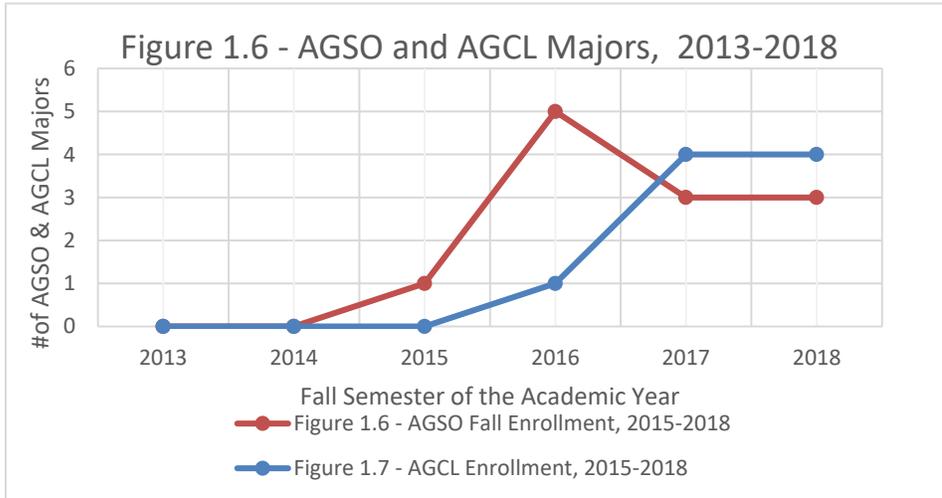
Source: <http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>

In Figure 1.5 (see above), we observe a net gain of 14 additional students (for a total of 26) in Agricultural Education between 2017 and 2018. We are heartened by the rising student interest in our AGED program. Dr. Kristin Kovar has provided excellent guidance for our AGED students, and her efforts have noticeably enhanced recruitment and retention.

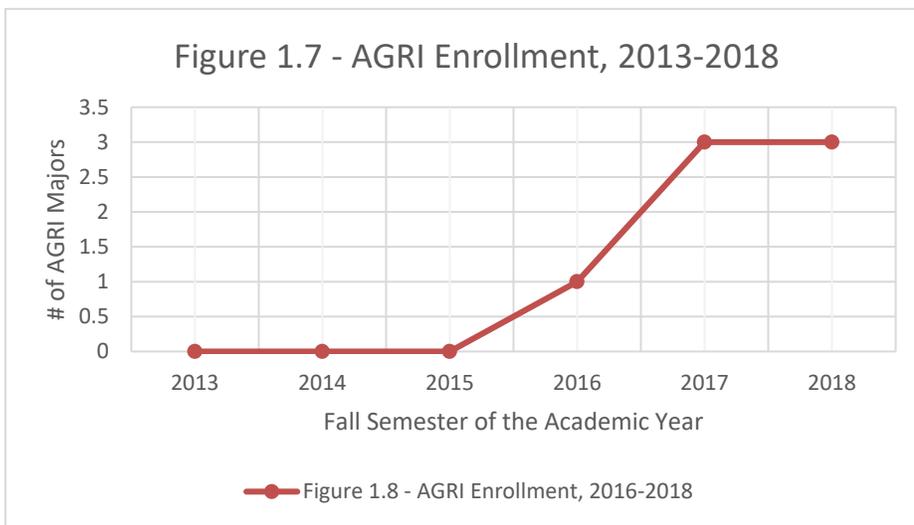
Throughout Minnesota, and the rest of the US, there is a shortage of high-school teachers of agriculture. The growth of AGED majors at SMSU is a welcome development, because graduates of our program can begin to alleviate the ag-teacher shortage. Support from organizations such as the Minnesota Association of Agricultural Educators (MAAE) has contributed to the successful expansion of SMSU's AGED program.

SMSU's AGSO, AGCL and AGRI Programs. Beyond the AGBU, AGRO and AGED programs described above, SMSU offers three additional agriculture-related majors: a BS in Agricultural Solutions (AGSO), a BS in Agricultural Communication and Leadership (AGCL) and a BAS in Agriculture (AGRI). As we make our 2020 annual report, we note that these three supplementary majors have yet to fully attain their enrollment number potentials. See Figures 1.6 and 1.7 below.

One of the ways to improve enrollment in these relatively-new majors (Figures 1.6 & 1.7) is to improve their academic attractiveness. With respect to the AGSO, AGCL and AGRI programs, we revised the curricula for each of these three programs during Spring 2018. Students will discover that these three programs have course requirements that are flexible and accessible. The new requirements maintain academic integrity while allowing students to select courses that are taught on a regular and predictable schedule. As we look to the future, we will do more to increase student awareness of these majors, and provide greater clarity on how these curricula lead to productive careers.



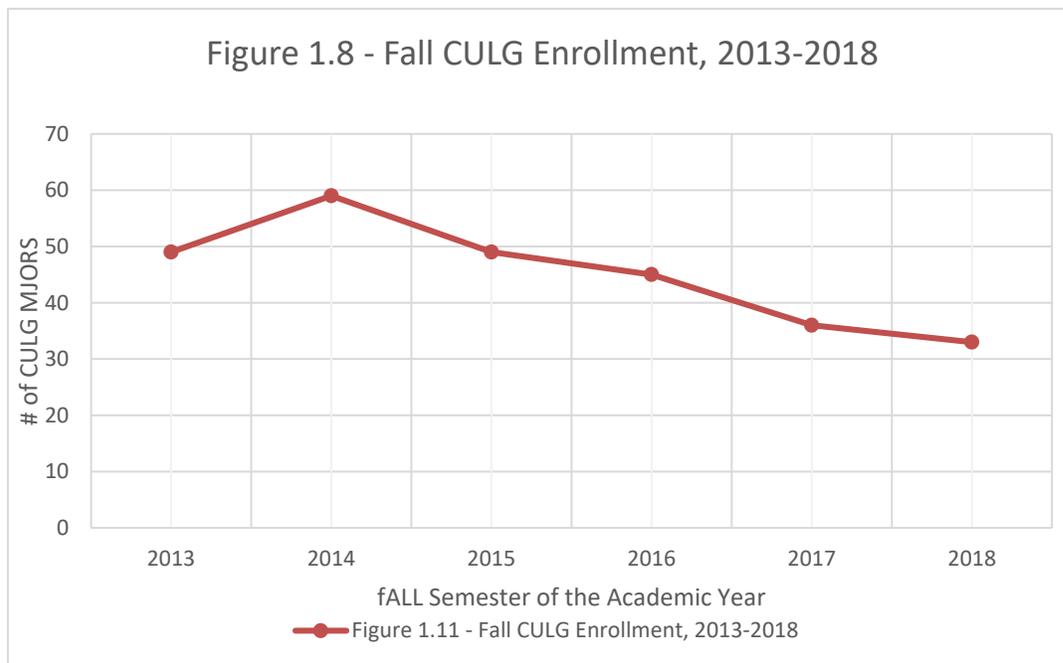
Source: <http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>



Source: <http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>

If our six Ag-related majors can attract a larger cross-section of prospective students, then we can make progress towards reversing the downward enrollment trend, and eventually work towards a scenario of sustained positive growth.

SMSU's CULG and HOSP Programs. The 2013-2018 enrollment data for SMSU's Culinology (CULG) and Hospitality Management (HOSP) majors demonstrate that these academic programs encounter the same challenges that affect SMSU's overall student numbers. See Figure 1.8 to review the trends in Culinology enrollments.



Source: <http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>

Evaluating CULG Enrollments. The downward trend during 2013-2018 for CULG reflects a variety of factors that negatively affect enrollment.

Our Culinology major is attractive to traditional-age students who have a real interest in cooking, nutritious foods and applied science. However, the size of this demographic group is shrinking because of the decline in US college enrollments and the decrease in the number of high-school graduates in MN. Our CULG program has a history of attracting foreign students to SMSU, but tougher US immigration restrictions have diminished the number of international students who can attend SMSU to pursue our CULG degree.

Our current CULG and HOSP faculty have been very active in student recruitment and retention. They initiate contacts with admitted students, and fully cooperate with Ian Wyffels in SMSU's Admissions Office. In an effort to increase the attractiveness of our HOSP and CULG

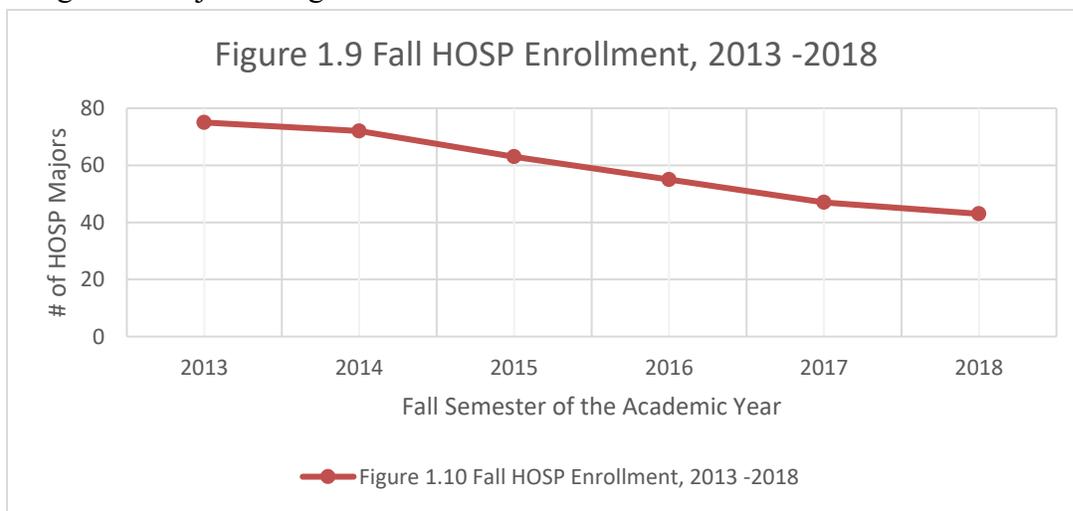
majors, our faculty coordinated with our Advisory Council to update course requirements during Fall 2017-Spring 2018, and the new curricula took effect in Fall 2018. Most recently, our CULG and HOSP faculty cooperated with SMSU's Extended Learning Office to help develop new SMSU articulation agreements with MN's two-year colleges.

In mid-January 2020, Professors Joyce Hwang, Kristin Kovar, Sam Tutt, and Gerald Toland represented SMSU's Agriculture, Culinology and Hospitality Programs during the Reverse College Fair event, sponsored by the Minnesota Association of Agriculture Educators (MAAE). The event took place at the Kelly Inn in St. Cloud, during one of the blizzards that happened this winter.

Despite the weather challenges, the event was a success. The idea of the Reverse College Fair is to create an opportunity for high school teachers to talk directly with college professors. We were able to introduce ourselves to approximately 80 high school teachers, and talk about who we are, and the programs that we have to offer.

Our CULG program experienced a transition in faculty leadership in Fall Semester 2019. Dr. Peiyi Shen began her position as our Assistant Professor of Culinology. Dr. Shen has been active across the board in all five criteria of the MinnState-IFO Contract, making contributions to student enrollment and retention in SMSU's Culinology Program.

Evaluating HOSP Enrollments. Examine Figure 1.9 to review enrollments in our Hospitality Management major during 2013-2018.



Source: <http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>

A quick review of Figure 1.9 demonstrates that our HOSP program is experiencing a downward enrollment trend during 2013-2018. Similar to the factors affecting our CULG program, efforts to reverse the decline in HOSP majors will require strategies to overcome the negative student demographic trends and the reduced potentials to tap into the pool of international students.

As indicated above, our HOSP faculty have been very active and involved in student recruitment and retention efforts. During the 2019-2020 Academic Year, SMSU's HOSP faculty, Dr. Joyce Hwang and Dr. Yumi Lim, cooperated with SMSU's Offices of Admission and Extended Learning to acquaint prospective traditional- and transfer-students to the many career opportunities associated with the hospitality industry. Our HOSP faculty have also consulted with SMSU's CULG-HOSP Advisory Council to generate new ideas and exciting events that aim to increase the visibility and appeal of our HOSP major.

E. Efforts Aimed at Improving Future ACHM Student Enrollment. Ultimately, every collegiate program requires sufficient student enrollment, if it is to remain academically and economically sustainable. The majors offered by SMSU's ACHM Department are no exception to this rule.

ACHM faculty and staff understand our obligation to provide high-quality programs that meet the expectations of today's students. A student's decision to enroll in specific major at a particular university depends on a wide range of concerns.

In the upcoming 2020-2021 Academic Year, the ACHM Department will be strongly involved with the following activities that aim to build student enrollment in our programs:

- In Fall Semester 2020, all SMSU faculty been advised to prepare for "MinnState Scenario B" in relation to the COVID-19 pandemic. We must focus on recruitment and retention in this new reality. All ACHM faculty and staff should be attentive to the needs of our students. We can use the technologies that allow us to remotely strengthen both our lines of communication and our inter-relationships with our students and advisees.
- Our ACHM faculty and staff must continue to consult with our two Advisory Councils (Agriculture Advisory Council; Culinology® and Hospitality Management Advisory Council) to ensure that our programs are relevant, meeting the needs of industry, and offering robust higher-educational programs.
- To attract student enrollments, we must emphasize that our AG, CULG and HOSP graduates are in high demand for employment with the agriculture, culinary and hospitality industries.
- Our ACHM Department will participate in all scheduled recruitment events and activities (both remote and on-campus (when possible), and cooperate with Ian Wyffels and the entire SMSU Admissions Office to offer information and advice to prospective students.
- In the area of student retention, ACHM Faculty and Staff will maintain and improve our efforts in the following areas:

- Use remote technologies, and on-campus experiences (when safe and appropriate), to provide accessible and accurate academic and related advice to our student majors and minors.
- Actively participate, using appropriate technologies, and serve as faculty advisors for SMSU's Ag-Club, Student Hospitality Organization (SHO) and the Culinology[®] Club.
- Encourage student participation in the Agriculture and Hospitality Houses sponsored by SMSU's Residential Life Office, to the extent that it is safe for students to live on campus.
- Encourage our ACHM students to participate, either remotely or in person, in key SMSU events such as the Undergraduate Research Conference, Agriculture Career Fair, Homecoming, Ag-Bowl Football Weekend, Culinary Skills Challenge and the February Ag-Bowl Scholarship Invitational.
- Our ACHM faculty and staff will work alongside SMSU's Extended Learning Office to help identify additional Two-Year College partners for creating articulation agreements and similar institutional arrangements to facilitate the transfer of students' courses and credits into SMSU.

As our ACHM Department Faculty and Staff look to the future, we will assess the impacts of our efforts to boost our program enrollments. We will adjust our efforts as we determine those activities that are more or less effective in attracting and retaining students, and aim to develop and implement successful enrollment strategies.

F. Background on the ECON Program within the ACHM Department. The name of our ACHM Department does not directly communicate our role in offering economics courses at SMSU.

SMSU cannot currently offer a major or minor in economics because of low enrollment patterns. In Fall 2016, we initiated a minor in agricultural economics. Historically, the primary role for our economics program is to supply service courses for majors and minors in other related disciplines. We also offer courses that fulfill requirements within SMSU's Liberal Education Program (LEP).

Our ACHM Department also cooperates with properly-credentialed high-school teachers through SMSU's College-Now Program to offer ECON 201 (Microeconomics Principles) and ECON 202 (Macroeconomics Principles) to qualified high-school students under the ultimate supervision of our SMSU Faculty.

Economics courses at SMSU are taught year-round, and in various delivery formats (face-to-face, hybrid and asynchronous online). We strive to offer a diverse economics course schedule to ensure that students can take economics courses when they need them. Our scheduling goal is to make it convenient for SMSU students to complete their economics requirements and move forward with their programs of study.

In a similar fashion, our ACHM Department faculty adjusts their course schedules to offer a graduate-level managerial economics course (MBA 684) at night, and also as a blended-hybrid online course, to help graduate students finish their degrees. We also offer one or two sections of MBA 684 to students in the Taiwan Cohort during the Spring Semester of the academic year.

During the 2016-2017 Academic Year, Dr. Stephen Davis cooperated with other economics faculty in the MinnState System to produce a statewide transfer pathway in the economics field. Many hours of work were needed to accomplish this goal, and we are thankful to Dr. Davis and his colleagues for their efforts to make transfer of economic courses and credits more efficient.

G. ACHM Departmental Budgets and Expenses in 2019-2020. In a typical academic year, the ACHM Department incurs basic expenses for photocopying (tests and assignments), printer ink, US Mail service, telephone service, and office supplies. Travel expenses associated with the department business also occur periodically.

The budgets for Hospitality Management, Culinology® Equipment and Culinology® are naturally larger because the courses in these disciplines requires food orders, cleaning supplies, sanitation protocols and related overhead costs. Detailed records are kept on all of these expenses associated with managing kitchens, labs and a small university restaurant.

Below is a summary of our budget and expenses in ACHM Department Programs during the 2019-2020 fiscal year:

<u>Account Number</u>	<u>Academic Program</u>	<u>Beginning Balance, 7/1/19</u>	<u>2019-2020 Expenditures</u>	<u>Ending Balance, by 4/30/20</u>
210108	Agribus.Mgmt.	\$1,350.00	\$631.30	\$718.70*
210109	Ag Education	\$9,000.00	\$6,953.08	\$2,046.92**
210110	Agronomy	\$1,500.00	\$876.02	\$623.98*
210107	Economics	\$800.00	\$266.26	\$533.74*
210300	HospitalityMgmt.	\$13,500.00	\$13,650.98	\$-150.98***
210360	Culinology®Equip.	\$9,500.00	\$10,362.07	\$-862.07***
210380	Culinology®	\$23,000.00	\$20,726.21	\$2,273.79***

*March and April copy costs have not been taken out yet.

**March and April copy costs, advertising expenses have not been taken out yet.

***March and April copy costs, advertising, and supplies expenses on purchasing card have not been take out yet. Funds will be transferred to cover negative balances.

Because of COVID-19 restrictions, the Hospitality and Culinology Programs could not sponsor their fundraising activities such as the campus restaurant and the Interactive Dinner. The absence of the revenues from these events are a reason for negative balances this year. Fortunately, we were able to manage the Culinology budget, and retain a positive balance. We will transfer funds to cover the negative balances in the other accounts.

The remainder of the ACHM accounts ended the year with positive balances. We appreciate the support we receive to cover normal expenses that occur during the academic year. As much as possible, our faculty strive to avoid cost overruns and manage our funds as efficiently as we can.

H. Workforce Demand for ACHM Majors. Using survey data from SMSU's Career Services 2018 Annual Employment Report⁷, graduates of our Agribusiness Management, Agriculture, Agronomy, Culinology® and Hospitality Management programs were 100% employed in their chosen fields. In addition, Minnesota State's *Agcentric.org* and *Centerofagriculture.org* websites publish a career pathways booklet indicating that⁸:

- Although agriculture majors comprise one-percent of all students enrolled in post-secondary programs, there are over two-times as many diverse job opportunities as there are qualified graduates to fill them.
- Another projection from the *Agcentric.org* website is that fifty-nine percent of agricultural companies expect their workforces to expand in the next two years.
- Within the Food Products and Processing Systems career pathway, there are open positions available for SMSU Culinology® and Hospitality majors in Culinary Arts, Food Science, Accounting/Finance, Food Processing Safety, Food Service Management, and Communications and Marketing.

Section II - Activities and Accomplishments of SMSU's Agriculture, Culinology® and Hospitality Management (ACHM) Department in 2019-2020 (AY 2020)

A. ACHM Departmental Achievements in 2019-2020. Listed below is a summary of ACHM Department projects, accomplishments, and related items that occurred during the 2019-2020 Academic Year:

- **2019-2020 Culinology (CULG) and Hospitality Management (HOSP) Events:**
 - September 27, 2019 – Industry Advisory Council Fall Meeting (7:45-12 pm)
 - October 1, 2019 – MN Hospitality Expo – 21 HOSP students attended

⁷ Data Retrieved from: <https://www.smsu.edu/resources/webspaces/campuslife/careerservices/graduate-follow-up-survey/2018-annual-report.pdf>

⁸ <https://agcentric.org/wp-content/uploads/2019/05/Ag-Career-Pathways-Booklet-4-24-2019.pdf>

- October 8, 2019 – Institute for Food Technologist Minnesota Supplier’s Expo – 10 Culinary students attended
 - October 11, 2019 – University Gala
 - February 14, 2020 – FFA Regional Food Science Competition
 - Because of COVID-19 Protocols, the CULG-HOSP Interactive Dinner and the Culinary Skill Challenge could not occur in Spring Semester 2020.
- **Seventh Annual SMSU Ag Career Fair.** In Fall Semester 2019, our ACHM Department cooperated with the SMSU Office of Career Services, to offer the Ag Career Fair on September 18, 2019. This event saw 24 different organizations come to campus to recruit for internships and full-time job positions, and approximately 80 students participated in the event. The next SMSU Ag Career Fair for Fall Semester 2020 is scheduled for Wednesday, September 16th.
 - **Experimental Agronomy Field Plots and Trials.** During the Spring 2019 Planting Season, SMSU cooperated with private industry firms to initiate field trials/plots and then study the crop responses to a variety of field treatments during the entire growing season. On a small acreage (10-15 acres) north of the University, SMSU Alum Tim Moline (in cooperation with Professors Lee French and Sam Tutt) and agronomy internship students managed the trials throughout the summer of 2019. Professors French and Tutt donated close to \$9,000 in equipment to help the field trials succeed. Crops from the trials were harvested during Fall Semester 2019. Some crops were intentionally planted late to enable SMSU students in the Fall Semester 2019 Pest Management course study the actual pests, treatments, crop damage and field effects. SMSU Students experienced a genuine setting of assessing crop conditions, and making pest management treatment recommendations based on their observations.
 - **SMSU/Ralco Fall AG Bowl Football Activities and Football Game.** The SMSU Athletics Department and Ralco, in cooperation with the SMSU Ag Club and the ACHM Department, celebrated the importance of agriculture in our region with the **SMSU/Ralco AG Bowl** football game and associated festivities on Saturday, September 7, 2019. The date for the next SMSU/Ralco Ag Bowl in 2020 is yet to be determined.
 - **Successful SMSU/Ralco Ag Bowl Scholarship Invitational** – On February 14, 2020, despite challenging winter weather, over 600 FFA Students from over 25 different schools competed in 15 CDE’s. It was an exciting day for these FFA Students and good opportunity for SMSU to recruit future enrollees.
 - A cohort of four **Agricultural Education students graduated** from SMSU, and our students had a 100% pass rate on the edTPA!

- **Ag House (in Charisma Hall) and Culinology House (in Clapper Hall) continue to offer opportunities in the SMSU Residence Halls**
 - Students with shared interests room together in the same residence hall.
 - Sponsor co-curricular activities & build friendships and study together.

- **36th Annual SMSU Foundation Farm Outlook Seminar:** On February 18, 2020, our Farm Seminar featured Meg Moynihan, Senior Advisor, MN Department of Agriculture, speaking on, “Relieving Farm Stress in Challenging Market Conditions.” In addition, Jim Emter (Market Analyst, Van Ahn & Company), presented on, “A Four Step Plan to Improving your Marketing Along with Analysis of the Grain and Livestock Markets.”

- On December 4, 2019, Professors Sam Tutt and Gerald Toland submitted a grant proposal to the Minnesota Soybean Research and Promotion Council, entitled: **“SMSU Student Introduction to CCA Using Classroom and Field Education.”** We were notified on April 3, 2020 that the proposal was approved, and will be implementing the grant during May 1, 2020 to April 30, 2021. As part of SMSU’s coordination efforts for this project, Professor Tutt drove to Maple Grove, MN to meet with the Minnesota CCA Director.

- We awarded \$16,225 in **Ag Scholarships** to 20 recipients during Spring Semester 2020. We also awarded \$15,300 in **CULG and HOSP Scholarships** to 14 students in Spring 2020. Because of the restrictions created by COVID-19 Protocols, we were not able to schedule any scholarship banquets.

- SMSU Agricultural Education Major Haily Neirling was selected for a Summer 2020 Internship by the **Minnesota Agricultural Education and Leadership Council (MAELC)**.

- Melissa Downing, who graduated with a double-major in Agronomy and Agribusiness Management in May 2020, also served as the **SMSU Ag Club** President during the 2019-2020 academic year. After COVID-19 protocols precluded the option of on-campus club meetings, Melissa and her fellow club officers organized an online election to ensure that there would be a continuity of club leadership in the coming 2020-2021 academic year. The newly-elected Ag Club Officers are:
 - President: Lauren Roiger
 - Vice President: Hunter McFall
 - Secretary: Hailey Nierling
 - Treasurer: Elizabeth Wiener
 - Banquet Chair: Paige VanderWerff

- **Animal Science at SMSU** – This coming Fall Semester 2020, SMSU will again offer Animal Science 101. Dr. Scott Kuecker is the professor for the course, and we are excited about this opportunity to expand our offerings in agriculture.

B. ACHM Departmental Extended Learning Efforts. Distance learning includes all programs and course-delivery methods that help students advance their college education without necessarily being physically-present on the SMSU Campus. Below is a bullet-point list of distance-learning courses/programs that ACHM Department Faculty have facilitated and/or produced for SMSU in AY 2020:

Concurrent-enrollment college-credit Courses at MN high schools - Offered through SMSU's Nationally-Accredited College-Now Program:

- **ECON 201** - Principles of Microeconomics - College Now Offering - with approved supervision, and adequate enrollment, at the following MN high schools:
 - Windom High School - Windom, MN
 - Gibbon-Fairfax-Winthrop High School
- **ECON 202** - Principles of Macroeconomics - College Now Offering - with approved supervision, and adequate enrollment at the following MN high school:
 - Dassel-Cokato High School - Dassel, MN
 - Jefferson High School - Alexandria, MN

Asynchronous-online and hybrid-online courses - Fall Semester, Spring Semester and Summer Session:

- **ECON 201** – Principles of Microeconomics - Asynchronous Online - Offered in Summer Sessions 2019 and 2020 (based on level of student demand)
- **ECON 202** - Principles of Macroeconomics - Asynchronous Online – Offered in Summer Session 2019 (based on level of student demand).

On- and Off-Campus MBA Cohort Programs:

- **MBA 684** - Managerial Economics - Hybrid Online - for off-campus MBA Cohorts
- **MBA 684** - Managerial Economics – Taiwan Cohort – Spring Semester 2020

As we look to the future, the ACHM Department is willing to expand our efforts to offer extended learning opportunities. The range of courses that we will offer online (both hybrid and asynchronous) will increase to meet the needs of our students who are off-campus.

If additional MN high schools will seek to offer college-level economics courses as part of SMSU's College Now program, our ACHM Department faculty will strive to meet that need. In addition, our MBA cohort program continues to attract new graduate students who are upwardly mobile but cannot physically attend class on campus.

C. Cooperative Scheduling. The ACHM Department worked alongside other SMSU departments in AY 2020 to:

- Offer a sufficient number of sections of high-demand courses at a variety of days, times and formats (such as ECON 201 and ECON 202).

- Schedule and publicize a regular yearly schedule of upper-division courses to ensure student degree completion, and to create a “critical mass” of enrollments to offer required courses efficiently.
- Work cooperatively with companion disciplines (e.g., accounting, finance, etc.), and the graduate MBA program, to prevent overlapping course schedules, so that students can take the required courses that they need to graduate.

D. Scholarly and Creative Activity. SMSU is located in the upper Midwest US where food and agriculture are key sectors of the regional economy. Our SMSU ACHM Department faculty have directed much of their scholarly activity towards research that is relevant to the needs of our region.

Below is a sampling of the scholarly works that have either been published, or are in the process of being reviewed for publication. These projects are an indication of the research goals that SMSU’s ACHM Department faculty have been pursuing in the past year:

Refereed Journal Article

Kovar, K. A., & Simonsen, J. C. (2019). *Factors Influencing Socially Responsible Leadership Development in College of Agriculture Students*. Journal of Agricultural Education, 60(4), 88-100. doi: 10.5032/jae.2019.04088.

Research Conference Paper Presentation

Kovar, K. A., Simonsen, J.C. (2019). *Socially Responsible Leadership Development in College Students*. Center for Scholastic Inquiry International Academic Research Conference. Kissimmee, FL.

Dr. Yumi Lim and Dr. Joyce Hwang submitted an abstract in January 2020 to make a presentation at the Central-CHRIE 2020 Conference originally scheduled for March 11-12, 2020. Because of COVID-19 Protocols, the Conference is rescheduled to September 11-12, 2020. The citation for this upcoming presentation is:

Lim, Y. and Hwang, J. (2020). Perceived Nutrition Effects on the Environment of a University Foodservice: Student-Athletes vs. Non-Student-Athletes. *CentralCHRIE 2020*, September 11-12, 2020, Brookings, SD.

Research in Progress

Dr. Peiyi Shen and Rajesh Hamal, senior Culinology student, are jointly preparing a review paper on dairy fermentation for professional publication.

E. Professional Development. Prior to the first day of class each semester at SMSU, there are regularly scheduled days set-aside for faculty development. The themes of these professional development programs are to offer hands-on opportunities to advance classroom assessment techniques (CAT's), program assessment, effective academic advising, multi-disciplinary education, and other related topics. The ACHM Department faculty make it a point to be active participants in these professional development programs every semester.

Our department faculty are members of local, state and national associations that provide real opportunities to stay current with the most recent advances in their respective disciplines.

Evidence of additional professional development includes our ACHM Faculty involvement in the following organizations and activities:

- In Spring Semester 2020, Dr. Steve Davis contributed ancillary resources to an Open Educational Resources (OER) textbook in economics. In connection with the OpenStax OER textbook, *Principles of Economics 2e*, by Steven A. Greenlaw and David Shapiro (2017, CC-BY), Dr. Davis provided a battery of test questions for lower division economics to Karen Pikula for eventual publication with an appropriate CC copyright. Dr. Davis also worked with one of OpenStax's Technology Partners as a subject matter expert to revise their proprietary material to correlate with the second edition of this OpenStax Principles text.
- In December 2019, Dr. Peiyi Shen attended High Oleic Soybean Oil Course presented by Northern Crops Institute in Fargo, North Dakota.
- College Conference on Coops – Dr. Steve Davis is an annual participant.
- Dr. Kristin Kovar and Dr. Gerald Toland participated in the Summer (July 2019 at Breezy Point) and Winter (January 2020 in St. Cloud) Conferences sponsored by the Minnesota Association of Agriculture Educators (MAAE).
- Dr. Kristin Kovar attended a virtual conference entitled, “**Dare to Lead during Challenging Circumstances,**” on April 15, 2020.
- Dr. Steve Davis and Dr. Sang Jung participated in the Land Stewardship Project Forum in Mankato, MN on Feb 29, 2020.
- During SMSU's Assessment Day on February 14, 2020, Dr. Gerald Toland offered the following presentation: “Build and Use a D2L ePortfolio to Enhance Teaching, Learning and Assessment.”
- SMSU's Farm Outlook Seminar – SMSU students and faculty are annual participants.

- Updating teaching tools through effective use of software applications such as *Desire to Learn*, *Aplia*, *LearnSmart* and *Connect*.
- Dr. Sang Jung attended the Professional Teaching Academy Pre-Conference at AAEA Meetings
- Dr. Sang Jung participated in the Teaching Economics Conference at ASSA Meetings

F. Service to Students. SMSU ACHM faculty demonstrated their focus on student development in AY 2020, as follows:

- ACHM Department faculty served as advisors to the Ag Club, Post-Secondary Agricultural Students (PAS) Club, Student Hospitality Organization (SHO), the Culinology[®] Club, the Newman Club, and the Culinology House (in Clapper Hall).
- Students in all of our programs are encouraged to participate in SMSU's Undergraduate Research Conference (URC). Students engage in research, and produce posters for the URC.
- Dr. Kristin Kovar served as University Supervisor to Education students during their Pre-Student Teaching experience in the areas of Math Education, Physical Education and Agricultural Education (2016-2019).
- Dr. Kristin Kovar served as a University Supervisor to Education students during their Student Teaching experience in the areas of Biology Education and Agricultural Education (2019-2020).
- SMSU Agricultural Education (AGED) majors Ashley Eisenbraun and Hailey Nierling served as the **Minnesota TEACH Ag Ambassadors** for the 2019-2020 school year. In addition, Brock Fox and Meghan Beckendorf, SMSU AGED students, were selected as Minnesota TEACH Ag Ambassadors for the 2020-2021 school year.
- Brock Fox, Ag Ed student, was selected as a **National TEACH Ag Ambassador** for the 2020-2021 school year. He is one of twelve students across the country selected for this prestigious appointment. Brock is the second SMSU student in three years to be selected from SMSU. Gabby Power also served in this capacity.
- Professor Sam Tutt worked with SMSU Agronomy students on individual research projects as an advisor.

- Professor Tutt coordinated the effort to have GDM install the ARM (Agricultural Research Manager) software package at the SMSU Library as a data management tool for students to use during classes. Professor Tutt also helped student interns to learn how to use this tool to record data from the SMSU Research and Teaching Field Site.
- ACHM Department faculty participated in the Fall Semester *Career Expo Event* in the R/A Facility
- ACHM Department faculty actively participated in the April, June, July and August Registration Days for new SMSU students.
- ACHM Department faculty actively participated in “*Mustang Days*” and all other recruiting events that help attract new students to SMSU.

G. Service to the University. SMSU’s ACHM Department faculty have been very active in serving the University during the past year (2019-2020). We have served on a variety of committees and task forces, including those listed below.

- ACHM Department Faculty’s Committee-Work and Direct Service to Southwest Minnesota at University
 - Members of SMSUFA Academic Affairs Committee
 - Member, SMSUA Curriculum Committee
 - Member, SMSU Committee on Institutional Assessment (CIA)
- Professors Sam Tutt and Lee French worked closely with the Jacky Aslesen (SMSU greenhouse manager) to facilitate living demonstrations of weeds and class projects in the SMSU Greenhouse.
- Professor Kristin Kovar chaired, and Professor Sam Tutt served, as SMSU **conducted a national search to hire a new full-time faculty member for the Agronomy Program.** The search was necessitated by the retirement of Professor Lee French, after his many years of excellent service to the university. The search concluded with the successful offer and acceptance of this faculty position by Dr. Adam Alford.
- Agriculture faculty cooperate with the **SMSU Agriculture Advisory Council** to advance a forward-looking agenda to link students with industry representatives and SMSU Ag Alumni.
- Culinology® (CULG) and Hospitality Management faculty cooperate with the **SMSU Culinology® and Hospitality Management Council** to advance a forward-looking agenda to link students with industry representatives and SMSU CULG Alumni.

H. Service to the Community at Large. SMSU ACHM Department faculty have also been energetic supporters of community and regional service during the past year (2019-2020). Our involvement in area activities include the organizations listed below:

- Faculty in our department volunteer in the community through their memberships in organizations such as Rotary and church-related volunteer groups.
- Dr. Kristin Kovar currently serves on the Lyon County Farm Bureau as Secretary and also is a member of the Lyon County Extension Committee Board.
- SMSU Ag Faculty participate in the FarmFest Event near Redwood Falls every August.
- Prior to the COVID-19 restrictions, our Culinology® and Hospitality faculty opened the SMSU restaurant to the general public. Our faculty and students also prepare and serve menu items for the SMSU Gala.
- SMSU's ACHM faculty serve as members of Ag Advisory Councils for Riverland Community College and Central Lakes Community College.
- Dr. Sang Jung co-organized the Minnesota Forum for Interdisciplinary Community in Academia. The Forum has hosted three conferences since 2017. The Forum's third conference is entitled, Peace Process on Korean Peninsula. The conference was held on Nov. 8, 2019 at the University of Minnesota Law School Auditorium (Walter F. Mondale Hall).
- SMSU's ACHM faculty also serve as members of the Steering Committee for the Southwest Minnesota Clean Energy Resource Team (CERT), the South Dakota Farmer's Union College Conference on Cooperatives, the Chair of the Stewardship Board for Good Shepherd Lutheran Church in Marshall, and the Program Director for the Marshall Sunrise Rotary Club

I. Assessment. To help create a more effective program assessment plan, SMSU's ACHM Department faculty have participated in a variety of university-sponsored assessment opportunities and workshops.

The SMSU ACHM Department faculty submitted a CIA mini-grant proposal to make progress across the full range of programs that we offer. The SMSU Committee for Institutional Assessment (CIA) accepted and funded our mini-grant proposal. The ACHM Department faculty used the mini-grant funds to provide sustenance and support for a day-long assessment planning and implementation session held on February 14, 2020. During this productive day, ACHM

faculty developed Program Goals, Student Learning Outcomes (SLO's) and Alignment Matrices for the following Bachelor of Science Degree Programs:

- Agricultural Education (teacher licensure program)
- Agricultural Solutions
- Agronomy

Files with the Program Goals, SLO's and Alignment Matrices for these three programs have been uploaded to the T-Drive in the T:\Assessment\Assess-Dept-Agri-Econ\ folder.

More work needs to be done, but the ACHM Department is moving forward to create and implement its Program Assessment Plans.

Section III – Program Reviews and Long Term Planning

A. Program Review Schedule. Faculty conduct program reviews based on a five-year planning cycle. Within the ACHM Department, there are currently two major academic areas where program reviews are included in SMSU's master schedule:

- School of Agriculture Programs
- Culinology® and Hospitality Programs

The Ag Business and Economics faculty completed a program review in the 2019-2020 Academic Year, and the next review will come due in the 2024-2025 Academic Year.

The Culinology and Hospitality Management faculty completed a program review in the 2018-2019 Academic Year, and the next review will take place in the upcoming 2023-2024 Academic Year.

B. Long Term Planning. Students attend SMSU to be successful in the job market in a field related to their degree. Graduates of our ACHM Department Programs are largely experiencing those positive outcomes. Career Services data tell us that nearly all of our graduates are being hired into positions that directly relate to their chosen fields of study.

Can we do better? Yes, and we will. Among the areas where real progress is within reach include:

- Capitalize on the genuine opportunities to increase the integrity and visibility of agriculturally-related programs to potential students in SMSU's service region, and for the whole State of MN.
- Cooperate with Minnesota's Two-Year Colleges to help establish additional opportunities for students to pursue a career in agricultural education.

- Explore new pathways and initiatives to increase student interest in ACHM Department Programs.
- Use Zoom, D2L and related technologies to extend the reach of our ACHM beyond the SMSU campus.
- As justified by student enrollment growth, seek the faculty resources needed to meet the needs of an expanding program.
- Follow through on our commitment to fully integrate program assessment into the hearts and minds of our students and faculty for the purposes of creating an educational environment of ongoing program improvement.

The above bullet points are not intended to be an exhaustive list of how SMSU's ACHM Department can reach for a better future. But they are a real start. We will focus on plans and decisions that will indeed brighten the future of students, faculty and staff at Southwest Minnesota State University.

Sources and References

2018 -2019 Annual Report for the Department of Agriculture, Culinary[®] and Hospitality Management, Southwest Minnesota State University (SMSU).

Higher Education Needs of Southwest Minnesota - Report Conclusions and Recommendations, Submitted to MNSCU's Office of the Chancellor by MGT of America, Inc., June 30, 2011, pp. 1-2 to 1-3.

Southwest State University: 1989-1991 Catalog - Direction for your Future, SSU Vice President for Academic Affairs, March 1989.

Appendix A: Faculty, Staff and Club Officers in SMSU's ACHM Department

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SMSU AG Club:

President: Melissa Downing
SMSU Email Address for Ag Club President: Melissa.Downing1@my.smsu.edu
The SMSU Ag Club meets on Thursdays, Noon to 1PM.

SMSU SHO Club:

Primary Contact: Sarah Pistello
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The SMSU SHO Club meets on Tuesdays, Noon to 1PM.

SMSU Culinology® Club:

Primary Contact: Joshua Bernin
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The SMSU Culinology® Club meets on Thursdays, Noon to 1PM.

Appendix B: Samples of ACHM Department Meeting Agendas

During the 2019-2020 Academic Year:

- **Sept. 17, 2019 ACHM Department Meeting at Noon, ST 102**
- **Oct. 29, 2019 ACHM Department Meeting at Noon, ST 102**
- **Jan. 28, 2020 ACHM Department Meeting at Noon, ST 102**
- **April 3, 2020 ACHM Department Meeting, 3 PM via Zoom**



Department of Agriculture, Culinology® and Hospitality Management

Department Meeting

Tuesday, September 17, 2019

12 PM to 1:10 PM, ST 102

Updated Meeting Agenda:

- **Agenda Items:**
 - Our Guest at Noon: Lori Wynia will discuss Credit for Prior Learning
 - Our Guest at 12:30 PM: SMSUFA President Sara Fier – Sara is connecting with faculty to gather ideas and listen to concerns
 - Assessment RASL's – Don't forget
 - Updates on School of Ag self-study and Agronomy Position Search
 - Thursday, October 3rd - Determine Ag-Course equivalencies between South Central College & SMSU
 - Report from the 9/11/19 BEPS College Department Chairs Meeting – G. Toland
 - Tuesday, Sept. 24th has two events:
 - 9:15 AM - 11:45 AM - SWWC Career Expo in the SMSU RA Facility
 - 12Noon - 1 PM – Meet with Tim Moline to plan 2020 agronomic research agenda
 - Other Agenda Items?

- **Program Updates:**
 - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Professors French and Tutt
 - Culinology and Hospitality Management – Dr. Hwang, Dr. Lim and Dr. Shen

- **Upcoming Scheduled Events:**
 - September 18, 2019 (Wed.) – SMSU Ag Career Fair
 - Sept. 24 – Agronomy Research Planning & SWWC Career Expo
 - September 27, 2019 (Friday) – SMSU *Agriculture Advisory Council (AAC)* Meeting AND SMSU *Culinology/Hospitality Advisory Council (CHAC)* Meeting
 - Oct. 1, 2019 (Wed) – MN HOSP Expo & Oct. 8, 2019 (Wed) – MN IFT Suppliers' Expo
 - October 11, 2019 (Fri.) – SMSU Gala
 - October 12, 2019 (Sat.) – SMSU Homecoming. Let's make plans to meet our alumni.
 - Mustang Days - Oct. 17, 18 (Thurs., Fri.) – See Attached
 - Fall Break is Oct. 21, 22 (Mon., Tues.); Oct. 30th (Wed.) – All Student Advising

- November 11, 2019 (Mon.) – Veterans’ Day holiday
- November 16, 2019 (Sat.) – A Day at SMSU
- December 4, 2019 (Wed.) – Undergraduate Research Conference
- December 5, 2019 - Department Holiday get-together
- February 14, 2020 (Fri.) – SMSU/Ralco Ag Bowl Scholarship Invitational
- Spring Semester 2020 – Restaurant Operation and Good Food!
- Next Department Meeting: Tuesday, Noon-1:15PM, Oct. 1, 2019. Place: ST 102



Department of Agriculture, Culinology® and Hospitality Management

Department Meeting

Tuesday, October 29, 2019

12:15 PM to 1:15 PM, (Meeting begins in ST 102 after visiting CH 101 for the BIS/ACHM potluck lunch. Yum!)

Meeting Agenda:

- **Agenda Items:**
 - Update on Agronomy Position Search
 - Nov. 14th – Brad Schloesser – External Consultant Visit for SMSU Ag Program Review (See attached itinerary)
 - Nov. 20th – Open House for new AURI Sensory Lab.
 - Dr. Peiyi Shen’s students will have a poster presentation
 - CULG Club prepares and serves appetizers
 - CULG students share their expectation for the new lab
 - Ag Program display to the open house for new Sensory Lab
 - Jan. 17th – Invitation to “Reverse” Ag Career Fair at MAAE Ag-Tech Conference in St. Cloud, MN – get to know high-school ag teachers
 - Invitation to Marshall’s Light up the Night. Starting 11/29/19 (See attachments)
 - Updates for Farm Seminar Speakers, Agronomy research, CCA certification
 - Initial Draft – Linking AS Degree in Eco-Entrepreneurship at Lake Superior College to SMSU’s BS in Ag Solutions (See attached).
- **Program Updates:**
 - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Professors French and Tutt

- Culinology and Hospitality Management – Dr. Hwang, Dr. Lim and Dr. Shen
- **Upcoming Scheduled Events:**
 - Oct. 30th (Wed.) – All Student Advising
 - Nov. 1: Pipestone Area High School visit to SMSU: CULG-HOSP program presentation, current students share their experience in the program, kitchen tour, pizza-making activity run by CULG club (10am ~ 12pm for entire visit)
 - November 2, 9: SHO Club hosts dinner theater dinner
 - November 7th: DECA holds their fundraising dinner event in IL restaurant area
 - November 11, 2019 (Mon.) – Veterans’ Day holiday
 - November 14, 2019 (Thursday) – External Consultant Visit – Ag Program Review
 - November 16, 2019 (Sat.) – A Day at SMSU & SHO Club hosts kid’s culinary program
 - November 20, 2019 (Wed.) – AURI Open House for new Sensory Lab
 - November 23rd - CULG Club hosts Big Buddies for Thanksgiving dinner
 - November 27-29 – Thanksgiving Break
 - December 4, 2019 (Wed.) – Undergraduate Research Conference
 - December 5, 2019 - Department Holiday get-together
- **Next Department Meeting:** Tuesday, Noon-1:15PM, Nov. 12, 2019. Place: ST 102

Agriculture, Culinology® and Hospitality Management

Department Meeting

Tuesday, January 28, 2020

12 Noon to 1:00 PM, ST 102

Meeting Agenda:

- **Agenda Items:**
 - On-Campus Candidate Interviews for Agronomy Position – Jan. 29 & 30, Feb. 3rd
 - Program Updates:
 - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung & Toland
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Professors French and Tutt
 - Culinology and Hospitality Management – Dr. Hwang, Dr. Lim and Dr. Shen
 - Scholarships – Encourage students to go online and complete their scholarship applications
 - Summer 2020 and Fall 2020 Course Schedules

- Faculty Coverage for Feb. 8th Academic/Student Services Fair – SMSU Hawaiian Night
- Procedure for students to enroll for more than 20 credits in a semester
- Info from Meet & Confer Minutes
- Including CCA topics within our curricula
- Curriculum Proposal of Major Significance: Minimum 2.3 GPA for School of Agriculture
- **Upcoming Scheduled Events:**
 - February 1 – Career Exploration by 4-H Students on the SMSU Campus
 - February 3 – 5, 2020 – State PAS Competition at SMSU
 - February 8, 2020 – Hawaiian Night and Academic/Student Services Fair, 1:30 PM
 - February 12, 2020 – SMSU Farm Seminar
 - February 14, 2020 – Assessment Day & the Ralco/SMSU Ag Bowl Scholarship Invitational
 - February 17, 2020 – Presidents’ Day – No Classes
 - February 24 & 28, 2020 – Admitted Student Days
 - March 9 – 13, 2020 – Spring Break
 - March 18, 2020 – All Student Advising for Fall 2020 – No daytime classes
 - March 21, 2020 – Junior Visit Day
 - March 27, 2020 – Advisory Council Meetings – CULG-Hospitality Mgmt. and Agriculture
 - April 2020 Days Advising for New Students – April 3, 6, 10, 13 and 17
 - April 14, 2020 – Last day to drop a course with a W
 - May 1: Last Class Day, May 4 – 7: Final Exams, and May 9: Commencement
- **Next Department Meeting:** Tuesday, Noon-1:15PM, February 4, 2020. Place: ST 102



Department of Agriculture, Culinology[®] and Hospitality Management

Department Meeting
Friday, April 3, 2020
3 PM to 4:00 PM, Via Zoom

Meeting Agenda:

- **Agenda Items:**
 - Program Updates:

- Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung & Toland
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Professors French and Tutt
 - Culinology and Hospitality Management – Dr. Hwang, Dr. Lim and Dr. Shen
 - April Days Advising via Zoom - Coordinate with Admissions and Registration Offices
 - CR-NC Grading Option for Students, response to COVID-19 Pandemic
 - Need for Faculty-Driven Action Teams - Response to Ag Advisory Council 3-27-20 Break-Out Session Initiatives from Fall 2019 Council Meeting
 - Need faculty-driven leader for Outreach to Underserved Student Populations
 - Need faculty/staff-driven leader for Recruitment and Retention Action Plan
 - Need faculty-driven leader for New Innovative Program Initiatives
 - Follow-up to CULG-HOSP Advisory Council Meeting on March 27, 2020
 - Any additional agenda items?
- **Upcoming Scheduled Events:**
 - April 2020 Days Advising for New Students – April 6 -10, and April 13 - 17
 - April 27, 2020 – New last day to drop a course with a W
 - May 1: Last Class Day,
 - May 4 – 7: Final Exams’
 - May 9th Commencement – Suspended because of COVID-19 – No news yet on replacement event.
 - May 26th – First Day of Summer Session 2020
 - **Next Department Meeting:** Tuesday, Noon - 1 PM, Tuesday, April 14, 2020. Place: Zoom Link

**2019-2020 Annual Report for the
Department of Business Innovation & Strategy
within the College of Business, Education and Professional Studies at
Southwest Minnesota State University**

Prepared by
William Thomas, Ph.D.
Department Chair

Submitted to the
Dean's Office
for the College of Business, Education and Professional Studies at
Southwest Minnesota State University

30 June 2020

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Introduction

Southwest Minnesota State University (SMSU) created the Department of Business Innovation & Strategy (BIS) on 1 July 2019 by combining the Department of Management and Marketing with the Department of Accounting, Finance, and Legal Studies. The resulting department brings together the core business areas at SMSU under one departmental umbrella.

The new department adopted the following Mission Statement: “The Department of Business, Innovation & Strategy prepares students to meet the complex challenges in their local and global communities. Our comprehensive business programs are dedicated to connecting students’ academic and practical professional development experiences in southwestern Minnesota to the global nature of business.”

The Department is pleased to present its first Annual Report. The report consists of three sections. The first section describes the structure and staff of the department then analyzes trends in enrollment and retention. The second section presents some of the accomplishments and successes from the Department. Since the new department has not yet developed a Five-Year Plan, the final section lays out an approach toward developing one.

Section I: Description of SMSU's Department of Business Innovation & Strategy (BIS)

A. Current Structure of the Department of BIS

The Department of Business Innovation & Strategy comprises four distinct but interrelated undergraduate programs: Accounting, Finance, Management, and Marketing. It is also home to the Masters of Business Administration program. Each undergraduate major and minor in the Department relies heavily on the other programs for the Business Core courses.

Faculty members across the Department meet regularly during the academic year. For most of the 2019-2020 year, meetings were held biweekly in CH 101. Following the campus closure due to the Covid-19 pandemic, regular meetings continued via Zoom. Early in the year, members of the faculty decided that program matters that do not involve department-wide policies should be addressed at the program level. The Department, therefore, did not normally evaluate programs' curriculum decisions or petition recommendations. Those matters were handled through the Chair.

Near the end of this first academic year, the Department adopted a Policies and Procedures manual. The project benefited significantly from similar documents produced by other SMSU departments, but reflects the priorities and preferences of the Department's faculty members.

The Department benefits greatly from the work of its outstanding Office and Administrative Specialist, Linda Baun, who is shared with the Department of Agriculture, Culinology, and Hospitality. Ms. Baun capably supervises student workers, coordinates with faculty on their needs, oversees regular reporting, and—importantly—provides a pleasant face for both departments.

At the beginning of the 2019-2020 academic year, the Department's full-time faculty consisted of:

Dr. Denise Gochenouer and Dr. Marta Almeyda, who taught in the Marketing program and the MBA program and oversee the Southwest Marketing Advisory Center.

Dr. Kenneth Chukwuba, Dr. Abu Haddud, Dr. Heather Rickgarn, and Prof. Kathy Schaefer, who taught in the Management programs and the MBA program and advise the program's student organizations.

Dr. Matthew Walker, Dr. Susan Jones, and Dr. Lamine Conteh, who taught in the Finance program and the MBA program. Dr. Conteh's appointment is split evenly between teaching in Finance and Accounting.

Prof. Glenn Bayerkohler and Dr. Will Thomas taught in the Accounting program. Dr. Thomas also teaches in the MBA program.

B. Staffing Changes for the Department of BIS

At the conclusion of the Fall semester, Dr. Matthew Walker retired from teaching. The Department misses his contributions to our mission. We also learned during the year that Prof. Kathy Schaefer's fixed-term contract would not be extended beyond the end of the academic year. We are sorry to lose the experience and student-focused teaching of both colleagues.

The Department requested approval to conduct searches for both positions. Both searches were approved. The Management search was successful and the Department looks forward to welcoming Dr. George Taylor to the faculty in August. Unfortunately, the Finance search was suspended due to budgetary concerns so that program remains understaffed.

C. Department of BIS Programs

At the end of the academic year, each program in the Department was admitted to candidacy for accreditation through the [International Accreditation Council for Business Education](#). Each member of the Department participated in the rigorous process of designing learning outcomes and assessment processes to fulfill their requirements for candidacy. Academic year 2020-2021 will serve as the Programs' self-study year. Pursuing accreditation is an important step for the Department as we work to strengthen our programs and serve our students more effectively.

SMSU alumnus Michael Bjerkesett bequeathed \$1.5 million to SMSU to endow scholarships for business students. The Department is deeply grateful for Mr. Bjerkesett's vision and is preparing to award the first scholarships under the new program in the spring of 2021 for the following academic year.

The Marketing and Management programs were included in the initial list of SMSU majors that are available fully online. The Accounting program will be available online beginning in the Fall of 2021. The Marketing program has also entered into a new relationship with Lake Superior College. Marketing will be one of three SMSU majors to be offered on the campus of LSC. This opens an exciting new avenue to increase student enrollment and program quality.

Dr. Thomas travelled to China in November with President Jayasuriya to visit four sister Universities there and discuss possible avenues of cooperation, both in the MBA program and across the campus. Dr. Gochenouer has expressed interest in developing a partnership arrangement with one of the Chinese universities to share students and teaching responsibilities. This might provide a means to work directly with students and colleagues in China even when travel is difficult or impossible. Discussions continue.

Several members of the Department participated this year in planning for new Master's-level programs in Data Analytics and Cybersecurity.

In addition to the Department-wide initiatives above, individual Programs are developing the following new degree options:

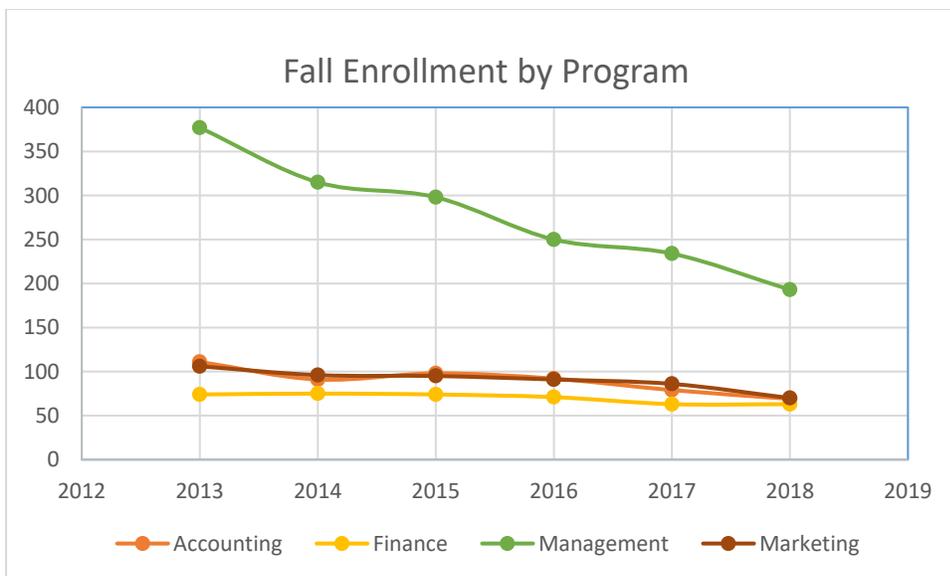
Management continues to develop the new Entrepreneurship minor and certificate. When fully implemented, there will be a faculty member with a half-time appointment to serve as Director of the Center for Entrepreneurship.

Management re-established a minor and certificate in Healthcare Management. The program was approved several years ago, but never implemented. The program will offer courses beginning in Fall 2020.

Accounting received formal approval in December for the minor and certificate in Forensic Accounting. Dr. Conteh continues to take the lead on developing this important and growing area.

D. Trends in Enrollment and Retention

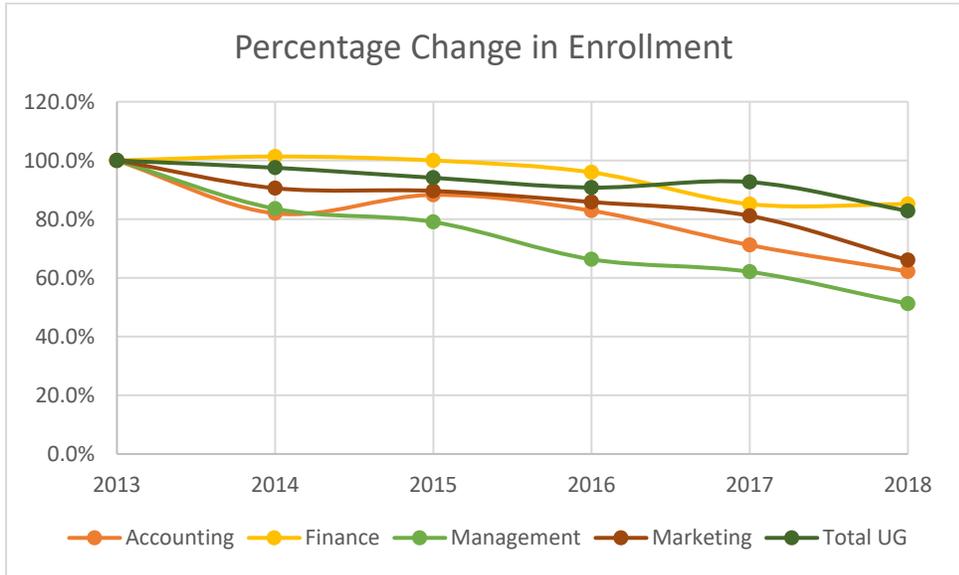
The number of enrolled majors in each Program in the Department has been declining since at least 2013. All data for this section has been downloaded in June 2020 from the Data Management and Institutional Research “Program Data” page at <https://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>.



	2013	2014	2015	2016	2017	2018
Accounting	111	91	98	92	79	69
Finance	74	75	74	71	63	63
Management	377	315	298	250	234	193
Marketing	106	96	95	91	86	70

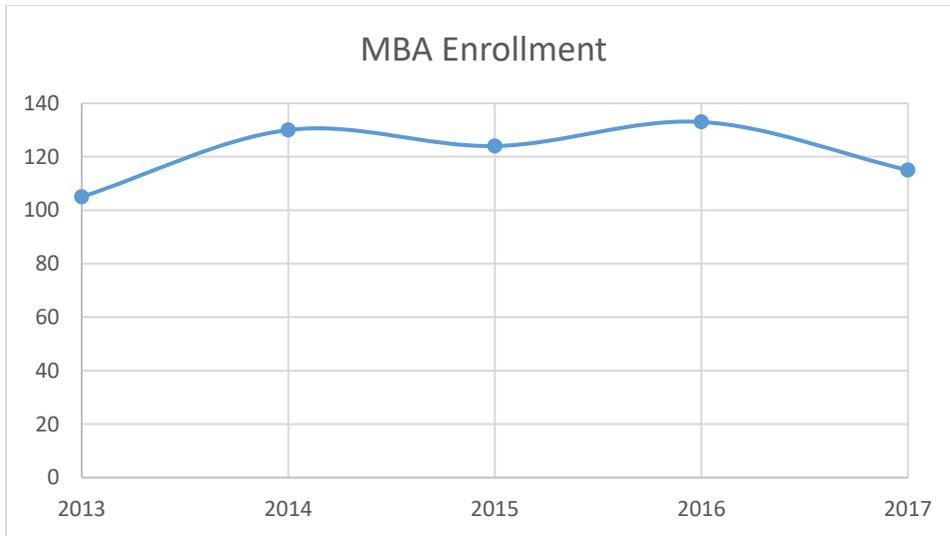
The first graph shows the number of enrolled majors by Program. Marketing and Accounting have followed essentially the same trajectory over this time period, never differing by more than 5 students. Management started with significantly higher numbers, so it has seen the largest decline in numerical terms. Finance started out slightly smaller than Accounting and Marketing, but has held its enrollment almost unchanged.

Since SMSU has experienced an overall decline in enrollment over this same period, it is reasonable to compare the rate of change in the BIS programs with SMSU's global change. In the second chart, the enrollment numbers have been converted to a percentage of 2013 enrollment so each line has the same starting point.



	2013	2014	2015	2016	2017	2018
Accounting	100.0%	82.0%	88.3%	82.9%	71.2%	62.2%
Finance	100.0%	101.4%	100.0%	95.9%	85.1%	85.1%
Management	100.0%	83.6%	79.0%	66.3%	62.1%	51.2%
Marketing	100.0%	90.6%	89.6%	85.8%	81.1%	66.0%
Total UG	100.0%	97.5%	94.1%	90.8%	92.7%	82.8%

Enrollment in the Finance majors has followed almost the same trend as overall undergraduate numbers at SMSU over this period. Marketing and Accounting have fallen somewhat faster than SMSU overall while Management has declined more. It should be noted that the three members of the Management program who are continuing into the next academic year would have had little effect on these enrollment numbers, even though the next steps will be up to them.



With strong numbers from SMSU’s sister universities in Taiwan, enrollment in the MBA Program has risen over the period for which data is available.

E. Planning for Enrollment and Retention

Recruitment and retention have been regular agenda items for the Department of BIS throughout our inaugural year. Our primary directions for recruitment have been a focus on making programs available completely online and increasing students’ flexibility in how they access course material.

As mentioned earlier, Marketing and Management were among the first programs at SMSU to be designated as available completely online. The Accounting major will be available to online students by the Fall semester 2021. Availability of all Finance courses will probably not be possible until the empty position is filled.

Flexible course delivery has been developed and practiced over preceding academic years in a range of courses within the Department, primarily in Accounting, Management, and Marketing. The approach—which others have named HyFlex—combines in-class delivery, with some students in the classroom and others live online, while other students participate asynchronously.

The flexibility comes from allowing students the choice of method from week to week or from day to day. A student who has an internship during the workday can participate asynchronously from start to finish, while a student whose driveway has not been plowed out in time to drive to campus can go online just for the one class meeting. Unlike a completely classroom-based or online course, a HyFlex course must be designed so that students experience equivalent learning opportunities regardless of delivery method.

Entering the new academic year in August 2020, the Department will review these enrollment trends and develop a more complete Recruitment and Retention strategy alongside production of our Five-Year Plan.

Section II: Activities and Accomplishments for the Department of BIS

A. Teaching and Learning

As described earlier, all programs within the Department, including the MBA Program, have been admitted to candidacy for accreditation through the International Accreditation Council for Business Education. The individual programs will address a few remaining recommendations from IACBE about the majors' Outcome Assessment Plans (OAP). Throughout the academic year, we will gather data according to the OAPs and submit our Self-Study Report for action in the Fall of 2021.

As part of President Jayasuriya's initiative to offer at least 10 SMSU majors completely online, the following programs were included in the initial list of 11 such programs: Marketing, General Management, Supply Chain Management, and Human Resource Management. Since the list was released, the Accounting Program has also committed to offering its major completely online by the Fall of 2021.

Marketing is one of three SMSU majors that will be offered on the campus of Lake Superior College beginning in Fall 2020.

Affordableschools.net ranked the Marketing Program 14th in the nation for Best Affordable Marketing Degree Programs. SMSU is the only school in Minnesota to be included in these rankings. <https://www.smsu.edu/today/articles/2019/09-27-2019-marketingnationallyranked.html>

For the 13th year, students in the Accounting Capstone course prepared taxes for the Free Tax Clinic hosted by United Community Action Partnership. SMSU is the only school in Minnesota that requires students to take on this professional role as part of their major.

B. Scholarly/Creative Activity

Dr. Denise Gochenouer and her teammate placed second nationally in the Faculty American Marketing Association Online Marketplace Competition.

Dr. Abu Haddud won an Emerald Literati 2019 Outstanding Paper Award for the journal article: Bienhaus, F., and **Haddud, A.** (2018). Procurement 4.0: Factors influencing the digitization of procurement and supply chains Published in the *Business Process Management Journal*.

Dr. Kenneth Chukwuba chaired a session at the Midwest Academy of Management Omaha, Nebraska Oct. 10-12, 2019 for the Midwest Academy of Management.

Publications and Presentations by members of the Department include:

Dr. Marta Almeyda published "CUSTOMER-BASED BRAND EQUITY FOR TOURIST DESTINATIONS: A COMPARISON OF EQUITIES OF PUERTO RICO AND THE US VIRGIN." *Journal of Spatial and Organizational Dynamics*. Published June 2020.

Dr. Abu Haddud published a book chapter Khare, A., Ishikura, H. (2020). The Evolution and Strategic Operations Perspective on 3D Printing – The Global and Japanese Experience. In Khare, A., Ishikura, H., and Baber, W. *Transforming Japanese Business: Rising to the Digital Challenge* (pp.227-245). Springer. https://link.springer.com/chapter/10.1007/978-981-15-0327-6_16

Haddud, A., and Khare, A. (2020). Digitizing supply chains potential benefits and impact on lean operations. *International Journal of Lean and Six Sigma*.
<https://www.emerald.com/insight/content/doi/10.1108/IJLSS-03-2019-0026/full/html>

Dr. Haddud published a paper in the conference proceedings: Haddud, A., and Khare, A. (2019). Digitalizing Supply Chains: Potential Business Benefits and Challenges. In: *Proceedings of the 2019th Decision Science Institute Annual Meeting, New Orleans, Louisiana, USA, pp. 1134-1150. November 23 – 25, 2019.* <https://decisionsciences.org/wpcontent/uploads/2020/05/DSI-2019-Proceedings.pdf>

Dr. Haddud published a paper in the conference proceedings: Joyce, J., McAllen, D., and Haddud, A. (2019). An Analysis of the Factors Associated with Adoption of Electronic Supply Chain Management (e-SCM) Procurement Systems within the U.S. Automotive Industry. In: *Proceedings of the 2019 Portland International Conference on Management of Engineering and Technology (PICMET) Annual Conference (pp.1-13). Portland, Oregon - USA, August 25 – 29, 2019.* <https://ieeexplore.ieee.org/document/8893867>

Dr. Haddud presented Digitalizing Supply Chains: Potential Business Benefits and Challenges. Presented at the 50th Annual Conference of the Decision Sciences Institute in New Orleans, Louisiana, USA (November 23-25, 2019). Published in the proceedings (pages 1134-1150). <https://decisionsciences.org/wpcontent/uploads/2020/05/DSI-2019-Proceedings.pdf>

Dr. Kenneth Chukwuba. (2019). Faculty Professional Development Plans. In *5TH BIENNIAL CONFERENCE-Nigeria 2020*.

Dr. Chukwuba (2020) CEO Leadership and Gender. *Encyclopedia of Business and Professional Ethics*, (pp. 361–364). Springer Publications.

Dr. Gochenouer (2020). “Incorporating Simulation in the classroom – a Comparative Study.” In Marketing Management Association (MMA) 2019 Fall Educators’ Conference Program —Santa Fe, NM, September 18-20, 2019.

Dr. Chukwuba. “Employment laws and the American Society: A systematic review of literature.” Paper presentation at the National Management Conference at Asian School of Business Management, Bhubaneswar, India.

Dr. Will Thomas presented “Using a Series of Assignments to Develop Complex Skills” as part of the Conference on Teaching and Learning in Accounting at the American Accounting Association’s Annual meeting in August 2019.

Dr. Susan Jones presented "*Use of Mini Case Studies as an Effective Teaching Tool*" at the Midwest Sociological Society (MSS) annual meeting.

C. Professional Development

Dr. Denise Gochenouer and Dr. Marta Almeyda were certified to conduct "simulation-based exercises" with Marketplace simulations.

Prof. Glenn Bayerkohler attended the Western CPE Conference in Jackson Hole, Wyoming last summer (2019). Topics covered at the conference included: Everybody's Critical Individual Tax Issues in 2019; Beyond GAAP; Practical and Productive SSARS and SAS Update; and A Practical Guide to Today's Technology

Dr. Ken Chukwuba was re-elected as a board member of the Minnesota Association of Collegiate DECA. He also completed the course "Online Teaching: Assessment, Honesty and Feedback" from AACSB International.

D. Service to Students

All programs participated in Admitted Student Days during the Fall and Spring semesters. Dr. Thomas presented on SMSU's Liberal Education Program for each of these events in his role as faculty co-Chair of the Liberal Education Committee.

All programs participated in visit days and early registration sessions throughout the academic year.

Among other achievements, Dr. Chukwuba's work with Collegiate DECA supported Allen (Chih-Li) Lin in his preparation for the DECA Innovation Summit, where his team took First Place. DECA recognized three SMSU students, out of four total from MinnState, for academic excellence. SMSU's team also placed third in the International Management Institute Challenge under Dr. Chukwuba's leadership.

The Department is implementing the Michael Bjerkesett Scholarship, which will provide much-needed support and recognition for majors in Business Programs across the Department.

Dr. Conteh and Dr. Thomas travelled to the Accounting and Auditing Student Conference in September with a group of students for a day of learning about the Accounting profession, interviewing with potential employers, and seeking internships.

Under the guidance of Dr. Susan Jones and Dr. Matthew Walker, the SIGMA Club hosted several speakers from the local business community. The Club also sponsored the Portfolio Investment Challenge Competition during the Spring semester. Despite the dramatic downturn in the overall stock market, several SMSU student teams managed portfolios that increased in value during the competition.

Each member of the Department met regularly with student advisees throughout the academic year. When the SMSU campus closed during the spring semester, each faculty member stayed in regular communication with students in their classes as well as advisees to help each student find the appropriate support for completing the semester during an unprecedented period.

E. Service to the University

Faculty members in the Department served on a range of committees during the academic year. They include:

Dr. Marta Almeyda: Curriculum Committee

Dr. Ken Chukwuba: Academic Affairs Committee, Graduate Council

Dr. Lamine Conteh: Graduate Council, Chair of Budget Committee, Committee on Institutional Assessment

Dr. Denise Gochenouer: Graduate Council, Graduate Curriculum Committee, Chair of Professional Improvement Committee

Dr. Abu Haddud: Committee on Institutional Assessment, Graduate Council

Dr. Susan Jones: Disability Advisory Committee, Student Technology Fee Committee

Dr. Heather Rickgarn: Disability Advisory Committee

Prof. Kathy Schaefer: Global Studies Committee, Academic Appeals Committee

Dr. Will Thomas: Faculty Co-Chair of Liberal Education Committee

Dr. Matthew Walker: Academic Affairs Committee

F. Service to the Community

Prof. Glenn Bayerkohler continues to serve as a City Councilman for the City of Marshall.

Dr. Susan Jones plays the trumpet in both the SMSU/Community Band and also the Marshall City Band. She serves as the Secretary of the Southwest Coin Club, a numismatic organization headquartered in Marshall. She is also an Organist at First Lutheran Church and a substitute Organist at St. James Episcopal Church.

G. Assessment

Each Program completed its Report on Assessment of Student Learning early in the fall semester. Those reports are available upon request.

Much of the Department's assessment focus this year was on preparation of our Outcomes Assessment Plan (OAP) in support of our application for candidacy to accreditation through the International Accreditation Council for Business Education (IACBE). As previously discussed, the application for candidacy was successful and the Department will implement the OAP during the 2020-2021 academic year. Our Self-Study Report is due in the fall of 2021 for action by IACBE late in 2021 or early 2022.

Section III: Five-Year Plan

The Department did not draft a Five-Year Plan during the 2019-2020 academic year, but will initiate this process early in the 2020-2021 year.

Southwest Minnesota State University
School of Education
Undergraduate & Graduate Programs
AY2020



Section I. Department Description & Overview

The School of Education continues to play a vital role at Southwest Minnesota State University and in the region, preparing educators and professionals to positively impact the fields of education and physical education. Being a dynamic school within SMSU, the School of Education has experienced changes in the 2019-2020 academic year. The faculty in the Education and Physical Education programs focus on developing new opportunities and enhancing existing programs to serve our students and region.

The *School of Education* has redeveloped the mission and vision statements, along with the programs' core values. The Conceptual Framework was reviewed as part of the strategic planning process.

Mission: The mission of the Professional Education program at Southwest Minnesota State University is to create inclusive communities of practice where each learner is an active participant in the investigation of learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in a culturally responsive education.

Vision: Inclusive communities of practice investigating learning and teaching.

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

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

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

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

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

Physical Education Program Goals:

A student with a Physical Education major:

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

Faculty and Staff in the School of Education.

During the 2020 academic year, members of the School of Education included 17 full-time faculty, 1 part-time faculty, 10 head coaches, five assistant coaches, and several adjunct faculty. Importantly, there are five key support staff – two administrative assistants, two field experience coordinators, and one director/licensing officer as well as one graduate assistant, and two student workers. Additionally, three new faculty members will be joining our School of Education as part of the Partnership and Charter School Leadership Certificate programs beginning in August of 2020; both of these initiatives are currently grant funded.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Rhonda Bonnstetter, Interim Director of Professional Educator Services, following the resignation of Dr. Brian Mumma in September of 2019; Ms. Lisa Mischke, Director of Placement & Licensure, as of May 2020
- Dr. Debbie Van Overbeke, Director of Graduate Education – On Campus & Online
- Dr. Tanya Yerigan, Director of Graduate Education – Off Campus/Learning Communities
- Dr. LeAnne Syring, Special Education Coordinator
- Dr. Michelle Beach and Mr. Michael Deschneau, Co-Directors of 2+2/Education Distance Learning

Faculty. The following were members of the faculty of the School of Education in 2019-2020:

- Dr. Francis Albitz – taught in the Physical Education – Teaching program & PECS – Physical Education: Coaching of Sport
- Dr. Michelle Beach – taught in the 2 + 2 Education Distance program and Early Childhood Special Education
- Dr. Rhonda Bonnstetter – taught in undergraduate program and assumed the role of Interim Director of Professional Educator Services.
- Mr. Michael Deschneau – taught in undergraduate and graduate SPED programs
- Dr. John Engstrom – taught in the off-campus graduate program
- Dr. Sarah Huseby – taught in both undergraduate and on-campus/online graduate program with focus on literacy and TESL.
- Dr. Sharon Kabes - taught in both the on- and off-campus graduate programs
- Dr. Dennis Lamb – taught in the off-campus graduate program
- Dr. Bruce Locklear – taught in the off-campus graduate program
- Dr. Kandy Noles Stevens – taught in the College Now and undergraduate programs
- Dr. Lon Richardson - taught in the off-campus graduate program
- Dr. Mary Risacher – taught and acted as Director for the 2 + 2 Early Childhood Distance Education program, and also taught in the undergraduate ECE and ELED programs
- Dr. Wendy Schoolmeester – taught in the undergraduate ELED & ECE programs both on campus and online/distance 2+2
- Ms. Marilyn Strate –taught in the Physical Education-nonteaching program
- Dr. LeAnne Syring – taught in the undergraduate SPED, ECSE, ECE programs
- Dr. Debbie Van Overbeke - taught in the undergraduate ECE & ELED programs as well as on-campus/online graduate programs; served as Director of Graduate Education for on-campus and online learners.
- Dr. Sonya Vierstraete – completed her sixth year serving as department chairperson, and has taught in the undergraduate and online graduate programs with focus on Literacy, ELED, ECE, TESL, and PECs.
- Dr. Tanya Yerigan - taught in the off-campus graduate program as well as off campus graduate

The following coaches are also affiliate members of the School of Education with their primary membership in the Department of Athletics, and teach courses in various programs:

- Kirk Nauman – Physical Education & Men’s/Women’s Cross Country/Track & Field Coach
- Brad Bigler – Physical Education & Men’s Basketball Coach
- Paul Blanchard – Physical Education & Men’s Baseball Coach
- Tyler Boddy – Physical Education & Women’s Assistant Volleyball Coach
- Terry Culhane – Education, Physical Education, & Women’s Volleyball Coach
- Bailey Bouman – Education, Physical Education, & Women’s Softball Coach
- Bryan Hiller – Physical Education & Men’s Assistant Football Coach
- Erin Kasmarik-Mallett – Physical Education & Women’s Soccer Coach

Jesse Nelson – Physical Education & Men’s Wrestling Coach
 Riley Miessner – Physical Education & Assistant Track & Field Coach
 Cory Sauter – Physical Education & Men’s Football Coach
 Nick Smith – Physical Education & Men’s Assistant Basketball Coach
 Marty Wahle – Physical Education & Women’s Swim/Dive Coach
 Brittani Wiese – Physical Education & Women’s Assistant Basketball Coach
 Tom Webb – Physical Education & Women’s Basketball Coach

Staff: The following were staff members of the School of Education in AY2020:

Ms. Jennifer Swanson – Office & Administrative Specialist Senior; supervisor of 2 student workers

In the Office of Placement & Licensure:

Dr. Brian Mumma - Director of Professional Educator Services until September 2019 and then Dr. Rhonda Bonnstetter as interim, and now Ms. Lisa Mischke as of May 2020 is the full-time Director of Placement & Licensure, supervising these positions:

Ms. Stephanie Fladhammer - Customer Service Specialist Intermediate (50%)

Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior (92%)

Dr. Lori Wynia – Field Experience Coordinator for Extended Learners

Kolin Bartlett- Graduate Assistant, supervised by Drs. Debbie Van Overbeke and Tanya Yerigan, Directors of Graduate Education

Undergraduate Education Programs. The undergraduate education programs offer licensure to Teacher Education Program candidates at four different levels: Early Childhood, Elementary, Secondary, and K-12 programs. Additionally, the Educational Studies major offers university students an opportunity to pursue a 4-year degree focusing on education without student teaching and seeking licensure.

The licensure areas include:

Early Childhood Education (ECE) provides licensure for students ages birth – grade 3. ECE is offered in two formats: on campus and through the 2 + 2 distance learning program via articulation agreements with community/technical colleges in the Minnesota State system. Currently, the 2+2/Extended Learning Early Childhood Education program is offered with a waiver from PELSB; it will transition into the Transfer Pathways option in the upcoming year. Additionally, **Early Childhood Special Education** provides licensure for teacher candidates to teach learners birth to age 6 with special needs.

Elementary Education provides licensure to teach students in grades Kindergarten – grade 6 with optional endorsements in the following areas: **Pre-primary Education** (adds ages 3-5), **Communication Arts** (adds grades 5-8), **Mathematics** (adds grades 5-8), **Science** (adds grades 5-8), **Social Sciences** (adds grades 5-8), and **K-8 World Languages & Cultures – Spanish**.

Secondary Education provides licensure to teach students in five content areas. They are licensed for varying grade levels as mandated by the PELSB. These licensure programs

include: **Biology Education** (grades 9-12), **Chemistry Education** (grades 9-12), **Communication Arts Education** (grades 5-12) with emphases in either **English Literature or Speech**, **Health Education** (grades 5-12), **Mathematics Education** (grades 5-12), **Social Sciences** (grades 5-12).

K-12 Education provides licensure for teacher candidates in five content areas. They are licensed for K-12 grade levels as mandated by PELSB. These licensure programs include: **Art Education**, **Music with emphases in either Vocal or Instrumental music**, **Health, Physical Education (PE)**, **Special Education (SPED)**, and **Teaching English as a Second Language (TESL)**.

Specific to **Special Education**, SMSU provides licensure for **Early Childhood Special Education** (Birth-age 6) and **Academic Behavioral Strategist (K-12)**. Our Special Education program is offered in two formats: on campus and online. We also provide a nonconventional format with our Para-to-Sped program for teacher candidates currently working as paraprofessionals.

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

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

In addition to the majors offered, there are four minors also available: Special Education, which is a non-licensure minor; Developmentally Adaptive Physical Education, which is a licensure minor open to Physical Education majors; K-12 Reading licensure; and Teaching English as a Second Language as a non-licensure minor.

Teacher Education Programmatic Updates for AY2020

The School of Education offered Introduction to Education as part of College Now (concurrent enrollment). Dr. Kandy Noles Stevens served as the coordinator and education faculty member for College Now. The offering was met with success, and the School of Education will be offering Introduction to Child Growth and Development in addition to the Introduction to Education course to high schools in our region and across the state.

The Director of Professional Educator Services for the School of Education was hired in August of 2018. Dr. Brian Mumma was hired in this role and assumed the responsibilities of licensure officer, placement, programmatic assessment, PELSB accreditation, edTPA,

and LiveText coordinator. Dr. Mumma resigned from SMSU in September 2019. Dr. Rhonda Bonnstetter postponed her phased retirement to serve in this role for AY2020.

In November of 2017, the SMSU School of Education Teacher Education Program (TEP) hosted the Professional Educator Licensing and Standards Board (PELSB) review team for a site visit. The TEP was granted continual unit approval until 2023 with a focus report due in 2019 to address standards 2J and 3C. The interim report was submitted and continuing approval with evidence of the interim report submitted by December 2019. The most recent [Institutional Report for Teacher Education](#) (2017) submitted to PELSB for accreditation is posted on the School of Education website, and includes the Conceptual Framework, serving as the foundation for both undergraduate and graduate education programs. SMSU received continuing accreditation in the spring of 2020 per the December 2019 submitted report.

Currently, there are approximately 1,100 declared undergraduate education majors, with some double or triple majors declared.

Declared Majors	AY2018	AY2019	AY2020
AGED	39	49	36
ARED	20	16	20
BIED	18	11	5
CAED	23	23	23
CHED	9	6	5
COCC	12	9	12
CSED	4	Not reported	3
ECE	321	311	255
ECSE	54	58	50
EDST	52	37	31
EDUP	16	8	11
ELED	257	271	242
HEED	Not reported	3	34
MAED	28	17	12
MUED	22	22	33
PE	84	74	72
PETE	92	76	78
SPED	113	120	160
SSED	77	58	46
TESL	21	13	13
TOTAL	1262	1182	1141

With the Teacher Education Program (TEP) application process, 28 teacher candidates earned full admission while 44 earned conditional admission. There were 19 pending

applications as of the end of June 2020 publication of this report. The TEP application process uses LiveText as the platform for the online application and tracking reviews of teacher candidates' applications. As the process can be somewhat tedious and backlog the forward progress and approval of applications, the TEP application will be moving to another online format similar to the newly adopted online petition process.

During AY2020, there were 109 student teachers with 66 student teachers placed in the fall and 39 student teachers placed in the spring, which includes 6 Para to Sped candidates who completed year-long student teaching. This total was similar to AY 2019 with 81 student teachers and AY2018 with 79 student teachers placed for their final student teaching experience. **This number continues to grow as we anticipate 93 student teachers for fall 2020.**

As we look to grow teachers in southwestern Minnesota, SMSU has worked collaboratively with Worthington Public Schools ISD 518 and Minnesota West over the past three years as part of the Southwest Teacher Preparation Partnership. The primary goal of this collaboration is to provide teacher licensure to place-bound individuals in the Worthington area. The Partnership previously received a gap grant from SWIF – Southwest Initiative Foundation for \$15,000 and an implementation planning grant from the McKnight Foundation for \$75,000. In May 2019, the Partnership was granted \$600,000 from the McKnight Foundation to fund this partnership for the next two plus years. Currently, we are in the process of hiring a full-time fixed-term faculty member and a part-time coordinator to serve as the liaison for the Partnership.

Physical Education.

The coaching certificate was made available to students for the first time in 2015-2016. The certificate is fewer credits than the minor and provides MSHSL – Minnesota State High School League certification. SMSU is currently the only higher education institution in partnership with the MSHSL. In 2016-2017 year, a course was developed in collaboration with the MSHSL to provide a train-the-trainer model for athletic administrators to work with coaches to be successful, which continued to be offered via collaboration with the MSHSL in the 2020 academic year.

Graduate Education Programs. The Graduate Education program offers master's degrees in both the traditional on-campus format and in the off-campus Learning Community format. Master's degrees in Education are offered with several different emphases areas: Teaching, Learning, and Leadership (TLL - offered on-campus and in Learning Communities); English (online format); Mathematics (online format); Sports Leadership; Reading (offered for licensure K-12 and/or as a master's degree); Special Education (SPED offered for licensure K-12 and/or as a master's degree), and Teaching English as a Second Language (TESL), both for licensure K-12 and/or as a master's degree. Specific to Special Education, SMSU offers certificates for ASD – Autism Spectrum Disorder, EBD – Emotional Behavioral Disabilities, and LD – Learning Disabilities. Along with the TLL option, the Administrative Licensure program is offered in a Learning

Community format with options for educators to earn the principal, director of special education, and superintendent licensures as well as earning the specialist degree.

The Charter School Leadership Certificate is a market-driven, faculty-created, and grant funded program that is underway after much brainstorming and thoughtful innovation by Drs. Tanya Yerigan and Dennis Lamb in collaboration with graduate faculty and stakeholders throughout this academic year.

In December of 2018, the Education Administration and Leadership Program (EDAL) hosted the Board of School Administrators (BOSA) site team as part of the reaccreditation process. BOSA granted approval with the condition of interim reports in June 2019 and in 2020 to allow for alignment of the updated MN standards within SMSU courses, further development of cultural competency, programmatic assessment, and full implementation of the advisory council. The follow-up site visit took place on June 22, 2020 with positive results and full approval.

After a yearlong process, Drs. LeAnne Syring and Sonya Vierstraete in collaboration with Dr. Rhonda Bonnstetter and the TEP licensure faculty created three new courses for the Post-Baccalaureate Standards of Effective Practice Graduate Certificate. These courses have been approved via the SMSU curriculum process, and we are now awaiting approval from PELSB with the hopes to begin offering courses in the fall of 2021.

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

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

- 1.1 Educators recognize individual differences in their students and adjust their practice accordingly.
- 1.2 Educators have an understanding of how students develop and learn.
- 1.3 Educators treat students equitably.
- 1.4 Educators' mission extends beyond developing the cognitive capacity of students.
- 1.5 Educators affirm the commonalities and differences of students and all humans.

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

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

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

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

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

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

Standard 5. Educators are members of learning communities.

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

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

There is an ongoing collaboration in the Graduate Education program with Doctoral students from Udon Thani Rajabhat University in Thailand. The program is an intensive three-week class. The group visited schools in the area, along with selected businesses and non-profit organizations. The class was taught by Dr. Sharon Kabes and Dr. Dennis Lamb.

SMSU was also the recipient of a second grant through Minnesota State to offer courses in teaching and pedagogy to train community/vocational college instructors throughout the state. This program has continued during the past academic year. Dr. Ellen Radel (retired) took on the responsibilities for directing this program this past year and also acted as an instructor for some of its classes. Dr. Patricia Linehan assisted in offering these courses along with Dr. Shannon Fiene.

School of Education. The School of Education created a policy handbook during the 2017-2018 academic year. The handbook continues to be updated annually with full department approvals. The policy handbook continues to evolve and be a dynamic resource for faculty and staff and housed on the internal "T" drive. This is a different document than the Teacher Education Program (TEP) Guidelines along with application process, the TEP Field Experience and Student Teaching handbook, and the 2+2/Extended Learning Education handbook.

Section II - Faculty Involvement & Activities Highlights

The School of Education faculty are dedicated with many identifiable accomplishments. Please find the following professional development highlights as submitted by individual faculty members for inclusion in the annual report; this is simply a *brief* summary of submitted faculty accomplishments.

A. Teaching, Learning, and Additional Assignments Highlights

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

Dr. Michelle Beach worked to integrate new accessibility features into her online courses to meet the needs of students with disabilities and to meet federal guidelines for online courses and provide student options for learning styles. Dr. Beach adapted courses to add current materials, videos and links in order to be able to eliminate or reduce the need for students to buy textbooks. Dr. Beach created the syllabi and wrote three graduate courses for Developmental Disabilities to add to existing graduate courses in DD for a new DD Certificate. Dr. Beach was appointed by the State of Minnesota to the technology team that will create a full faculty instructional training course for faculty who want to teach courses online.

Dr. Beach agreed to serve as the Co-Director for the 2 + 2 Distance Learning Program. Dr. Beach created a listserv and contacted two-year instructors from early childhood, elementary, and special education programs across the state to elicit articulation agreements for technical and community college A.A.S. degree programs. With Professor Deschneau, she updated the 2 + 2 cohort course schedule by creating a new course sequence, integrating new course numbers, and adding new courses. Dr. Beach created an introduction letter and created a 2019-2020 instruction manual.

Dr. Bonnstetter included an assignment on eLearning in ED 102 Technology: Classroom Applications, which asked students to create a project that could be used for eLearning days in their own future classroom - not realizing how soon that would be! Additionally and critically, Dr. Bonnstetter agreed to suspend the last year of her phased retirement to take on the role of Director of Professional Educator Services for the School of Education following the sudden resignation of Dr. Brian Mumma. In that role she led the areas of Placement & Licensure, along with Assessment and Accreditation efforts for the School of Education.

Mr. Michael Deschneau has focused on reviewing his course schedules. Some of the feedback he received from students last spring indicated that students preferred to have large assignments and project separated into sections and or time specifically given in the course schedule to complete the project based learning tasks. Additionally, he attempted to purposefully provide students with the opportunity to experience project based learning by creating resources that develop a foundational understanding of the

practices that will be demanded of them in the profession. He created rubrics for many of the larger projects that were beneficial to students. These rubrics also helped him in identifying components of these projects where students performed well and areas where he needs to provide either additional instruction, more detailed explanation, or more references. Lastly, Mr. Deschneau was able to participate in the panel presentations and portfolio reviews for our administrative program Director of Special Education candidates this spring. Listening to these presentations was a particularly rewarding experience for him, and he was extremely impressed by depth of learning and growth in leadership our candidates were able to demonstrate.

Dr. Kandy Noles Stevens focused on modeling effective educator practices and learning strategies. The focus prompted examination of the syllabi in her courses and revamping those after completing a certification in online teaching and learning and digital accessibility. She worked diligently to revamp the syllabi in each of her courses to address the current best practices on how to articulate student learning outcomes, expectations, and course pacing. A special emphasis was added to her science methods courses for elementary, middle level and secondary to incorporate best practices in science teaching which would be reflective of the upcoming science standards and which promote diversity and equity in science education. For all science methods courses, she adopted the text *Ambitious Science Teaching* which promotes science teaching and learning in a way that advances equity while also mirroring the work of scientists and engineers. As Minnesota is adopting new science standards, Dr. Noles Stevens wanted to prepare her students for both current and future demands as teachers of science.

In her role as the faculty mentor for Education College Now courses, Dr. Noles Stevens continued her efforts to promote teaching as a viable career option to schools throughout the state. She traveled and worked virtually with educators in schools throughout the state who offer the courses through SMSU's College Now. Additionally, she hosted Aspiring Educator Day on campus Fall Semester, incorporating emphasis on active learning, introducing students to a "day in the life of an education student", and broadening their understanding of professional development by partnering with a nationally known educator and author. During the COVID-19 distance learning, she hosted College Now Education Zoom summits to help educators and administrators navigate the demands of teaching dual-enrollment courses via online delivery formats. The summit meetings created and strengthened professional networks among the educators involved with teaching these courses. Based on feedback from administrators, educators, students, and College Now students, Kandy's efforts to focus on effective educational practices and her commitment to bring "care in schools" resonated with those with whom she interacted. Feedback from these individuals highlight the importance of building relationships as a method of advancing teaching and learning.

Dr. Sarah Huseby had a goal this semester to engage, excite, and educate each student in her classroom about the various topics at hand so that they would be prepared to share their knowledge and skill with students in their own classrooms. She taught a variety of courses at both the Undergraduate and Graduate levels for the School of Education. These

courses included Reading Differentiation, Early Literacy, Action Research, Teaching English as a Second Language, and Educational Studies Practicums. For each course, while addressing the Standards of Effective Practice, she tried her best to incorporate a variety of topics and activities in order to model effective, best practice teaching. As a result, class discussions focused on culturally responsive teaching, differentiation of methods and strategies, development of materials for all learners, and effective assessment in order to meet and support all students where they are at. Along with these class discussions, she tried to incorporate a variety of different activities and assessments in order to support the students in their learning. These activities and assessments included individual, partner, and small group work as well as a variety of different formats to represent the knowledge acquired such as active, hands-on learning, presentations, micro-teaching, skits, assessments, research, and more. Based on each of the course evaluations, it would appear that her goal to engage, excite and educate her students connected with the students and, based on quality student work, translated into learning.

Dr. Dennis Lamb successfully completed working with 33 Masters of Education students from the Brainerd Learning Community (2017-2019), in which they all successfully completed their two-year program. This culminated with them presenting their Action Research projects at our annual Graduate Research Conference on April 26, 2019. Dr. Lamb successfully recruited and started a new Masters in Education Learning Community in Wadena, which started in September, 2018. There were 24 students enrolled in 2018-19 academic year, successfully completing 17 credits in two semesters. Dr. Lamb successfully completed working with 23 Masters of Education students from the Wadena Learning Community (2018-2020), in which they all successfully completed their two year program. This culminated with them presenting their Action Research projects at our annual Graduate Research Conference on April 25, 2020. Dr. Lamb successfully recruited and started a new Masters in Education Learning Community in Brainerd, which started in September, 2019. There were 28 students enrolled in 2019-20 academic year, successfully completing 17 credits in two semesters. Additionally, Dr. Lamb successfully collaborated and co-taught with two co-facilitators to meet the needs of over 50 graduate students in two different cohorts (Wadena and Brainerd).

Dr. Mary Risacher taught a variety of courses in the areas of ECE and Elementary Education. Her instruction was completed in dual formats of both online and face-to-face to best meet the needs of students in the on-campus and extended learning community. She assisted and collaborated closely with faculty as they assumed the new role of Director of 2+2 which was transitioning to include a broader role in the content areas of Elementary and Special Education. She shared her materials that were utilized during her time as Director and provided guidance during the transition. Dr. Risacher also reviewed syllabi from two-year partners to ensure standards and quality courses were being provided by partner schools. Dr. Risacher also taught two sections of ED 423 for her colleague Dr. Wendy Schoolmeester while she was on sabbatical. Dr. Risacher took on additional advisees, which included on-campus students, whereas in previous years, she had been assigned only extended learning students. While this increased her overall advising numbers, she welcomed the opportunity to serve more students and guide them on a

successful path toward completing their program. For her own courses, she reviewed each of those to ensure those were of the highest quality and standards. Where needed, she incorporated new methods of assessments, group projects that allowed for student collaboration with peers, a variety of engaging active learning strategies, and designed project-based learning assignments that enabled her to assess student growth.

Dr. LeAnne Syring worked diligently throughout the year to develop courses for our graduate level students that cover the Standards of Effective Practices goals for teachers. Dr. Sonya Vierstraete was a co-collaborator. Drs. Syring and Vierstraete coordinated additional education faculty to complete and assess the developed courses. The Post-Bac certificate will be available for graduate students in the 2020-2021 academic year. Dr. Syring successfully taught an overload of courses and completed her second year as the coordinator of the Special Education programs at SMSU. Dr. Syring is involved in seven education committees and served her second year as co-advisor, with Dr. Wendy Schoolmeester, of the Education Minnesota Aspiring Educators program

Dr. Debbie Van Overbeke taught various courses in the undergraduate and graduate program, of note are ED 361: Mathematics Methods/ Assessments & Lab and ED 430: Reading in the Content Areas.

- For ED 361, she revised the course to include high-leverage practices of leading a group discussion and eliciting and interpreting individual student's thinking after participating in the University of Michigan's TeachingWorks fellowship during the 2019 school year. The teacher candidates in this course learned how to conduct a discussion and were required to conduct a small-group and large-group discussion in their mathematics classroom lab experience. The teacher candidates' self-appraisals of their discussions showed students advanced their skills in teachings as was shown by this student quote, "Practicing running a discussion is important and helps me feel more confident in my teaching abilities. I feel more comfortable assigning competence to students and asking them to explain their answers. Both of which can be utilized with subjects other than math."
- For ED 430, she converted this oncampus course to an online course in March, 2020, due to the Coronavirus and Governor Tim Walz's "stay at home" order. This course utilized synchronous components with Zoom and asynchronous components. A highlight of the course was a Socratic Seminar using Zoom and the breakout rooms.

Dr. VanOverbeke served as the Oncampus/Online School of Education Graduate Director. In this capacity, she conducted the business of the graduate program, promoted the graduate program, supervised the graduate assistant, and wrote and submitted the RASL for the Education masters.

Dr. Sonya Vierstraete served as the Chairperson for the School of Education for the sixth year. Dr. V. teaches and advises undergraduate and graduate students with a focus on elementary education, TESL, and literacy. She taught two new reading/literacy courses this year while leading the Southwest Teacher Preparation Partnership efforts in the role of the School of Education Chairperson in collaboration with SMSU colleagues, Worthington 518, and Minnesota West Community and Technical College. Furthermore, Dr. V.

collaborated closely with Dr. LeAnne Syring and co-facilitated the development process of the post-baccalaureate Standards of Effective Practice with School of Education Teacher Education colleagues. Additionally, Dr. Vierstraete also served as SMSU's Faculty Athletics Representative.

Dr. Tanya Yerigan effectively served the School of Education in various capacities:

- Dr. Yerigan lead three learning communities with 55 graduate students (42 second year and 13 first year). She successfully recruited dozens for the learning communities (M.Ed., EDAL, and Charter program).
- Dr. Yerigan served as the off-campus graduate director and lead the assessment reviews including BOSA, PASL, and RASL.
- During the summer of 2020, Dr. Yerigan continued to engage and serve our program alumni and other area educators by offering 10 graduate AE (adult education) credits.
- Dr. Yerigan authored and gained approval for several new adult education (AE) courses. These courses were developed as an ongoing effort to serve our alumni. New courses she developed include the following:
 - Adult Mental Wellness: Issues, Interventions, & Resources
 - Youth Mental Wellness: Issues, Interventions, & Resources
 - Content Development & Integration
 - Evaluating Course & Research Resources

To secure and maintain the Marshall graduate market, Dr. Yerigan wrote a proposal for the Marshall School District with regard to allowing teachers to actualize their full lane change while receiving their master's degree from SMSU. To do this, Dr. Yerigan wrote an additional course (ED 637 "Educators as Professional Presenters") and authored a major curriculum change making the degree variable. The proposal was accepted by all levels at SMSU and the school district. Even better, the superintendent approved Dr. Yerigan's request to make the approval retroactive to her current students who are employed by the Marshall School District.

B. Scholarly and Creative Activity Highlights

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

Dr. Michelle Beach was an editor and publication peer reviewer for *Journal of Research in Childhood Education*, a quarterly peer-reviewed Journal. Dr. Beach continues to serve as a member of the Editorial Board for Center of Scholastic Research; reviewing journal paper submissions is the responsibility of Editorial Board members.

Dr. Beach's poster, "Making Good Online Courses Great" was accepted for the 21st International Conference of the Society for the Integration of Technology in Teacher Education scheduled for New Orleans, LA in April 2020. The conference and presentation were rescheduled to an online format due to the Coronavirus.

Dr. Beach published several Advising newsletters and Distance Learners newsletters and distributed them to SMSU Early Childhood and Early Childhood Special Education majors and instructors from two- year colleges.

Dr. Rhonda Bonnstetter co-presented a session at the Minnesota Rural Education Association's annual conference with Dr. Wendy Schoolmeester on POWERFUL Teaching practices. Dr. Bonnstetter was a guest blogger on EduConnections on the topic of the power of feedback.

Mr. Michael Deschneau participated with a professional school team in completing a comprehensive program review of the school's special education program, including a fiscal procedures review. The results of these reviews will be used to create corrective action plans to assist the district in improving practices associated with the components of the reviews.

Mr. Deschneau developed and taught the Director of Special Education course and worked with students in the EDAL program. He enjoyed providing the framework and guidance for the students in that course. He is hopeful this was a quality experience and provided meaningful and relevant learning as they prepare for positions of leadership.

Along Dr. Syring and Dr. Beach, Mr. Deschneau formally added courses to address areas of need within the special education pedagogy. Two elective courses were formally added for the upcoming school year, SPED 481/581 Compliant Practices in IEP Writing and SPED 443/453 Diseases and Disorders in Childhood.

Dr Kandy Noles Stevens successfully completed and defended her dissertation which concluded her doctoral program of studies. Dr. Noles Stevens co-presented with College Now educator, Jodi Munson, from Grand Meadow at the Minnesota Rural Education Association annual conference about the work SMSU is doing in dual enrollment to promote teaching. Their presentation entitled "Raising Teachers: Add Water & Stir" she also received other invitations to speak and accepted the invites both individually and collaboratively. She joined Drs. Schoolmeester and Syring in presenting for a collaborative professional development day. Each educator presented in their area of specialty which for

Dr. Noles Stevens is STEM/Secondary. Continuing her work from previous years, she also worked with the Service Cooperative to meet with educators as they work to develop strategic plans for how to implement the upcoming new science standards in their districts. Dr. Noles Stevens also continued her work of trauma informed practice in schools by presenting a specialized training “I wish I didn’t know: Children & Grief” for the educators at Lincoln Elementary in Ivanhoe, Minnesota which led to new school policy on creating grief inventories for every child in the district.

Additionally, Dr. Noles Stevens worked collaboratively with Biology and Environmental Science professors, Dr. Alyssa Anderson and emerita Dr. Emily Deaver, to create an outdoor classroom in the ADM Environmental Learning Area as well as to develop and successfully create a new minor, Environmental Education, at SMSU. For the minor, Dr. Noles Stevens created two new courses, ED373 – Environmental Education Strategies and ENVS480 – Environmental Education Practicum.

Dr. Sarah Huseby has always been driven by the desire to continue pursuing new, best practice teaching strategies in order to meet the needs of all students. This past fall, she submitted her language research to La Asociación Nacional Universitaria de Profesores de Inglés, a branch of TESOL in Mexico. Her research was accepted for presentation in October 2020. In addition to submitting work internationally, she was also able to submit and present her work within our local area. In this local work, she was able to prepare and/or present for new teachers at Marshall Public Schools, non-tenured staff (which was cancelled due to a snow storm!) at Marshall Public Schools, as well as ten (or more) different districts within the Minnesota River Valley Education District. For this local work, her research and presentations centered on supporting culturally responsive teaching, literacy, and second language learning.

Dr. Dennis Lamb collaborated with Dr. Tanya Yerigan to begin the redesign of our final Action Research paper, in which students will now be publishing an article that will be distributed to area educators (2018-present). This resulted in a new workbook being authored by both professors to be distributed in Summer, 2020.

Working in partnership with Dr. Tanya Yerigan, Dr. Lamb co-authored a grant that was approved by the Minnesota Department of Education for \$233,000 to begin a Charter School Leadership Certificate program, the only such program in the state of Minnesota. This 19 credit certificate will be awarded to students who complete the one-year program, which begins in summer, 2020. Dr. Lamb co-authored with Dr. Yerigan nine new courses for the development of the Charter School Leadership Certificate. Dr. Lamb was named program coordinator in 2020.

Dr. Lamb successfully co-authored four books in 2019-2020:

Lamb, D., Bates, A., & Sandberg, L. (2019). *Calming the storm regulating behavior: Teaching social/emotional regulation skills to k-12 students and parents*. Lulu Press.

Bates, A. & Lamb, D. (2020). *Calming the storm elementary curriculum workbook and activities*. Lulu Press.

Sandberg, L. & Lamb, D. (2020). *Calming the storm middle school/high school curriculum workbook and activities*. Lulu Press.

Lamb, D. & Yerigan, T. (2020). *Action research writing tools: Constructing a quality research article using APA 7th edition*. Lulu Press.

Dr. Mary Risacher was moved from fixed term to tenure-track in the spring of 2019, following her seventh year as a full-time fixed term faculty member. With this move, and the completion of her 10th year at SMSU, Dr. Risacher focused her efforts on seeking and securing tenure and promotion during the AY 2019-2020. While this gathering of evidence and providing written rationale consumed a great deal of time, she was also able to share/present her dissertation work with a colleague at Clute Institute in Orlando, Florida via Zoom. Dr. Risacher also submitted a proposal to ASCD based on her published book that had been written with Drs. Bonnstetter, Schoolmeester, and Vierstraete. Due to COVID that acceptance and presentation is still pending. The latest update in June shared that the presentation in Dallas, Texas was still under consideration. The book *POWERFUL Teaching* has been incorporated into courses at SMSU and was met with a high level of student acceptance and engagement. This is evidenced in a survey of students in Jr. Methods course completed by Dr. Risacher in the spring of 2020, where the majority of students surveyed share a positive response to the book and its application in the classroom setting.

Dr. LeAnne Syring gave several presentations, both on-campus and off-campus. Dr. Syring continues her interest in research through chairing research papers for our SMSU Master's students. This year she chaired fourteen papers. Dr. Syring created Special Education Student Teaching and Advanced Student Teaching Handbooks at the request of the Office of Placement & Licensure.

Dr. Debbie Van Overbeke completed the following scholarly/creative works:

- Stefanick, P., & VanOverbeke, D., (2020). *Technology-Infused Reading Lessons: Are Teacher Candidates Up to the Task?* For the *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2020*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
 - This paper was accepted to be published and presented at The Society for Information Technology & Teacher Education International conference in New Orleans, LA on April 9, 2020. Due to the Coronavirus, the onsite conference was cancelled. We have plans to resubmit the paper and present in 2020/2021.
- Wrote a TeachingWorks Discussion Unit to share with the TeachingWorks fellows and to implement in ED 361: Elementary Mathematics and Lab in fall 2019.
- In the process of writing the Graduate PECS Program Review with Dr. Frankie Albitz for review in 2020/2021.
- Developed ED 447/547: Teaching Literacy to be taught in an online format for summer 2020.

Dr. Sonya Vierstraete focuses on ways to share her scholarship with others.

- Dr. Vierstraete was an invited presenter at the Minnesota State Board of Trustees to present on the Southwest Teacher Preparation Partnership in February of 2020.
- She was a referred accepted speaker at the Hawaiian International Conference for Education presenting her paper on *Everything I Needed to Know I Learned on Sabbatical* in January 2020.
- Dr. Vierstraete collaborated with Kim Guenther and Dr. Kandy Noles Stevens to receive funding to expand concurrent enrollment offerings in the area of Education.
- Dr. V. continues to co-author a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living with Dr. Wendy Schoolmeester, which launched in February 2014 at www.educonnections.org.

Dr. Tanya Yerigan remained active with researching and presenting.

- Dr. Yerigan along with Dr. Lamb spearheaded the transformation of the action research process within the off-campus graduate programs. This culminated in the authoring of two publications.
 - Yerigan, T. (2020). *Research & writing right! By educators for educators*. Granite Falls: Infinitely Yours Publications.
 - Lamb, D. & Yerigan, T. (2020). *Action research writing tools: Constructing a quality research article using APA 7th edition*. Lulu Press.
- Dr. Yerigan's organization, Center for Scholastic Inquiry, hosted an international academic research conference online (due to the pandemic). There were 121 participants from 76 different universities, three countries, and 29 states. Additionally, she served as the organization's advisory board chair and editorial board member for the *Journal of Scholastic Inquiry*.
- Dr. Yerigan prepared and gave several presentations including the following:
 - United States Army Survivor Outreach Services, "*Never Forgotten...Never Alone*", Keynote. August 2019.
 - St. Raphael's School. "*Our Silent Opponent: Toxic Stress...Changing Everything*". January 2020.
 - Center for Scholastic Inquiry International Academic Research Conference, "*Higher Education: Crisis or Not?*" Keynote. April 2020.
 - Additionally: Six prepared and scheduled presentations were cancelled due to the pandemic. These will be rescheduled in 2020-2021.
- Dr. Yerigan's following publications have been in revision and an updated edition issued.
 - Yerigan, T. (2020). *No ordinary son. A journey through death and living again*. Granite Falls: Infinitely Yours Publications.
 - Yerigan, T. (2020). *Research & writing right: Piecing together & sharing meaningful research*. Granite Falls: Infinitely Yours Publications.
 - Yerigan, T. (2020). *Building your professional portfolio: what you need to know*. Granite Falls: Infinitely Yours Publications.

C. Professional Development Highlights

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

Dr. Michelle Beach attended a number of conferences and professional development opportunities during the 2019-2020 academic year, such as:

- SMSU Professional Development Day, August, 2019.
- Accessibility International Conference, November, 2019.
- SMSU Professional Development Day, January, 2020.
- Council for Exceptional Children: DD Conference, St. Paul, MN, March 2020.
- Center for Scholastic Inquiry Annual Conference, Charleston, SC, April 2020 (online due to Coronavirus).
- Society for the Integration of Technology in Teacher Education (SITE) 21st International Conference, New Orleans, LA, April, 2020 (online due to Coronavirus).

Dr. Rhonda Bonnstetter attended the American Association of Colleges for Teacher Education - AACTE's State Leadership Institute and Washington Week in June 2019 as president of Minnesota's chapter. She was able to speak with representative and senatorial staff members regarding issues important to teacher preparation in Minnesota. Additionally, Rhonda attended the Minnesota Rural Education Association's annual conference in November 2019 as well as the AACTE Annual meeting in Atlanta, GA in February 2020 to learn more about the challenges and successes of teacher preparation programs from across the country.

Mr. Michael Deschneau recognizes as a Director of Special Education and finishing his second full year in higher education, there is a level of importance in maintaining the competence requisite to what is expected in order to practice as Director of Special Education. This includes a strong understanding of the issues that affect current trends, best practice, law, and the implication of the law on districts and schools. This is certainly evident in our COVID-19 reality. The agility needed to navigate the fluidity of our present educational landscape including distance learning for all students, not only P-12 students, provides a tremendous learning opportunity. Although not a traditional method of continuing preparation or study, with researching, analyzing, and responding to all the federal and state guidance regarding distance education and in particular special education mandates, Mike had a rich spring in continuing my preparation as a professor and special education administrator.

Dr. Kandy Noles Stevens had the opportunity to present and attend various conferences and to participate in various collaborative partnership trainings. She presented and attended both the Minnesota Science Teachers Association annual conference (MNCOSE) in November 2019 and the following week the Minnesota Rural Education Association's annual conference. Additionally, she was selected to participate in Cohort 1 of the Teacher Preparation Partnership Professional Development program on cultural competency between Southwest Minnesota State University, Minnesota West Community, and Technical College, and the Worthington (MN) School District.

Dr. Sarah Huseby had the opportunity to attend various meetings and workshops that have allowed her to expand her knowledge in literacy and language over this past year. These meetings and workshops have included MRVED Title III, MELT, ELSIG, and MDE sponsored events that have addressed literacy and language across P-12 with various focuses of procedures, policies, program development, staff development, and teaching strategies. Each of these opportunities provided a time for her to engage in discussion and activities with other literacy and language professionals in order to continue developing her own skill as a classroom teacher and professor in order to share new learning (ideas, methods, strategies) with my SMSU students. In addition, she completed three of the five courses, ED 502 Early Literacy and Linguistics, ED 546 Advanced Developmental Reading and Research, and ED 547 Teaching Literacy as she pursues her Reading licensure.

Dr. Dennis Lamb focus on continuing preparation via various avenues this past year:

- Served as Editor in Chief for Center for Scholastic Inquiry Editorial Board; 2018-Present
- Served on Board of Directors – Center for Scholastic Inquiry; 2018-Present
- Served as Moderator of Virtual Conference – CSI; April 6-7, 2020 *Note: was scheduled to present at CSI conference in Charleston, SC but was canceled due to COVID-19
- Assisted in transforming Research Conference into a Virtual Conference (Center for Scholastic Inquiry – held April 6-7, 2020)
- Attended and presented at CSI Conference – Kissimmee, FL “Charter School Leadership: Charting a New Course” April 9-11, 2019
- Attended and presented at MN Rural Education Conference – Cragun’s Resort – Brainerd, MN “Calming The Storm Regulating Behavior” November 17-19, 2019
- Presented to Dr. Schoolmeister’s two undergraduate methods classes – *Calming The Storm*; January 28, 2020
- Along with Dr. Yerigan and Dr. Engstrom, Dr. Lamb worked to redesign the Learning Community Research Conference to be held virtually via Zoom with 76 presenters giving 63 presentations. As a first-time collaboration, they also included three undergraduate students to present.

Dr. Risacher continually sought opportunities to learn and grow in the profession of Education. Among her trainings she attended/reviewed/participated in the following:

- EdPrepMatters,
- ASCD trainings and webinars
- Matt Miller Big Ideas Series
- Culture Diversity Training MDE,SW/WC

In addition to her trainings, she continued to maintain memberships in these professional entities that supplied current research and trends:

- NAEYC
- ASCD
- MnAECTE

Dr. Risacher is committed to being a life-long learner and sought out opportunities on and off campus to enhance her skills as a teacher. She also believed that sharing those skills/knowledge/information with colleagues and students enhanced her own learning

and provided an illustration of her leadership skills. She sought opportunities which utilized the information and applied it in her classroom practices, advising students, and peer-to-peer growth. Dr. Risacher further employed this knowledge in her day-to-day practices by collaborating with more experienced colleagues, remained up-to-date on current technology, connected with other experts in the field, utilized constructive feedback from students, and was reminded of why she became a teacher...because of her deep passion for education.

Dr. LeAnne Syring attended several conferences throughout the year to stay abreast of the changing landscape in education. In response to feedback from Special Education teachers at Marshall High School, Dr. Syring set up a meeting to discuss field experiences for our Special Education Teacher Candidates. The collaborative meeting resulted in a new format for our students to use that would enhance their experience and guide the mentor teachers. The collaboration strengthened the relationship between the MHS Sped staff and the SMSU SPED faculty.

Dr. Debbie VanOverbeke completed the TeachingWorks-Minnesota Fellowship in Practice-Based Teacher Education during the 2019 year. TeachingWorks is an organization at the University of Michigan led by Dr. Deborah Loewenberg Ball, a specialist in the teaching of elementary mathematics. As a fellow, Dr. VanOverbeke attended convenings from January 25, 2019, to December 3, 2019, with seven math methods professors and seven reading professors from various Minnesota Universities. The convenings were held at the McKnight foundation in Minneapolis, Minnesota and Brea, California. During the convenings, participants learned how to teach teacher candidates to conduct high-leverage practices of discussions, eliciting and interpreting student's thinking, and promoting equity and social justice while teaching. Dr. VanOverbeke wrote, taught, and videotaped a unit that implemented these high-leverage practices into ED 361: Elementary Math Methods in fall 2019. Amber Willis, a professor at Michigan State, was a mentor throughout the unit. The teacher candidates in ED 361 were required to teach and record a small- and large-group discussion that included interpreting student's thinking and the promotion of equity and social justice. The students watched their videos and completed a self-appraisal of their discussions and set goals for future discussions. To continue this work and implement these practices in the methods courses at SMSU, Dr. VanOverbeke along with Dr. Noles Stevens, and Dr. Vierstraete have applied to complete a Certificate in Practice-Based Approaches to Methods Instruction in Teacher Education offered by TeachingWorks starting the summer of 2020.

In addition, Dr. VanOverbeke has attended several workshops including: *Addressing Teacher Shortages in Rural MN* at SMSU on January 7, 2020; *Jeffers Foundation. The Outdoor Classroom: Team Teaching with Mother Nature - The MATH Connection* at SMSU on October 1, 2019; and Professional Development Days at SMSU on August 20, 2019, and January 10, 2020.

Dr. Sonya Vierstraete focused on culturally responsive teaching as part of the Southwest Teacher Preparation Partnership cultural competency professional development programming with Southwest Minnesota State University, Minnesota West Community, and Technical College, and the Worthington 518 School District.

Dr. Vierstraete participated in Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring (virtual conference). She attended the Hawaiian International Conference on Education in Honolulu, Hawaii and then the NCAA Convention in Anaheim, California both in January. Dr. V. attended the American Association of Colleges for Teacher Education in Atlanta, Georgia in February. She participated in the edTPA scorer training with Pearson for the EAL – English as an Additional Language handbook. She attended the MDE EL training with Amy Young. This spring, Dr. Vierstraete attended both the SMSU Graduate and Undergraduate Research Conferences. Additionally, she is working on her MN superintendent licensure.

Dr. Tanya Yerigan continued to grow as a leader, teacher, and student this year.

- Dr. Yerigan completed 150+ hours of professional development and successfully renewed her teaching license, school social work license, and Minnesota Board of Social Work license. Additionally,
- Dr. Yerigan and Professor Sieling applied and were accepted to be trained as Mental Health First Aid Instructors. Upon completion of the adult training, they became the only certified instructors within 100 miles of SMSU. Dr. Yerigan completed phase two of the training in May 2020 and became one of only a few dozen dually certified within the nation to teach the program online.
- Dr. Yerigan continues her self-care and trauma research for educators and is actively putting together a pandemic response for school districts to implement with staff, students and parents this fall.
- Along with Dr. Lamb and Dr. Engstrom, Dr. Yerigan worked to redesign the Learning Community Research Conference to be held virtually via Zoom with 76 presenters giving 63 presentations. As a first-time collaboration, they also included three undergraduate students to present.

D. Service to Students Highlights

All School of Education faculty members provide advising to the teacher education candidates, physical education students, and graduate students; many also act as chairs for graduate education students. In the past academic year, undergraduate department faculty signed up for two weeks each term to provide student tours for recruiting, and also for one week during the summer. Undergraduate faculty members helped with Admitted Students and Registration days throughout the academic year. Graduate faculty in the learning communities volunteered to attend recruiting and marketing meetings for potential learning communities and assist in calling and emailing potential graduate students for marketing their programs.

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

Carr Properties Scholarships: (FR/SO/JR/SR academic standing)
Open to any education major based on academics and leadership

District Partner Scholarship: \$250 per semester, renewable up to \$1000
This scholarship is awarded to a graduate studies student if three or more students, from the same school district, join a learning community.

Kelsey Eberle: (JR academic standing)
Any full-time junior Education major demonstrating strong academic and leadership

Con and Marcy Eckstrom Family Scholarship: (SO/JR/SR academic standing)
Art Education or Physical Education major

Anna Marie Fagerlie: (SO/JR/SR academic standing)
Returning Full-Time Elementary Education major.

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

The Winston Gittens Diversity in Education Scholarship was established by faculty in 2018 to encourage teacher candidates from diverse backgrounds to pursue teaching. This scholarship fund is currently growing with hopes to be an endowed scholarship.

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

Golden Rule Scholarships: (SR academic standing)
Female Elementary Education major demonstrating financial need

Dr. Sharon E. and David E. Kabes Graduate Education Scholarship: \$1,000 annually
Recipient must have a minimum GPA of 3.0, be enrolled in Masters in Education.

Keigh Hubel Rural Education Scholarships: (JR or SR academic standing; admitted to TEP)
Any junior or senior education student with consideration of rural schools

Ann C. Peters Scholarship: (JR academic standing)
A major in mathematics; and/or the student must work toward an elementary education major working toward a minor in mathematics.

Robert Schwerin Memorial Scholarship: (SR academic standing)
Any senior from the Midwest with a 3.0 GPA or higher

Faculty members also support action research as well as portfolio development and review at both the undergraduate and graduate levels. Many faculty members participate in the student mentee program and serve as university supervisors.

The Education Minnesota Aspiring Educators (EMAE), formerly known as Education Minnesota Student Program (EMSP), is a student organization sponsored by the Education Department providing professional development, learning activities, grants, and social programming for all education students. The faculty advisors for this student group was Drs. Wendy Schoolmeester and LeAnne Syring.

Critically, faculty offer their time to meet with prospective undergraduate students as they consider their post-secondary options. Faculty met with prospective SMSU students while on campus prior to March 2020, and then moved visits to online Zoom sessions.

Dr. Michelle Beach conducted prospective student visits as requested by the Admission Office and volunteered to be on call for four weeks during the academic year for prospective student visits. She assisted at several Admitted Students/Registration Days hosted by the Admission Office. She also assisted with two of the Mustang Visit Days throughout the academic year. She serves as advisor to approximately 70 distance learners in the Early Childhood Distance and Early Childhood Special Education programs. Dr. Beach gave multiple presentations across the state to advertise our Early Childhood Distance 2 + 2 program. She also responded to numerous inquiries about the 2 + 2 program and the ECSE program via phone and e-mail throughout the academic year, and distributed brochures advertising several SMSU programs and majors throughout the state. Additionally, Dr. Beach was a faculty evaluator for the (online) undergraduate action research conference in the spring of 2020. Dr. Beach participated in Hawaiian Night and College Now Day. Dr. Beach assessed and completed Graduation Portfolio Reviews for fall and spring student teachers.

As the Coronavirus hit, Dr. Beach sent notes and emails of encouragement several times a week to her advisees and students in her courses. Students who were particularly upset or facing serious challenges were encouraged to call Dr. Beach.

Dr. Rhonda Bonnstetter participates in Admitted Students Days, Meet Your Advisor Day, and Registration Days. She met frequently with various classes to assist with admission to the teacher education program questions (Dr. Frankie Albitz' class), questions on field experience and edTPA requirements (Dr. Wendy Schoolmeester, Prof. Kandy Noles-Stevens, Prof. Jerry Wenzel), student teaching applications, student teaching orientation meetings, student teaching seminars, etc. Each of the meetings also included the use of Zoom to include candidates in distance learning as well as on-campus students.

Mr. Michael Deschneau and Dr. Syring were asked by Dr. Albitz in November to support one of her Adapted Physical Education courses by facilitating a Mock IEP meeting with a case study look at a student in need for Developmental Adapted Physical Education (DAPE). With distance learning this spring, Mr. Deschneau was able to use multiple modes of technology to connect with students. Students were extremely open and intentional in making these connections. For some, it was a far less intimidating proposition than meeting face-to-face. The benefit of these conversations for students was the ability to learn more directly about how their learning experiences are relevant to the profession. Additionally, Mr. Deschneau addressed student advising needs in association to student scheduling, program review, and planning.

Dr. Kandy Noles Stevens exceeded her goals for service to students in a variety of manners. She serves as the on-campus advisor for students within the College Now education program, providing guidance, direction, and mentoring for high school students interested in careers in education. In connection with her goals in teaching effectiveness. The selection of the new text for the ED425, ED407, and ED413 elevated understandings for expectations within the TEP for how to help students understand edTPA requirements. Dr. Noles Stevens passion for STEM education and supporting her students came to fruition both indoors and outdoors on campus. In addition to the Outdoor Classroom, she advocated and championed for the creation of the first ever STEM Education Resource Center on campus. Her efforts were met with support across campus by her colleagues, but also appreciated by students as a place to learn and practice as well as a resource for STEM related lessons. For her work in all capacities, Dr. Noles Stevens applied for SMSU students to participate in Stanford University's Growth Mindset for College Students. A new opportunity arose on campus this year and Dr. Noles Stevens was excited to participate as a reviewer for the inaugural issue of *Discovery: The SMSU Journal of Undergraduate Research*. She served as a reviewer for students who presented at the virtual Undergraduate Action Research Conference as well as serves as the committee chair for five masters students. She also served as a university supervisor for two pre-student teachers and one student teacher. Dr. Noles Stevens also accepted invitations to present to education students at EMAE meetings and was a presenter at both the Fall 2019 and Spring 2020 Professional Development Days on campus. Dr. Noles Stevens worked collaboratively with Ben Nwachukwu to write, apply and successfully receive Innovation grant funding through the MinnState office. They were awarded \$10,000 in their efforts to try innovative ways to connect students. The Rural Excellence in Education Droids (REED) will use telepresence for modeling student centered best practice in education during the 2020-21 academic year.

Dr. Sarah Huseby worked with a Mentor Student, served as an Advisor to Teaching English as a Second Language, Education Studies, and non-declared Education students, participated in student observations for field hours, served as an Undergraduate and Graduate research advisor, and has agreed to assist as the Aspiring Educators EMEA Faculty Co-Leader this next school year. She also worked with 50 Undergraduate teacher candidates to develop and conduct action research in their field placements. In addition, to serving as the Undergraduate Research Advisor, she has also accepted the role of research Chair for five different Graduate Students in both the Reading and TESL emphasis programs. Additionally, she joined a workgroup in the Department of Education to examine the possibility of adding a Para to TESL program to the TEP in order to support both our university and local schools.

Dr. Lamb met/exceeded professional goals by maintaining highly effective evaluation scores by second-year graduate students (Facilitator Evaluation = 4.78; Learning Environment = 4.76; Professional Development = 4.73) *Summative scores for two years of students involved in Masters cohort

Dr. Lamb successfully recruited 28 new students to begin a new Learning Community in Brainerd. Dr. Lamb invited a variety of different speakers to share their stories to the LC students:

- Mike Heikes – Brain Injury Survivor; Author of *Finding Purpose*
- Alesha Bates & Lainey Sandberg – Authors of *Calming The Storm*
- Dr. Tanya Yerigan – Author of *No Ordinary Son*

Dr. Risacher made many contributions to student growth throughout the academic year. A few of those included, the advising of students in the Extended Learning Program and on-campus. She provided on-going guidance to students completing their application to the Teacher Education Program (TEP). She attended student teaching meetings and provided assistance to those who were completing edTPA. She attended trainings for edTPA so her own background knowledge of the subject was accurate and up-to-date. During the pandemic, she advised and assisted incoming and transfer students with registration via phone and zoom. The pandemic necessitated that her availability be more expanded as students were seeking assurance during an unprecedented time. Dr. Risacher also created a video to welcome back students once the initial shut down was lifted to allow students to return online following spring break. This video showed her supportive and free spirit as she welcomed students to the new “normal” learning due to the pandemic. Further support provided by Dr. Risacher can be found in her many letters of recommendations and academic references she provided on behalf of students as they completed the application to TEP and seeking full time employment opportunities.

Dr. LeAnne Syring participated in the mentor scholarship program for the third year. The scholarship recipient requested Dr. Syring as her mentor and has continued the mentorship for three years. Dr. Syring continues to be a faculty reviewer for the Education Action Research conference, the early childhood, elementary, and secondary clinicals. This was Dr. Syring's third of representing SMSU with the admissions staff at the national college fair,

this along with registration days and open houses on campus, provide opportunities to share her SMSU Mustang Pride. Dr. Syring had 132 advisees in the fall and 104 this spring.

Dr. Debbie VanOverbeke advised 20 undergraduate students and 70 graduate students in 2019/2020, supervised students during their elementary and secondary clinical experiences, reviewed undergraduate Action Research projects, participated in LiveText portfolio reviews of the students completing their programs, and chaired Action Research Projects for 22 graduate students at various stages in the research process.

Dr. Sonya Vierstraete conducted prospective student visits throughout the year, and she assisted at Admitted Students/Registration Days hosted by the Admission Office both on campus and then online this spring as well as assisting with Mustang Days on campus. Dr. V. assisted student teachers with questions on the Elementary Literacy edTPA during support sessions offered throughout the year. She advises approximately 60 students, advising in ELED, Literacy/Reading, and TESL programs. Dr. Vierstraete acted as the graduate action research advisor to several students in the areas of Reading/Literacy and Teaching English as a Second Language. Dr. V. served as a mentor to a teacher candidate; the focus of their collaboration was offering the English Learner Lab, which offered support to English learners with literacy-focused lessons and sessions. Dr. Vierstraete is also an active supporter of SMSU Mustang athletics, attending SAAC – Student-Athletes Advisory Council meetings and helping with degree completion and post-graduate scholarship opportunities thru the NCAA.

Dr. Tanya Yerigan contributed to student growth this academic year.

- Along with the off-campus faculty, Dr. Yerigan spearheaded the Graduate Loyalty Scholarship from concept to proposal and eventually approval and implementation.
- In response to alumni and market request, Dr. Yerigan drafted the AE Tuition Reduction Proposal. She subsequently presented the proposal and received approval.
- To highlight and advocate for the educators and the field, Dr. Yerigan created and published a fun game that provides an understanding of the educational system for the average person.
 - Yerigan, T. (2020). Teachers meeting. Granite Falls: Infinitely Yours Publications.

E. Service to University & Community Highlights

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

Dr. Michelle Beach provided ongoing faculty support at the state and university levels to help faculty adapt curriculum to online delivery. Dr. Beach assisted faculty, answered questions, and provided suggestions and solutions.

Dr. Beach served on two state committees: The Accessibility Committee and the Technology Committee. Dr. Beach was one of two faculty representatives appointed to the MnSCU Online Technology Workgroup, and a member of the state Campus Academic Technology Team (CATT). Additionally, she was a member of the Southeast Technical College Advisory Board, the Hennepin Technical College Advisory Board, and Child Aware – T.E.A.C.H., which is the state advisory for Early Childhood Professionals.

At the local level, Dr. Beach served on several SMSU committees including the Ethnic Committee, the Multicultural Issues Committee, the Diversity and Inclusion Committee and the Teacher Education Advisory Council (TEAC).

Dr. Beach participated in several education department and special education sub-committees. In the community, she volunteers for the American Heart Association, Shriner's Hospital for Children, Reinertsen Elementary School, Horizon Middle School, and Park Christian School.

Dr. Rhonda Bonnstetter is active in civic engagement at all levels:

- At the community level, she volunteered at Murray County Central Elementary to assist teachers with student support in mathematics.
- At SMSU, she served on the Undergraduate Curriculum Committee, the Honors Review Committee, and the SMSU Ag Advisory Committee. At the department level, she assisted on a variety of committees.
- At the state level, Dr. Bonnstetter served as president of the Minnesota Association for Colleges of Teacher Preparation, leading three statewide conferences, testifying several times at House and Senate committee hearings on issues related to teacher education, and working closely with PELSB, particularly during the COVID-19 school shut-downs that greatly impacted our student teaching candidates across the state.
- Dr. Bonnstetter represented SMSU on the Secondary/K-12 Education Enhancement Project (SKEEP), a MinnState initiative that looked at opportunities for collaboration on high-needs areas in teacher education.
- With Dr. Bonnstetter's leadership, MACTE and MnEEP co-sponsored the Addressing the Teaching Shortage in Rural Minnesota meeting, which was held at SMSU on Jan. 7, 2020. Gov. Waltz provided the opening comments, and SMSU received statewide recognition.

Dr. Michael Deschneau participated in a number of department and university activities. Some of these activities included new student registration, student visits, admitted student days, student teaching workshops, EDAL Advisory Council, and the TEAC Advisory Council. Additionally, Mr. Deschneau:

- Served on the university's Intercollegiate Athletics Advisory Committee (IAAC).
- Served as a volunteer hockey coach within the Marshall Amateur Hockey Association (MAHA) for two different age levels, co-head coach for the Marshall Squirt A team (ages 9 – 11) and an assistant coach for the Mite level (ages 6 – 9). This experience provided the opportunity for my family to establish connections within the community and provide service to a Marshall area organization.
- Served as a part-time assistant football for the SMSU Football Program. This experience afforded me the opportunity to facilitate relationships with students and staff outside the School of Education.
- Worked with our athletic department administration toward re-establishing and building a club hockey program at SMSU.

Dr. Noles Stevens participated in a variety of capacities in service to the university and community. Within these activities, she continued to promote the vision, goals, and mission of SMSU and specifically the School of Education. A summary of activities are listed below:

- Participated in new student registration, student visits, admitted student days, and student teaching seminars.
- Appointed to serve in the Secondary K12 Education Enhancement Project (SKEEP) for the Minnesota Dean's Alliance.
- Selected and served in Cohort 1 of the Teacher Preparation Partnership Professional Development Program.
- Selected as a joint facilitator with her mentor Dr. Sharon Kabes for the Valaya Alongkorn Rajabhat University cultural exchange program.
- Elected for 20-21 SMSUFA Contingent Appointments for the Executive Committee
- Represented SMSU for the creation of an All-Inclusive Park to be developed in Marshall.
- Promoted Science Education to educators through conferences, workshops, and seminars.
- Served as Executive Director for the Reed Stevens Legacy Program at Avera McKennan Hospital.
- Served a board member for a local Modern Woodmen philanthropic/community board.
- Served as an advisor to local Modern Woodmen Youth Service Club.
- Served as a regional ambassador and speaker for Donate Life, Minnesota.

Dr. Sarah Huseby has worked with several committees, and has learned a great deal about the university, her colleagues, students, and future students. As an example, her work on the Liberal Education Committee (LEC) proved to be an invaluable learning opportunity and allowed her to better understand the LEC as well as various disciplines and courses across campus. In addition, while she is not currently on the Global Studies Committee, prior to COVID-19, she was working with various members of the committee to begin

preparations for planning her first Global Studies Trip to Cabo San Lucas in the spring of 2021. Again, while this trip was only in the beginning phase, it has allowed her to reach out and connect with colleagues that, in a typical day or week, she would not necessarily have the opportunity to collaborate with. She also learned a substantial amount through volunteering at various on-campus events such as Gold Rush Days, SMSU Career Fair, and Mustang Days.

Dr. Dennis Lamb successfully participated in the Education Department meetings and contributed to the success of the Graduate Program; 2018-Present. Additionally, Dr. Lamb has the following noted accomplishments:

- Collaborated and co-authored with Dr. Yerigan a \$233,000 grant that was awarded by the MN Department of Education to start up a 19 credit Charter School Leadership Certificate program (launches Summer, 2020).
- Served on both the Graduate Council and the Graduate Curriculum Committee; academic years 2018-Present.
- Served as advisor for Education Department Administrative Licensure program; assisted with preparing for BOSA review; 2018-Present
- Chaired Search Committee - Charter School Leadership Certificate program - Administrative Assistant; Spring 2020
- Served as a Search Committee Member - Charter School Leadership Certificate Recruiter position; Spring 2020
- Served as a Search Committee Member - EDAL/Learning Community Faculty member position; Spring 2020
- Redesigned the Graduate Research Conference to a successful virtual conference via Zoom - 76 presenters; 63 presentations, which also included for the first time three undergraduate students selected to present; Spring 2020

Dr. Risacher's primary focus is her work with students, however, she is committed to supporting the university and community. At the start of the year she attended Move-In Day and assisted new freshmen as they moved on campus. In her daily work, she promoted the university and its mission by sharing her love for education by volunteering in a local elementary school classroom reading with students and assisting with math. She attended Town Hall meetings and learned of ways to recruit and retain students. Dr. Risacher often worked with Brittany Krull in the Office of Student Success, seeking support services for students. Her committee work included memberships on the Physical Plant and Grievance committees. Other work that she had participated in during previous years was commencement room coordinator. Due to the pandemic and shelter in place directive much of this work had to be concluded early. While not being able to complete some of these events, Dr. Risacher focused on supporting her students and was able to assist an international student who had suffered an injury earlier in the semester. Dr. Risacher established a course mid-semester that enabled the student to complete an independent study and maintain full-time student status as she had to withdraw from courses while she was recovering from her injury. While the pandemic cancelled many events, there were learning opportunities that Dr. Risacher took full advantage of by learning more about online platforms that supported student learning. One such platform that was utilized frequently was Zoom. While not a proclaimed expert, Dr. Risacher quickly learned how to

navigate this platform and work with students. This enabled students to remain engaged and successfully complete the academic year with little interruption to learning. She also utilized Microsoft Teams to communicate and engage with her colleagues and assist Mr. Deschneau with the review of articulated programs syllabi.

Additional work Dr. Risacher participated in for this criterion included:

- School of Education Faculty visits

- Admitted Student Day

- Transfer Student Days

- Visit Days

- Mustang Day

- New Student Registration

- Degree Checks-ensuring all courses are completed prior to graduation

- Teacher Education Recommendations for admission to the School of Education

- Review of Student Teaching Application-ensuring candidates are ready to student teach

Dr. LeAnne Syring continues to be an active committee member for Academic Affairs and the Committee for Institutional Assessment. She is also active on several statewide committees including the Early Childhood Special Education Consortium and the Special Education Workforce workgroup/Institutes of Higher Education. This year Dr. Syring was nominated and elected to be a Minnesota Association of Colleges for Teacher Education (MACTE) representative member from the MinnState caucus to the Peer Review Panel for Professional Educator Licensing & Standards Board (PELSB). Dr. Syring also served on two separate search committees for SMSU this year.

Dr. Debbie VanOverbeke was an active participant in the University community as a member of the Institutional Review Board, Graduate Council, Graduate Curriculum Committee, Long Range Planning, the Executive Committee, and the Strategic Planning Committee. She also served on two state committees, the Salary Equity Committee and the State Graduate Committee. In addition, she served the community as a member of the Lake Shaokaton Lakeshore Association Board of Directors and was elected to serve as secretary.

Dr. Sonya Vierstraete served on the SmSUFA Executive Committee, Strategic Planning, Global Studies, and chaired the Intercollegiate Athletic Advisory Committee. She also served on the statewide Global Education committee, and serves as a PELSB – Professional Educator Licensing & Standard Board – licensure via portfolio reviewer and site visit reviewer. Additionally, she served on two search committees for the School of Education. Dr. V. serves as a student mentor, who she collaborates with to offer the English Learner Lab for other students. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools). She serves as the Vice-President of the Southwest Minnesota Reading Council and was reelected to serve on the MACTE Executive Board for a second term. Dr. V. maintains partnerships she helped establish with El Colegio El Camino and Ulster University as we look to provide additional opportunities for teacher candidates. She also volunteers in various classrooms at area schools and serves as the President of the Marshall Tiger Football Boosters.

Dr. Tanya Yerigan

- Dr. Yerigan and her family established an SMSU endowed scholarship in memory of their son, Clint. Clint's Kindness & Service Scholarship was created to recognize educators (seeking their masters) who are doing good work and deeds for others. A scholarship of roughly \$800 will be given out annually in perpetuity.
- Upon hearing about the graduate program merger, Dr. Yerigan envisioned a new structure with a coordinator concept and worked with program heads to refine it. With input from the faculty, she drafted a proposal for submission to administration. The proposal (with tweaks) was approved and a new graduate structure with coordinators for each division was created. This is a system that honors area expertise and reward accordingly.
- Dr. Yerigan served on three university search committees and chaired two.
 - LC/EDAL Faculty Position
 - Charter Program Marketer & Liaison
 - Charter Program Office Coordinator
- Dr. Yerigan led the EDAL program team with the task of revising and revisioning the entire program including the syllabi, course offerings, field experience, portfolio process, Ed Specialist degree, assessment plans, documents, advisory council, and team meetings. This will culminate with the BOSA review in June 2020.
- Dr. Yerigan served on the graduate curriculum committee and the graduate council.
- Dr. Yerigan wrote and received two grants.
 - Professor Sieling and Dr. Yerigan applied for a grant to fund Mental Health First Aid instructor training and course development. They received the grant.
 - Along with Dr. Lamb, Dr. Yerigan developed a charter leadership certificate program. A grant was written to MDE. We received \$233,000 with the possibility of nearly \$500,000 additional funds. The first couple years, this will bring 100% new revenue (without expenses) to SMSU.

SECTION III: Assessment

This section describes each program area's assessment plan, results, and how the results impacted or will impact teaching and learning. The most thorough reporting of programmatic assessment is within the RASLs submitted in September.

Undergraduate Education Programs. The undergraduate programs in Education were previously accredited by the Minnesota Board of Teaching. All of our licensed programs received full approval from the Board of Teaching (now PELSB) in 2010. The program applications were submitted via the EPPAS – Educator Preparation Program Application system, and have been approved until 2021. The most recent Board of Teaching site visit took place in November of 2017, and the SMSU School of Education Teacher Education Program received full approval until 2023 with a focus area report due within the 2-year interim; the report was submitted and continuing approval was granted the spring of 2020.

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

Checkpoint I: Admission to the Teacher Education Program

Candidates now apply for admission to the Teacher Education Program via an online application utilizing Livetext typically at the end of their sophomore year. This online application was newly developed and adopted in AY2018 with a new version in AY2019 and again in AY2020. Criteria for admission may be found on the School of Education website: [Criteria for Admission](https://www.smsu.edu/academics/departments/education/teacher-education-program.html)

<https://www.smsu.edu/academics/departments/education/teacher-education-program.html>

Updates since the revision in February of 2018, include:

Upon completion of 45 college-level credits with acceptable CUM GPA, teacher candidates may be admitted to the Teacher Education Program after successful completion of MnTC Goal 1 and 4 requirements AND attempting the NEA Essential Academic Skills (EAS) tests. With the implementation of tiered licensure in 2019, teacher candidates no longer need to pass the EAS exams for Tier 3 licensure; they do need to pass the EAS exams for Tier 4 licensure, however.

*All ELED majors will need to take MATH 110 as it is a prerequisite for MATH 129, which is required for those corresponding degrees.

In addition to the required prerequisite coursework, candidates must have completed 45 semester credits, and will have completed 60 credits by the end of the term in which the student is applying for admission to the Teacher Education Program.

Also, students complete a biographical data form, write an essay, and submit four positive recommendations: one from an education faculty member, one from an academic reference, one evaluation from their ED 101 Introduction to Education and SPED 290 Introduction to Special Education field experiences mentor teachers. Candidates are asked to provide Verification of Experience in working with Children from two references as well. Another form relates to professional dispositions, and candidates rate themselves and list three

areas for improvement.

Once the application is completed and submitted, the advisor for the candidate reviews the application to determine whether all minimum criteria have been met. If so, the faculty advisor moves the application forward to be considered by the Undergraduate Licensure faculty, and recommends the candidate for admission to the Teacher Education Program. The candidate's qualifications and dispositions are reviewed by all faculty, and a vote is taken. Candidates are informed of the result of the admission decision and any remediation needed. Admission to the Teacher Education Program allows students to register for methods courses at the 300-400 level and to progress towards recommendation for student teaching.

Assessment of Checkpoint One includes:

The Standards of Effective Practice (SEP) Program via submission of assignments in Livetext.

In ED 101 Introduction to Education, candidates complete a philosophy of teaching and are also evaluated on a 15-hour field experience which includes observation and writing/teaching one lesson. Assessed SEPs include: 7A, E, F; 9B, D, E; 10A, C. Additionally, in the ED 101 field experience: SEPs 4B, C, H; 6C, D, J; 9H, J, L; and dispositions.

Checkpoint II: Application for Student Teaching

The checkpoints have recently been revised to include the key assessments, which are embedded in the methods courses in each content area, as required by the BOT/PELSB last year.

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

Assessment of Checkpoint II includes:

The Standards of Effective Practice (SEP) Program via submission of assignments in Livetext.

In SOCI 212 Human Relations, candidates complete a Native American project and complete a text analysis for bias. MN Standards addressed via SOCI 212: 3D, J; 9C, G, I; 10D, E, G.

Checkpoint III: Methods

Assessment of Checkpoint III includes:

The assessment of Checkpoint III occurs the fall of junior or senior year (currently offered once every two years). For example, candidates submit their curriculum unit in HLTH 492. This is assessed with a rubric aligned to content standards in Health Education. MN Standards addressed: Content standards, specific to each program, such as this example for Health Education:

Standards -

3.H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:

3.H.2 : - understand and apply the research base for and the best practices of middle and high school education;

3.H.3: - develop curriculum goals and purposes based on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline

Other areas of content assess the following key assessments:

ECE - ED 318 (kindergarten center), ED 361 (math unit)

ELED - ED 318 (kindergarten center), ED 361 (math unit)

Endorsements to Elementary:

Pre-primary -also ED 330

Math - ED 412 content methods course

Science - ED 413 content methods course

Social Sciences - ED 416 content methods course

Comm Arts - ED 414 content methods course

K-8 Spanish - ED 409 content methods course

SEC/K-12 - content methods course

DAPE - PE 220 unit

K-12 Reading - ED 451/551

SPED- SPED 430, SPED 480

TESL - TESL 435 (TESL unit)

CHECKPOINT IV: Student Teaching

Candidates apply for student teaching approximately 9-12 months prior to their student teaching placement.

Candidates must meet with their advisor(s) to document that they have met the following criteria:

- 1.) Minimum cumulative GPA of 2.8.

- 2.) Completion of all courses in the Liberal Education Program and all courses required for their licensure program.
- 3.) Completion of a Degree Check.
- 4.) Completion of a course completion plan for courses remaining prior to placement for student teaching.
- 5.) Recommendation by the candidate's advisor(s) for student teaching.
- 6.) Completion of all courses in Education and Special Education with a minimum grade of C; other specific program criteria are also required.

Assessment of Checkpoint IV includes the successful completion of student teaching at the end of the program. The Student Teaching evaluations, aligned to each of the 10 SEPs, are completed by the classroom mentor teacher and the university supervisor. Candidates must receive a positive recommendation to complete the student teaching experience and to be recommended for graduation and licensure.

All candidates are required to complete the EdTPA during student teaching and submit to Pearson for scoring. If they do not meet the state recommended threshold, candidates are required to revise their submission and resubmit to Pearson for official scoring. Candidates are required to meet competent levels in order to be recommended for graduation and licensure. The Director of Assessment & Accreditation facilitated the submission and remediation of the edTPA portfolios.

The Graduation Portfolio Review, aligned to each of the 10 SEPs, is conducted during the last week of the student teaching semester. Each candidate is assigned to an Education Department faculty member to complete a review of their portfolio, showcasing their best work in each of the 10 SEPs and in their knowledge of their content area. Candidates are scored 1-4 with a rubric developed by the education faculty. Candidates must receive a positive recommendation to be recommended for graduation and licensure.

MN Standards addressed and assessed in Checkpoint IV include: All 10 SEPs and content area standards are assessed during the portfolio review process and the student teaching evaluation.

Licensure:

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

Results. Education faculty members meet several times per year to review various portions of the undergraduate assessment program. All faculty members participate in the review of applications from candidates for the Teacher Education Program and in the Graduation Portfolio Review. The focus of our review this year was again on the results of the NES EAS and MTLE tests. We found that students struggle most with the basic skills exam even

with the adoption of the MN NES EAS – Minnesota National Evaluation Series Essential Academic Skills (formerly MTLE) Basic Skills tests in Reading, Writing, and Math as compared to the content and pedagogy exams. This struggle has been noted as a statewide trend. Although we have seen an increase in scores on average, the exams continue to be a struggle for some candidates. It is important to note that the state average is somewhat skewed in that it includes both undergraduate programs and masters plus licensure programs from universities across the state.

The MN NES EAS passing scores have been set at 520 for reading, writing, and math respectively. Details have been posted to the MTLE website:

http://www.mtle.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceBasicSkills.html PELSB now allows candidates to waive the EAS tests in Reading, Writing, and Math if they have met a threshold with ACT scores or other national test scores. Details can be found on the PELSB website: <https://mn.gov/pelsb/aspiring-educators/requirements/> Important to note, the EAS scores are for the teacher candidates who do not meet the ACT threshold, removing the highest performers from the testing pool. This also results in skewing the test results posted for each institution. The EAS exams need to be passed to move from Tier 3 to Tier 4 licensure.

SMSU teacher candidates do well overall on the pedagogy and content tests. Scores for the pedagogy tests range in the 90-100% passage levels. Scores in the content tests have varied by content area. One area of need that was noted in our review was that of subtest 3 for the Elementary Content tests. This area consists of knowledge of science and social science content. Often this content is taken during the candidates' freshman and sophomore years as part of their Liberal Education Program (LEP). To help in this area, education faculty put together a suggested list of courses that Elementary Education candidates could take in their LEP to provide the background knowledge needed. They have also made a more concerted effort to include a review of the content in the teaching methods courses for these areas, to provide a more current review prior to when candidates would take these tests. As of this past year, the School of Education has aligned the SEPs – Standards of Effective Practice with the university's Liberal Education Plan Student Learning Outcomes. As the NES Essential Academic Skills tests consider reading, writing, and math skills, the assessment of the SEPs and SLOs are related to this content as well. Please find this initial work as an appendix of this report. This work aligned with our preparation for the Board of Teaching Accreditation Site Visit, which occurred in November 2017. SMSU's Institutional Report on Teacher Education and additional accreditation information can be found on our website:

<http://www.smsu.edu/academics/departments/education/education-department-accreditation.html>

A main area of focus in assessment for the 2020 academic year continues to be the capstone for initial licensure, the implementation of the edTPA (Teacher Performance Assessments). The edTPA takes place during the student teaching experience, where teacher candidates write lesson plans for a unit or learning segment, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written

commentaries in response to a number of prompts, and these materials are scored based on fifteen rubrics in the areas of Planning, Instruction, and Assessment. The edTPA is required for all initial licensure candidates and is not required for teachers seeking additional licensures. During the methods year, pre-student teaching candidates do a practice edTPA and submit their practice edTPAs to their university supervisors for review using the local evaluation. In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. During Fall 2019, all student teachers were required to submit their edTPA portfolios to Pearson or an external review by a Pearson-trained scorer. Scores were then reported back to the student, SMSU Education, and to PELSB. Should the candidate not pass the edTPA, he or she was remediated by faculty or the Director of Professional Educator Services at an edTPA support session or individual meetings, and then the candidate resubmitted to Pearson. The implementation and integration of the edTPA content into the methods courses continued throughout the academic year and will be reviewed during the professional development day at the start of the term once all edTPA scores have been returned to SMSU. Scores from the edTPA for student teachers, along with the GPAs and MTLE scores, are part of the assessment program for all licensure programs. In Spring 2020, PELSB changed requirements for the edTPA due to COVID-19 and the inability of candidates in some licensure programs to submit an edTPA that met evidence requirements. All candidates were required to complete the edTPA, and submit to Pearson for official scoring if possible. Three candidates were not able to submit to Pearson; their edTPAs were scored internally to provide candidates with substantive feedback. No candidates were required to remediate/resubmit given the costs and challenges presented by the pandemic.

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

Faculty members and coaches involved in teaching in the Physical Education programs developed a new mission, vision, program goals, and a program assessment plan, which were implemented in the 2012-2013 academic year. The Physical Education-Teaching major was included in the Board of Teaching accreditation review done in December of 2010 and the site visit in November of 2017. The Physical Education: Recreation emphasis and Physical Education: Sports Management emphasis programs completed a program review in the spring of 2014.

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

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

Vision: The Physical Education Program has a vision of a physically educated world where lifelong learning and physical activity is practiced by all. Our students are prepared

to make lasting contributions to our profession, communities, and society.

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

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

Assessment criteria:

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

GPA of majors

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

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

Graduate Programs in Education and Special Education: The graduate programs in Education include a Master of Science in Education with several emphasis areas: Teaching, Learning, and Leadership, offered both on-campus and in off-campus Learning Community formats; K-12 Reading; K-12 Teachers of English as a Second Language (TESL); and Sports Leadership. Another graduate program offered is a Master of Science in Special Education, with emphasis areas in Autism Spectrum Disorder, Developmental Delays, Emotional Behavior Disabilities, and Learning Disabilities. The K-12 Reading, K-12 TESL, and Special Education programs can include licensure in these areas, and are accredited by the Professional Educator Licensing and Standards Board. We underwent our most recent review in November of 2017, and received full approval for all of our licensure programs. The on-campus Teaching, Learning, and Leadership and Sports Leadership emphasis areas and the off-campus Teaching, Learning, and Leadership Learning Communities was reviewed by the Higher Learning Commission in 2016 and in preparation for the fall of 2018 focus report.

Assessment Plan. The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year. The On campus/Online Graduate Education Program conducted a program review in AY2020, and received positive reviews.

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

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

CHECK POINT TWO: Per Semester

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

CHECK POINT THREE: Completion of Graduate Program

Master of Science: Education

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

Master of Science: Special Education

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

Masters in PE: Coaching of Sport

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

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

1. Alumni Survey

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

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

K-12 Reading, K-12 TESL, and K-12 SPED: Since these candidates may also apply for licensure, they take an MTLE Content test in the area of licensure. They also complete a Graduation Portfolio Review that documents that they have met the Minnesota Board of Teaching requirements in their area of licensure. Scores for this review are kept in Livetext.

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

As a result of the accreditation review done by the Minnesota Board of Teaching (BOT) in December 2010 for the licensure programs, two areas of weakness were noted. A recommendation was made that licensure programs in Graduate Education should include the use of Livetext as a platform for documenting assessment results to remain consistent with the undergraduate licensure programs. In a follow-up report filed with the BOT in March of 2012, the Graduate Programs in these licensure areas have moved to requiring the use of Livetext for the teaching portfolios required of these candidates. The K-12 Reading licensure program used these for the first time in the spring of 2012, and the remaining programs moved to this beginning in the fall of 2012. The K-12 Teaching English as a Second Language program also began using Livetext for the capstone licensure portfolio in 2013.

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

The Graduate Education Programs received MnSCU, or Minnesota State, approval to offer a Master of Science in Physical Education: Coaching of Sport (PECS) beginning in fall of 2013. This online program advances the knowledge, skills, and philosophies of students in the profession of coaching. Every course is guided by the NASPE (National Association of Sport and Physical Education) coaching standards. Courses in the program are infused with project-based learning, and there are two practicum experiences included to document the application of the knowledge and skills learned. Throughout the program candidates will develop a portfolio utilizing Livetext documenting the NASPE standards

accomplished. Candidates will demonstrate mastery of the program goals in a graduation portfolio review. PECs has offered a cohort each fall since its conception in the fall of 2013.

Section IV: Strategic Plan

The School of Education updated the strategic development plan during the 2014-2015 academic year and again in AY2016, AY2018, AY2019, and again in AY2020. This plan contains the following goals and methods for achieving these goals.

Goal Areas:

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

**Southwest Minnesota State University
School of Education
Marshall, Minnesota 56258**

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

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

Full Graduate Education Program Faculty	Associate Graduate Education Program Faculty	Undergraduate Education Program Faculty	Clinical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	If no terminal degree, can teach or supervise only in area(s) of specialty, according to the IFO/MnSCU Contract	If no terminal degree, can teach or supervise only at levels of licensure.
Earned terminal degree	Earned Master's degree	Doctorate preferred; terminal degree required at the time of tenure application	Earned Master's degree
Earned teaching license	Earned teaching license	Earned teaching license	Earned teaching license
Minimum of 3 years contemporary E-12 classroom teaching experience. <i>*Updates may be needed with the pending adoption of the new PELSB unit rules.</i>	Minimum of 3 years contemporary	Minimum of 3 years contemporary E-12 classroom teaching experience is required for full-time positions; faculty teaching individual courses may have a minimum of one-year teaching experience in the E-12 setting per BOT rule.	Minimum of 3 years contemporary E-12 classroom teaching experience.
Engaged in scholarship	Engaged in scholarship	Engaged in scholarship	

Full Graduate Physical Education Program Faculty	Associate Graduate Physical Education Program Faculty	Undergraduate Physical Education Program Faculty	Clinical Physical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	Master’s degree minimum required in related area. If no master’s degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	Master’s degree minimum required in related area.

* Lead Facilitators in Learning Communities must have Full Graduate Faculty Status as defined by the School of Education. It is understood that the degree of the person hired is the same as or related to the academic discipline where hired.

*The full department voted in April 2016 to follow the Board of Teaching (now PELSB0 language to allow professors to have the minimum of one-year teaching experience in a particular discipline to be allowed to teach methods in licensure programs. When hiring faculty for full-time positions, the department continues to require three years E-12 teaching experience.

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

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

SMSU Requirements:

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

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

500-600 level graduate course and serve on student examining committees in their area of specialization as determined by academic achievement, professional training, and/or experience.

Appendix A -

[Institutional Report for Teacher Education](#)

Appendix B

Alignment of the Standards of Effective Practice and the Liberal Education Plan Student Learning Outcomes

The School of Education has aligned its foundational Standards of Effective Practice with the University mission, specifically, the Liberal Education Plan Student Learning Outcomes. This is demonstrated in the SEPs/SLOs Alignment Matrix as developed by faculty in AY2016 and furthermore elaborated upon in AY2017 and again in 2018, 2019, and 2020. This alignment has offered the department an opportunity to review our strategic plan and how it aligns with the university goals.

A major focus for the university as well as the School of Education at both the undergraduate and graduate levels is critical and creative thinking. We aim to offer opportunities that allow our students to grow as learners and professionals in their current and future careers. Writing is specific area of focus for the teacher candidates as we look to support teacher candidates in the edTPA – Teacher Performance Assessment as there is much writing and reflecting in the capstone assessment.

Data drives our programming. For teacher licensure, we triangulate NES/MTLE test scores, edTPA scores, and portfolio scores as well as surveys to inform us on our programs. We consider the basic skills – reading, writing, and math as well as content and pedagogy for the teacher candidates. It is important to note that with the adoption of Tiered licensure, the NES Essential Academic Skills (EAS) tests are required for Tier IV teacher licensure; our candidates are considered Tier III when they graduate so they are required to take all three tests currently, but do not need to pass them for licensure when completing our program. Also – it is important to note that ACT and other PELSB approved tests are considered acceptable; potentially the best standardized-test-takers are no longer being represented in our EAS scores.

We conduct TEAC – Teacher Education Advisory Council meetings annually or bi-annually as well as Campus Liaison meetings to share out data and gather feedback on programs. Graduate faculty host focus sessions to gain feedback from stakeholders and consider changes to the programs as needed. Based on the information gathered, we set goals in collaboration with stakeholders, and this drives programmatic changes.

Attached are several documents supporting our assessment progress, including: Our assessment alignment of the SEPs to the LEP (Liberal Education Program, comparison of the AY2017 to AY2018 MTLE/EAS data, and edTPA scores for the AY2018 for all majors. This information will be updated with the RASL in September 2020.

School of Education Program Goals and Student Learning Outcomes

SMSU Teacher Education

Communities of Practice Investigating Learning and Teaching

Description

Communities of Practice: Understand and use “community building” theory to guide and maintain effective learning communities. (SEP Learning Environments/STA 5-4)

Understand and demonstrate the knowledge base, dispositions, and skills of community processes including communication, caring communities, chaos, conflict resolution, cultural valuing, and shared experience. (Critical Thinking, Physical & Social World, Diversity, Civic Engagement)

Demonstrate the knowledge, dispositions, and skills of reflection and construction of meaning that result from collaboration in *Communities of Practice*. (Creative Thinking, Communicate Effectively)

Provide evidence of personal and professional growth through course work, field experiences, and other professional practice. (Moral Reasoning, Physical & Social World)

Investigating Learning and Teaching: Use research, colleagues, and professional development opportunities to become a better teacher, learner, and leader. (SEP Reflection and Professional Development/STA 9-3)

Provide evidence of a knowledge base and understanding in subject matter, historical foundations, and learning and teaching theory. (Critical Thinking, Creative Thinking)

Provide evidence of investigating relationships between learning and teaching (e.g. reflection, self-study, collaboration, and action research) in course work, field experiences, and other professional practice. (Moral Reasoning, Physical & Social World)

Provide evidence of multiple assessments of student learning for guiding practice. (Critical Thinking)

Provide evidence of advocacy for the profession, children, and families, including support for social/political, cultural, health, and educational needs, in course work, field experiences, and other professional practice. (Physical & Social World, Diversity, Moral Reasoning)

Provide evidence of competency in technology operations and concepts: planning and designing learning environments and experiences; teaching, learning, and the curriculum; assessment and evaluation; productivity and professional practice; social, ethical, legal, and human issues. (Creative Thinking, Communicate Effectively, Critical Thinking)

The Seven Core Values. To accomplish the mission of the School of Education at Southwest Minnesota State University, *Communities of Practice Investigating Learning and Teaching* include the core values of (1) inquiry, (2) human diversity, (3) socio-cultural interactions, (4) learning environments, (5) belief, value, and knowledge structures, (6) democracy, and (7) leadership.

Goal 1: Inquiry involves the use of questioning, research, and reflective processes for learning and teaching. (SEP/STA 4-3, 9-3)

Goal 2: Human Diversity is valuing similarities and differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, age, religion, sexual orientation, and geographical area. (SEP/STA 3-1, 3-2, 3-3, , 7-1, 7-2)

Goal 3: Socio-Cultural Interaction requires understanding and applying cultural and social learning theories in context. It is the ability to interact with other people and groups within the context of learning communities, where people are engaged in actions and relationships. (SEP/STA 3-1, 3-2, 3-3, 5-1, 5-2, 5-3, 5-4, 10-1, 10-2, 10-3)

Goal 4: Positive Learning Environments A positive learning environment is created through the physical setting and psychological tone. (SEP/STA 2-1, 5-1, 5-2, 5-3, 5-4, 10-3)

Goal 5: Beliefs, Values, and Knowledge Structures means that learners organize their beliefs, values, and knowledge structures and construct a philosophy to guide practice. Teaching practice is guided by philosophy. (SEP/STA 2-1, 2-2-, 2-3, 9-2)

Goal 6: Democracy practices the principles of equitable, respectful treatment of others, and encourages caring citizenship when engaged in actions and relationships. (SEP/STA 3-3, 5-1, 5-4, 10-3)

Goal 7: Leadership means being a positive contributor for the profession, children, families, and various communities of practice (SEP/STA 4-1, 9-3, 10-3)

PROGRAM NAME: Education

LEP SLOS	PROGR AM SLOS	PROGRAM COURSES							CAPSTONE Student Teaching
		ED 101	ED 312 /SOC212	ED 301	ED 423	ED 443/444	ED 304 PSTE	EMAE ED MN STUDENT PROGRAM	
Communication	SEP 6	I	R	A	A	A	A	R	A
Critical Thinking	SEP 4	I	R	A	A	A	A		A
	SEP 7	I		A	A		A		A
Critical Thinking	SEP 8	I	R	A	A	A	A		A
History and the Social and Behavioral Sciences & People and the Environment	SEP 9	I		A	A	A	A		A
	SEP10	I	R	A	A	A	A		A
Human Diversity & Global Perspective	SEP 2	I		A	A	A	A		A
	SEP 3	I	A	A	A		A		A
Ethical and Civic Responsibility	SEP 9	I		A	A	A	A		A
Ethical and Civic Responsibility	SEP 5	I		A	A		A	R	A
	SEP 10	I	R	A	A	A	A	R	A

KEY: MnTC = Minnesota Transfer Curriculum: Goal 1 - Communication, Goal 2 - Critical Thinking, Goal 3 - Natural Sciences, Goal 4 - Mathematical/Logical Reasoning, Goal 5 - History and the Social and Behavioral Sciences, Goal 6 - The Humanities and Fine Arts, Goal 7 - Human Diversity, Goal 8 - Global Perspective, Goal 9 - Ethical and Civic Responsibility, Goal 10 - People and the Environment SEP = Standard of Effective Practice: 1 - Subject Matter, 2 - Student Learning, 3 - Diverse Learners, 4- Instructional Strategies, 5- Learning Environment, 6- Communication, 7- Planning Instruction, 8- Assessment, 9- Reflection & Professional Development, 10- Collaboration, Ethics, & Relationships
 *Each course incorporates both K- knowledge & A - assessment of the SEPs identified. I - Introducing D - Developing R - Reinforced
 RED = Added/secondary course addressing standard; not specifically noted in syllabi.

Courses in the Major	LEP SLOs addressed by course	Assessment Methods	Timeline	Person Responsible for Collecting Evidence	Process for Analyzing Evidence	Documentation of Continuous Improvement
ED 101 Introduction to Education and Lab	2-10	Philosophy of Education – rubric in Livetext	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Changes made to SMSU Lesson Plan Template, updates to ED 101 Lab handbook
ED 102 Technology: Classroom Applications & Portfolio	2-10	Professional Development project; presentation	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
ED 251 /PSYC341 Introduction to Child Growth and Development	2, 4, 6, 8, 10	Child development project	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
SPED 290 Introduction To Special Needs & Lab	3, 5, 6, 7, 8, 10	Philosophy of Special Education, presentation	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
ED 312/ SOCI 212 Human Relations	3, 4, 6, 8, 10	Text analysis for bias; Native American Project	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates made to project requirements
ED 301 The Teaching & Learning Process & Lab	2-10	Classroom management plan	Currently available	Course instructors; Director of Professional	Review of results by faculty teaching the course,	Addition of assessment of student learning, edTPA features

				I Educator Services	reports to undergraduate Ed faculty	
ED 423 Classroom Management Theories and Practices & Lab	2-10	Classroom management plan	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of edTPA features
ED 443/444 Action Research	2, 4, 6, 8, 9, 10	Action Research project	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of edTPA features
ED 304 Pre-Student Teaching Experience Practicum	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of practice edTPA
Student Teaching	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher; edTPA scores	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to SMSU Lesson Plan to support the edTPA; requirement that students who do not meet state passing score remediate and resubmit prior to moving forward for licensure

edTPA Scores - all Majors - Fall 2018-Spring 2019
***To be updated with the RASL in September 2020**

Elementary Education:

Literacy - 14/18 students passed all three tasks, 77.8%

Mathematics - 4/6 students passed all three tasks, 66.7%

Overall - 18/24 students passed all three tasks, 75%

Early Childhood Education: 16/25 students passed all three tasks, 64%

All other content areas had less than 10 candidates; data not provided to protect privacy:

K-12 Performing Arts - 1 candidate

K-12 Physical Education - 8 candidates

5-12 Communication Arts Education - 2 candidates

5-12 Social Studies Education - 6 candidates

5-12 Math Education - 1 candidate

9-12 Science Education - 1 candidate

K-12 Special Education - ABS - 8 candidates, 100% pass rate

Three candidates achieved edTPA scores ≥ 50 , and passed with distinction:

Rachael Kellen, Elementary Literacy

Sarah Nowezki, Elementary Literacy

Stephanie Swenson, Special Education



DEPARTMENT OF NURSING
2019-20 ACADEMIC YEAR ANNUAL REPORT

Submitted by Dr. Laurie Johansen

Date: 6-26-20

Introduction

The 2019-20 Department of Nursing Annual Report provides a means to describe the activities, successes, and encounters of the SMSU Department of Nursing. The academic year of 2019-20 presents the completion of the sixth year of the SMSU RN to BSN Program. The RN to BSN Program (Bachelor of Science in Nursing) continues to be an accredited baccalaureate nursing program that began the fall of 2013, with a curriculum designed to provide a broad base of principles from science and liberal arts including additional specialized courses in leadership and management, healthcare delivery systems and informatics, community and public health nursing, nursing research, and evidence-based practice. Throughout the nursing curriculum, aspects of rural nursing flow through the course content. Nursing students come to SMSU with real-world experiences and pre-existing abilities that are foundational for their learning throughout the RN to BSN Program. The BSN graduate embraces the nursing profession as a nurse generalist with a strong foundation for developing specialized clinical practice and other advanced practice roles, prepared to function effectively in ambiguous, unpredictable and complex environments while demonstrating critical thinking and flexibility in order to translate, integrate, and apply knowledge to enhance patient care quality and safety.

During the past year, the successes of the Department of Nursing are evident in many aspects. One key item to celebrate is the recent announcement of the continued accreditation of the RN to BSN Program, validating the success of the Department of Nursing through the integrity and quality of the RN to BSN Program. The RN to BSN Program received initial accreditation by the Commission on Collegiate Nursing Education (CCNE) in 2014 for a five year period. After submission of the 2019 SMSU Department of Nursing self-study, and a CCNE site visit in October 2019, the RN to BSN Program has been awarded accreditation for a ten year period.

A tremendous honor also occurred during the past academic year with the acceptance of the Southwest Minnesota Nursing Honor Society into the Sigma Theta Tau International Nursing Honor Society. The application process led to the creation of our Omega Omicron Chapter of Sigma Theta Tau International. A chartering ceremony was held on December 10, 2019 with continued growth of the Omega Omicron Chapter serving nurses in southwest Minnesota.

Additionally, it is of value to celebrate the nursing student 2019-20 enrollments in the RN to BSN Program, which skyrocketed throughout this academic year, demonstrating the success and importance of SMSU and the nursing program.

Numbers of nursing students have grown as exemplified by the students enrolled by term:

- 108 nursing students, in 2014, being enrolled in SMSU courses
- 201 nursing students, in 2015, being enrolled in SMSU courses
- 277 nursing students, in 2016, being enrolled in SMSU courses

- 370 nursing students, in 2017, being enrolled in SMSU courses
- 436 nursing students, in 2018, being enrolled in SMSU courses

With this continued growth of the RN to BSN Program, we are proud to have approximately 300 nursing students in, and alumni from, the RN to BSN Program. This growth has led to the need for additional faculty and staff, noted throughout the annual report.

As the COVID-19 pandemic impacted the SMSU community and world, the effects to the healthcare arena were unprecedented. The primary focus of the Department of Nursing, from March 2020 until present, has been to support our nursing students who were, and are, serving on the frontlines within our healthcare settings. A strategy that has consistently been woven through the RN to BSN Program since its inception is flexibility in order to meet the needs of our students. With COVID-19, the flexibility that surrounds our students has truly evolved into a new dimension. We are proud of our students for enduring the impacts of COVID-19 in their personal, professional, and academic lives, experiencing no attrition to the numbers of currently enrolled students in the RN to BSN Program. The faculty and staff in the Department of Nursing also deserve credit for this achievement, as their efforts went beyond exemplary to meet our student’s needs during the past months of COVID-19, especially with the challenges faced with creating and sustaining safe clinical sites for our senior nursing students.

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Section I – Description of Department

Mission

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

Goals

The goals of the SMSU RN to BSN Program are to:

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

Student Learning Outcomes

The student learning outcomes of the SMSU RN to BSN Program are to:

- 1) Examine the Scope and Standards of Practice and the Standards of Professional Performance
- 2) Construct an appreciation of cultural diversity through cultural assessment
- 3) Demonstrate skills and knowledge of health assessment through a comprehensive health assessment
- 4) Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families
- 5) Utilize evidence-based resources in the community assessment process and propose patient-centered health teaching interventions
- 6) Demonstrate skills and knowledge of comprehensive mental health assessment.
- 7) Demonstrate the ability to apply scientific method to a public health concern
- 8) Analyze evidence related to pathophysiology to promote patient safety and quality outcomes
- 9) Evaluate evidence-based practices for integration into nursing practice
- 10) Apply theory, while critically evaluating the context of rural healthcare settings and influences on rural health disparities, in order to address health of the rural population
- 11) Apply theory, while critically evaluating the context of rural healthcare settings and influences on rural health disparities, in order to address health of the rural population

- 12) Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement leadership
- 13) Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders
- 14) Apply theory, research findings, and evidence to address common situations in health care system leadership
- 15) Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities

The mission, goals, and student learning outcomes guide the RN to BSN Program as a rigorous and applicable curriculum provided to registered nurses in the region and beyond.

Faculty and Staff

With the growth in student enrollment in the RN to BSN Program, depth has been added to the faculty and staff in the Department of Nursing.

Dr. Laurie Jo Johansen has been the Chair and Director of Nursing for the Department of Nursing since 2014. Dr. Johansen has practiced nursing since 1981, keeping current with nursing practice through many venues, including her completion of the PhD in Nursing at the University of North Dakota and service on the Avera Marshall Regional Board of Directors. Areas of expertise include rural nursing, community health, and professional nursing.

Dr. Nancyruth Leibold has been a fulltime faculty member for the Department of Nursing since 2015. Dr. Leibold has also been practicing nursing since 1981, keeping current with nursing practice through many venues, including her Advanced Holistic Nurse Board Certification by the American Holistic Nurse Association. Areas of expertise include public/community health, holistic nursing, informatics, and professional nursing.

Lindsay Rohlik was a new edition as a faculty member in 2019. Ms. Rohlik became our new fixed-term assistant professor for the Department of Nursing starting the fall semester, following a semester serving as an adjunct faculty member. Ms. Rohlik has been practicing nursing since 2006 and continues to keep current with nursing practice through venues such as ACHNE and APHA. Ms. Rohlik is currently enrolled in a DNP Practice and Leadership Innovations program through Winona State University. Areas of expertise include public/community/occupational health/infection control nursing.

Dr. Ruth Van Heukelom has been an adjunct faculty member for the Department of Nursing since the inception of the RN to BSN Program. She has been serving as a full time faculty member since 2019. Dr. Van Heukelom has been practicing nursing since 1974, keeping current with nursing practice through many venues, including teaching

nursing assistants and working in staff development for a senior living community. Areas of expertise include gerontology, wound and ostomy care, and professional nursing.

Dr. Laura Hoffman has been an adjunct faculty member for the Department of Nursing since the beginning of the RN to BSN Program. Dr. Hoffman has been practicing nursing since 2007, keeping current with nursing practice through many venues, including her completion of the Doctor of Nursing Practice degree at Walden University. Areas of expertise include patient quality and safety, policy, evidence-based practice, process improvement, patient and family engagement, and professional nursing.

Laura Stoks has been an adjunct faculty member for the Department of Nursing for several years. Ms. Stoks has been practicing nursing since 2006. She has kept current with nursing practice through completion of her MSN from Minnesota State University Moorhead in 2018. Areas of expertise include med/surg and community health.

Ms. LeeAnn Teig is the Office and Administrative Assistant for the Department of Nursing. Ms. Teig has been working with the Department of Nursing for over five years. Her expertise in administrative and clerical support, and growth in understanding the profession of nursing, creates a foundation for the RN to BSN Program and significantly adds to the quality program provided to our students.

Ms. Stella Nwachukwu is our new Nursing Student Services Coordinator (NSSC), starting her position in the spring of 2020. Ms. Nwachukwu has been practicing nursing since 2011. She is currently enrolled in the Masters of Science in Nursing at Minnesota State University Moorhead. Ms. Nwachukwu's expertise in case management and care coordination will be instrumental in the advising, recruitment, and retention of students in the RN to BSN Program as the nursing Student Services Coordinator.

Section II – Current Year's Activities

RN to BSN Program Curriculum

The following are the courses currently being offered through the RN to BSN Program:

NURS 300 Transitions to Baccalaureate Nursing (3 cr)

NURS 310 Transcultural Nursing (3 cr)

NURS 320 Chronic Illness in Rural Settings (3 cr)

NURS 330 Healthcare Policy and Informatics (3 cr)

NURS 375 Pathophysiology (3 cr)

NURS 400 Prevention and Population Health (3 cr)

NURS 410 Public/Community Health Clinical Experience Seminar (1 cr)

NURS 430 Evidence-Based Practice (3 cr)

NURS 434 Care of the Rural Population (elective) (2 cr)

NURS 435 Clinical Reasoning and Judgment (elective) (2 cr)

NURS 436 Advanced Health Assessment (elective) (2 cr)

NURS 437 Mental Health Nursing (elective) (2 cr)

NURS 440 Organizational and System Leadership (3 cr)
 NURS 450 Public/Community Health Clinical Experience (3 cr)

The need for increased offerings of NURS courses continues to be a need as more nursing students are enrolled in the RN to BSN Program. Students enrolled in the RN to BSN Program are offered flexible options to complete the nursing program, with some students taking one course at a time, while others taking courses on a full time basis. All NURS courses, with the exceptions of the three elective courses, are offered at least three times an academic year, dependent on adequate numbers of enrolled students, to meet the needs of nursing students in the RN to BSN Program. Also, an additional NURS elective has recently been added to the curriculum – Mental Health Nursing, which will be offered for the first time in the future.

Department of Nursing Course Collaboration with Other SMSU Departments

The Department of Nursing continues to provide the opportunity for non-nursing students to take NURS 375 – Pathophysiology. Many non-nursing students have benefited from this opportunity, as they either prepare for their second bachelor degree or graduate school. Thus, the NURS 375 course continues to be developed to include course content that would meet the needs of non-nursing students taking the course.

Through collaborative efforts with the Department of Education, in the Health Educator offerings, Dr. Leibold has taught the HLTH 340 – School Health and Sexuality and HLTH 370 – Community Health and Health Promotion. Dr. Leibold’s expertise creating, and teaching, these courses has benefited the Department of Education in their state licensure needs.

Teaching and Learning

During the 2019-20 academic year, the SMSU Department of Nursing followed the Faculty Guidelines for Evaluation developed the previous academic year. Within those guidelines, the demonstrated ability to teach effectively was defined with the expected outcome that 100% of faculty/adjuncts will engage in professional development related to teaching assignments. The evidence below displays the Department of Nursing’s achievement of this expected outcome:

- **Dr. Laurie Johansen participated in the following learning opportunities to improve teaching skills:**

Education/Nursing Education Faculty Development

Title of Faculty Development and Agency Providing Resource	Contact Hours (if awarded)	Date
MN DHS Handling MN Information Securely (8 courses)	8 hours	8-10-19

SMSU Professional Development Day	8 hours	8-20-19
Webinar: Zoom Informational Session, MinnState	0.5 hours	9-3-19
Recipes for Effective Online Teaching: Curated Videos Plus Activities, MinnState	1 hour	9-19-19
Webinar: Distinguishing Between Evidence-Based Practice, Quality Improvement, and Research, AACN	1 hours	9-25-19
Webinar – Staying Connected: Building a Strong Community While in an Online Program, AACN	1 hour	10-30-19
Webinar: Softchalk Demonstration – Anatomy of a Creative Commons License	0.5 hours	11-1-19
Webinar: Softchalk Demonstration – Creative Commons: The History and Current State	0.5 hours	11-1-19
Webinar: Softchalk Demonstration – Basics of Copyright Law	0.5 hours	11-1-19
Webinar: Nursing on Boards: Advancing Nursing Excellence, ANA	1 hour	11-1-19
Webinar: Think Your Way Out of a Problem, MinnState	1 hour	11-2-19
Webinar: Substance Use Disorders Among Nurses, SMNHS	1 hour	11-11-19
Webinar: Managing the Legal Risks of Nursing Leadership, ANA	1 hour	11-12-19
Webinar: Kaltura Service Updates for Fall 19, MinnState	1 hour	11-15-19
Webinar: Meaningful Recognition: A Key for Engaging Patients and Improving Outcomes	1 hour	11-20-19
Webinar: 2020 Engagement in Rural Health, Arizona Telemedicine Program & Southwest Telehealth Resource Center	1 hour	12-5-19
Webinar: Defining and Discussing Telegenetics, Arizona Telemedicine Program & Southwest Telehealth Resource Center	1 hour	12-12-19
SMSU Faculty Development Day	8 hours	1-10-20
Webinar: Rural Disparities in Health and Healthcare by Race and Ethnicity, Federal Office of Rural Policy	1 hour	1-23-20
Webinar: Moving Towards ACTION on Commitment to Diversity, Equity and Inclusion, MinnState	1.5 hours	1-28-20
Webinar: Are we doing enough to help faculty teach online?	1 hour	1-30-20
8-week online course – WeTeach, Winona State University through Adult & Continuing Education.	Certificate of Completion	2-20 through 4-20
Conference at SMSU: Cultures on the Prairie	4 hours	2-11-20
Webinar: SCRUM for Educators: How We Get Things Done, Accomplish More, and ..., University of Minnesota	1 hour	2-20-20
STAR Symposium, MinnState	8.5 hours	2-28-20
Virtual Conference: 2020 Spring Summit: Excellence in Nursing Leadership, Omega Omicron	4.5 hours	3-24-20

Webinar: Be Confident Protecting Yourself and Providing the Best Care to Your Patients during this COVID-19 Pandemic, ANA	1 hour	3-27-20
Webinar: Teaching Nursing Students How to Manage Crisis During COVID-19, AACN	1 hour	3-30-20
Webinar: Annotations in Assignment Submissions, MinnState	1 hour	4-8-20
Zoom Training: Implementing Changes to Credit/No Credit and More, MinnState	1 hour	4-9-20
Webinar: Getting Started With the D2L Gradebook, MinnState	1 hour	4-9-20
Webinar: D2L Brightspace Grade Book, SMSU	1 hour	4-13-20
Registered for 2020 WIN Conference: 20/20 and Beyond: Envisioning the Future of Nursing Research, Practice, and Education, Portland, Oregon	Cancelled due to COVID-19	4/15/20 through 4/18/20
Webinar: View And Track Student Progress Online in D2L, MinnState	1 hour	4-15-20
Webinar: How to Respond to Ethical Challenges and Moral Distress during the COVID-19 Pandemic, ANA	1 hour	4-16-20
Webinar: Conveying and Sustaining Caring in Online Classrooms, East Carolina University, Office of Faculty Excellence	1 hour	4-23-20
Webinar: Mindful Communication for Caring Online, East Carolina University, Office of Faculty Excellence	1 hour	4-23-20
2020 Higher Education Innovation Summit (HEIS), Rochester, MN	Postponed due to COVID-19	6/3 - 6/5/20
Webinar: What is the New Normal? Guidance for Reopening & Returning to Campus, AACN	1 hour	6-8-20
Webinar: Carl Rogers, Teaching Presence, and Student Engagement in Online Learning, OLC	1 hour	6-15-20
Webinar: Building an Online "Campus" Experience, OLC	1 hour	6-15-20
Webinar: What's New in 20.20.06?, MinnState	1 hour	6-15-20

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

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

Education/Nursing Education Faculty Development (Reverse Chronological Order)

Title of Faculty Development Activity	Contact Hours (if awarded)	Date

Evidence-Based Mentoring: Separating Fact from Fiction Association for Nursing Professional Development	1.0	May 3, 2020
Career Readiness and Digital Badging Minn State		April 16, 2020
Pressbook Webinar By Minn State Dan Allosso Bemidji State University		April 7, 2020
D2L Brightspace Courseroom Templates Webinar By Minn State		March 31, 2020
<i>Telehealth Technology Tips & Resources Webinar</i> <i>US Distance Learning Association</i>		March 27, 2020
Great Minnesota State Disciplinary Get Together		March 25, 2020
D2L Intelligent Agents Webinar 201		March 3, 2020
Dealing with OER Challenges Minn State		March 2, 2020
Star Symposium 		February 28, 2020
D2L Quick Evaluation Tool Webinar		February 26, 2020
Copyright and Creative Commons OER Webinar		February 26, 2020
D2L Intelligent Agents Webinar 101		February 25, 2020
The QM Ohio Year of Review: Building a Statewide Culture of Online Quality Webinar		February 25, 2020
D2L Awards and Certificates Webinar	1	February 24, 2020
Assessment Day		February 2020
Faculty Development Day		January 2020
Busting Multimedia Myths: An Evidence-Based Approach to Quality Instructional Media	1	November 7, 2019
Evaluate Course Assessment Activities Using Brightspace Assessment Quality Metrics	1	November 6, 2019

SMSU Faculty Development Day		August, 2019
A Quick Guide to Preparing Professional Presentations	1.0	August 11, 2019
Nurse Educator Conference in the Rockies Vail, Colorado	14.5 contact hours	July 8-12, 2019
Association for the Assessment of Learning in Higher Education		June 9 to June 13, 2019
Quality Matters Master Reviewer Recertification	15 hours	May 1, 2019

- Maintained Advanced Holistic Nurse Board Certification, American Holistic Nurse Association (AHN-BC)
- Maintained Usui Reiki Master/Teacher
- Maintained and Renewed through 2024 National Board Certification as Nurse Educator, National League for Nursing (CNE)
- Certified Master Reviewer, Quality Matters
- International Certified Energy Healing Practitioner

- **Lindsay Rohlik participated in the following learning opportunities to improve teaching skills:**

Education/Nursing Education Faculty Development

Title of Faculty Development and Agency Providing Resource	Contact Hours (if awarded)	Date
CCNE: Standard I- Program Quality: Mission and Governance – American Association of Colleges of Nursing	1 hour	8-15-19
International Family Nursing Association (IFNA) Conference- Washington, D.C.	24 hours	8-17-19 through 8-19-19
Preparing Specialty Public Health Nurses to Precept Public Health Nursing Students - Dr. Linda Anderson, Bethel University Department of Nursing – Continuing Education Modules online	3 hours	8-20-20
Faculty workshop: Active Learning Classroom Certification Workshop, SMSU Presented by Kate Borowske	3.0 hours	8-21-19
SMSU Professional Development Day - SMSU	8 hours	8-21-19
Minnesota Department of Public Health Workforce Assessment, St. Cloud, MN	3 hours	8-27-19

Recipes for Online Teaching Webinar (Zoom) presented by Susan Tade, University of Minnesota; Nima Salehi, School of Nursing, University of Minnesota	1.0 hour	9-19-19
Career Expo Event at SMSU	3 hours	9-24-19
Career Expo at Minnesota West Worthington	3 hours	9-25-19
Microsoft Teams training session, SMSU -Presented by Ben Nwachukwu	1 hour	10-1-19
Minnesota State D2L Brightspace Private Discussions Webinar	1 hour	10-2-19
D2L Brightspace Zoom Inservice SMSU campus	1 hour	10-2-19
New faculty Advisor Workshop with Jill Schlemmer, SMSU	3 hours	10-8-19
Microsoft Teams Training SMSU campus	1 hour	10-13-19
Accessibility Webinar – DIY Digital Accessibility	1.15 hours	10-16-19
DIY student recruiting: Making quick videos, at SMSU Presented by Kate Borowske and Tom Webb	1 hour	10-24-19
Student Background Checks - How to Remain Compliant with Federal and State Laws Registration Confirmation (archived webinar from 11/2014)	1 hour	10-24-19
Attended Intro to Health Professions class (Dr. Kris Cleveland) at SMSU professional panel	1 hour	10-28-19
Great Plains Sociological Association 2019 Annual Conference / Exploring Human Populations Center for Health Outcomes and Prevention, Annual Symposium- Sanford Center, Sioux Falls, SD	8 hours	11-7/11-8-19
Attended Nursing Honor Society Fall Education Webinar	1 hour	11-11-19
ACCN Faculty Development Conference, Orlando FL	16 hours	11-20-19 and 11-21-19
SMSU Professional Development Day - SMSU	8 hours	1-9-20
Webinar One - Nursing in a Changing Climate: A Call to Action	1 hour	2-4-20
SMSU Assessment Day - SMSU	7 hours	2-8-20
Omaha System Community of Practice Meeting	1 hour	2-20-20
Star Symposium, MinnState	5 hours	2-28-20
D2L Brightspace Awareness and Skill Building Series Webinar	.5 hour	3-3-20
Brightspace Pulse app for Student Engagement – MinnState Recorded Webinar	1 hour	3-3-20

Exemplars of Nursing Leadership on Climate Change	1 hour	3-4-20
Omega Omicron Honor Society Spring Summit; presented poster project: School Nurse-Led Proposed Practice Change - Bridging Student and Family-Centered Mental Health in School Systems: How School Nurses Link Care Coordination	4 hours	3-14-20
Minnesota State Office of General Counsel Second Thursday: A Webinar Series – Clinical Agreements	1 hour	3-12-20
MN Board of Nursing Zoom recording about creativity and clinicals MN Board of Nursing Webinar related to COVID updates and clinical placements, discussion surrounding workgroup among educators	1 hour	4-1-20 and 4-14-20
Public Health: Nursing Education and the COVID-19 Pandemic	1 hour	4-7-20
AACN Public Health Insight into the COVID-19 Pandemic webinar	1 hour	4-13-20
D2L Brightspace Awareness and Skill Building Series Webinar Recording	1 hour	4-20-20
D2L Brightspace Awareness and Skill Building Series Annotations in Assignment Submissions Webinar Recording	50 minutes	4-20-20
Interprofessional Teaching and Collaborative Practice During COVID-19: A Community Conversation	1 hour	4-23-20
Calculating Grades in D2L Brightspace – MinnState Recorded Webinar	1 hour	4-24-20
CIA Grant to further facilitate success in RN to BSN assessment activities (critical thinking) related to student learning outcomes	6 hours	Meetings 2-26-20, 3-26-20, 4-9-20, 4- 30-20
Sigma COVID-19: Staying Positive When Surrounded by Negativity	1 hour	5-5-20

- Published ACHNE Innovative Teaching Strategy (ITS) – Societal Construct Poster in collaboration with nursing colleague at MNSU- Mankato Dept of Nursing on 4-9-20
- Presenting Transforming learning: A poster project as an active-learning strategy in undergraduate public health curriculum at ACHNE’s 42nd Annual Institute virtual conference held on June 4, 2020

- **Dr. Ruth Van Heukelom participated in the following learning opportunities to improve teaching skills:**

Title of Faculty Development and Agency Providing Resource	Hours	Date
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Orientation to Zoom webinar	1 hour	September 13, 2019
Recipes for Effective Online Teaching: Curated. Videos plus activities	2 hours	September 19, 2019
Building Instructor Presence in Online and Blended Courses	1 hour	October 2, 2019
Annotations in D2L Brightspace webinar	1 hour	October 10, 2019
Skills to Facilitate Your Course Efficiently, part 1	1 hour	October 30, 2019
Skills to Facilitate Your Course Efficiently, part 2	1 hour	November 6, 2019
Humanizing Online Learning - Building an Online Presence	1 hour	November 7, 2019
Skills to Facilitate Your Course Efficiently, part 3	1 hour	November 13, 2019
Story Telling and Humor in Nursing	1 hour	February 10, 2020
We Teach a continuing education offering spanning eight weeks offered by Winona State University	38 hours	February 3 - April 6, 2020
Caring Science, Mindful Practice	1 hour	April 13, 2020
Mindful Communication for Caring Online	1.5 hour	April 15, 2020
Conveying and Sustaining Caring in Online Classrooms	1.5 hour	April 15, 2020

Adjunct Faculty	Evidence of Achievement
Laura Hoffman	<ul style="list-style-type: none"> • Attended in-service provided by Dr. Teresa Henning on grading student papers and assignments. I've incorporated Dr. Henning's suggestions on correcting student's work without giving them all the answers; especially helpful were tips correcting grammar and APA formatting errors. • I attended a D2L drop-in session to learn newest features about D2L.

Laura Stoks	<ul style="list-style-type: none"> • Attended STAR symposium to learn innovative ways to engage students in online class discussions and how to better design courses that align with course objectives. • The Great Minnesota State Disciplinary Get Together on Wednesday, March 25, 2020 • Virtual Tour and Training of Virtual Simulation on Wednesday, April 1, 2020 • SMSU CRED 430 Curriculum Planning & Design for Community & Technical Colleges, Spring 2020
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Scholarly/Creative Activity

During the 2019-20 academic year, the SMSU Department of Nursing followed the Faculty Guidelines for Evaluation developed the previous academic year. The advancement of knowledge and education calls for many kinds of scholarship/creative activity/research. In the discipline of nursing, a minimum of one primary activity and one secondary activity are required each year by every faculty member (full time, part time but not adjuncts) to meet the goal set by the Department of Nursing. The evidence below displays the Department of Nursing’s achievement of this expected outcome:

- **Dr. Laurie Johansen contributed to SMSU, the Department of Nursing, and the profession of nursing through the following scholarly activities:**

Peer Reviewed Podium Presentation

Date	Presenter	Title	Organization
11-6-19	Laurie Johansen, PhD	Caring for the Rural Population	Great Plains Sociological Association Annual Conference, Theme: Exploring Human Populations in Sioux Falls, SD
3-27-20	Laurie Johansen, PhD	The Importance of Trust in Rural Nursing	31 st Annual Nursing Scholarship Day, STTI Phi Chapter – Cancelled due to COVID-19
5-3-20	Laurie Johansen, PhD, & Nancyruth Leibold, EdD	Advise: Always Develop Valuable & Important Student Experiences	2020 Higher Education Innovation Summit (HEIS) in Rochester, MN – postponed X1 year due to COVID-19

Webinar Presentation

Date	Presenter	Title	Organization
4-27-20 & 4-30-20	Laurie Johansen, PhD	Care of the Rural Population: What Nurses Need to Know	SMSU – Department of Nursing Recruitment Plan with Contact Hours Provided by Avera Marshall

Poster Presentations

Date	Author(s)	Title	Conference
3-24-20	Laurie Johansen, PhD	SMSU RN to BSN Program Faculty Leadership Poster	Omega Omicron Virtual Summit, Marshall, MN
7/27 – 7/30/20	Laurie Johansen, PhD	Trust Imparted on Rural Nurses	International Rural Nursing Conference, Denver, CO Postponed due to COVID-19

Accreditation Reports

Date	Agency	Report
7-12-19	American Association of Colleges of Nursing (AACN)	2019 AACN Faculty Vacancy Survey
8-24-19	Commission on Collegiate Nursing Education (CCNE)	CCNE Self Study for scheduled upcoming accreditation visit
11-7-19	Commission on Collegiate Nursing Education (CCNE)	CCNE On-Site Evaluation Team Report Reply
11-8-19	American Association of Colleges of Nursing (AACN)	2019 AACN Annual Report
1-13-20	Minnesota Board of Nursing	2019 Annual Graduation Data Report

Professional Grant

- SMSU Faculty Improvement Grant (FIG) – March 23, 2020 (declined due to COVID-19)

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

PUBLICATIONS

Books

- Leibold, N. (2020). *The art and science of evidence-based practice in nursing*. St. Paul, MN: Nanza Publications. Creative Commons License: BY NC. Available at <https://www.softchalkcloud.com/lesson/serve/Au0xZt1zQdV67O/html>
- Leibold, N. (2020). *The praxis of critical thinking in nursing*. (2nd ed.). St. Paul, MN: Nanza Publications. Creative Commons License: BY NC ND. Available at <https://thepraxisofcriticalthinkinginnursing.yolasite.com/>

Book Chapters

- Leibold, N. (in press—due out in 2020). Chapter 1: The History of Doctorates by Nurses and the Current DNP Degree. In M. Bemker & B. Schreiner (Eds.). *The Successful Completion of Your DNP Project: A Practical Guide with Exemplars*. Lancaster, PA: DEStech Publications, Inc.

Multimodal Publications (Open Education Resources, Magazines, Virtual Simulations, Websites, Videos, Technology, Other)

- Rohlik, L. & **Leibold, N.** (2020). New member orientation to Southwest Minnesota Nursing Honor Society. 3.0 (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Retrieved at <https://www.softchalkcloud.com/lesson/serve/PNw9oIWQYMubnU/html>
- Leibold, N. (2020). The anatomy of a creative commons license. 1.2. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Published at MERLOT II at <https://www.merlot.org/merlot/viewMaterial.htm?id=1380208> Retrieve at <https://www.softchalkcloud.com/lesson/serve/GZRhS8BCclLsAo/html> doi: 10.13140/RG.2.2.15630.10569
- Leibold, N. (2020). How to write paragraph summaries of research articles! Edition 1.4 (Soft Chalk Interactive Virtual Module). Creative Commons License: BY. Retrieved from <https://www.softchalkcloud.com/lesson/serve/4ASceLqvYN38WP/html>
- Leibold, N. (2020). Using Creative Common Licenses and Creative Commons Licensed Works. 1.2. (Soft Chalk Interaction Virtual Module). Edition 1.2. Creative Commons License: BY NC. Published at MERLOT II at <https://www.merlot.org/merlot/viewMaterial.htm?id=1380209> Retrieve from <https://www.softchalkcloud.com/lesson/serve/SybalsU1E8cVgd/html> doi: 10.13140/RG.2.2.22340.99205
- Leibold, N. (2020). Basics of copyright law. 1.2 (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Published at MERLOT II at <https://www.merlot.org/merlot/viewMaterial.htm?id=1378660> Retrieve at <https://www.softchalkcloud.com/lesson/serve/8SzqelO45QRyOK/html> doi: 10.13140/RG.2.2.32407.32168
- Leibold, N. (2020). Creative Commons: The history and current state. 1.2 (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Published at MERLOT II at <https://www.merlot.org/merlot/viewMaterial.htm?id=1378661>

- Retrieve at
<https://www.softchalkcloud.com/lesson/serve/ZGboIEUsqjwCzg/html>
doi: 10.13140/RG.2.2.25696.43524
- Leibold, N. (2020). Qualitative Appraisal of Evidence: In the garden. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cYVIqbvB66>
- Leibold, N. (2020). Quantitative Appraisal of Evidence: In the garden. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cYVIY9vBbz>
- Leibold, N. (2020). From the garden: Qualitative data collection methods in nursing. CC BY NC. Retrieved from <https://screencast-o-matic.com/watch/cYV13AvUww>
- Leibold, N. (2020). Introduction to qualitative designs. [Video]. CC BY NC. Retrieved from <https://screencast-o-matic.com/watch/cYV1YwvUrD>
- Leibold, N. (2020). Conceptual frameworks. [Video]. CC BY NC. Retrieved from <https://screencast-o-matic.com/watch/cYVVYrv0Ew>
- Leibold, N. (2020). The PICOT question in nursing. [Video]. CC BY NC. Retrieved from <https://screencast-o-matic.com/watch/cYVVbev0zK>
- Leibold, N. (2020). Introduction to evidence-based practice in nursing. [Video]. CC BY NC. Retrieved from <https://screencast-o-matic.com/watch/cYVVDGv0zQ>
- Leibold, N. (2020). How to identify the level of evidence of a research study. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cqlw0ev0Ib>
- Leibold, N. (2020). Reflections of evidence-based practice projects in nursing. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cqlvcdvr67>
- Leibold, N. (2020). Change. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cqlUclvYtS>
- Leibold, N. (2020). Writing a review of literature: How to write paragraph summaries of research articles! [Video]. Creative Commons License: BY NC. Retrieved from <https://www.softchalkcloud.com/lesson/serve/4ASceLqvYN38WP/html>
- Leibold, N. (2020). Introduction to descriptive statistics for nurses. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cql3ohv2sX>
- Leibold, N. (2020). Introduction to inferential statistics for nurses. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cql3q5voVT>
- Leibold, N. (2020). Research variables: A stroll through the garden. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cYVVrqv0mW>
- Leibold, N. (2020). Welcome to My Garden and Evidence-Based Practice! [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cqlirhUN1P>

- Leibold, N. (2020). From my garden: How to identify a research article from a practice/theory article or editorial. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cql6faU9aA>
- Leibold, N. (2020). From my garden: Peer reviewed journal articles. [Video]. Creative Commons License: BY NC. Retrieved from <https://screencast-o-matic.com/watch/cqliotULJC>
- Rohlik, L. & **Leibold, N.** (2019). New member orientation to Southwest Minnesota Nursing Honor Society. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC. Retrieved at <https://www.softchalkcloud.com/lesson/serve/PNw9oIWQYMubnU/html>
- Leibold, N. (2019). The Nurse Manager/Leader and Operational and Strategic Planning. Edition 3.0 (SoftChalk Interactive Virtual Module). Creative Commons License: BY NC SA. Retrieve at <https://www.softchalkcloud.com/lesson/serve/uGCDUz85nL0m2y/html>
- Leibold, N. (2019). The Nurse Manager/Leader and Performance Appraisals. Edition 3.0 (SoftChalk Virtual Module). Creative Commons License: BY NC. Retrieve at <https://www.softchalkcloud.com/lesson/serve/U9owvM5PpJrZHG/html>
- Leibold, N. (2019). Delegation for Nurses 5.0. (SoftChalk Interactive Lesson and Case Study Virtual Simulation). Creative Commons License: BY NC. Retrieve at <https://www.softchalkcloud.com/lesson/serve/5meFr9DadQu8by/html>
- Leibold, N. (2019). Qualitative methods in nursing research. Soft Chalk Program. Creative Commons License: BY NC. Retrieved at <https://softchalkcloud.com/lesson/serve/69NzSIVvY0MXIe/html>
- Leibold, N. (2019). Quantitative methods in nursing research. Soft Chalk Program. Creative Commons License: BY NC. Retrieved at <https://softchalkcloud.com/lesson/serve/IfDYgJ3NVKlb9T/html>
- Leibold, N. (2019). Conflict management for nurses: A virtual simulation. 3.0 [virtual simulation]. (3rd ed.). Retrieved at <https://www.softchalkcloud.com/lesson/serve/HyNIMiFSTh3Y8g/html>
- Leibold, N. (2019). Module 4: Conflict Management for Nurses Pre-Simulation Briefing 2.1. [SoftChalk Module]. (2nd ed.). Retrieved at <https://softchalkcloud.com/lesson/serve/Nm05DVzahnwFy6d/html>
- Leibold, N. (2019). Conflict Management for Nurses. Edition 3.0. Creative Commons License: BY NC SA. Retrieve at <https://www.softchalkcloud.com/lesson/serve/P6YdEIAFtVlkow/html>
- Leibold, N. (2019). Conflict and Conflict Management Styles in Nursing. Edition 4.0 Creative Commons License: BY NC. Retrieve at <https://www.softchalkcloud.com/lesson/serve/9mlAyVhPfbL3DX/html>
- Leibold, N. (2019). Current sources. (Video). Retrieved from <https://screencast-o-matic.com/watch/cqjuF7trbo>
- Leibold, N. (2019). Civility and Incivility Virtual Learning Module. Creative Commons License: BY. Retrieve at <https://www.softchalkcloud.com/lesson/serve/6r942KvBmMQDx3/html>

- Leibold, N. (2019). How to write paragraph summaries of research articles! (Soft Chalk Interactive Virtual Module). Creative Commons License: BY. Retrieved from <https://www.softchalkcloud.com/lesson/serve/4ASceLqvYN38WP/html>
- Leibold, N. (2019). Research Ethics: Protecting Human Rights in Research Studies. Edition 1.2 with Certificate of Completion for a score of 95% and above. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY. Retrieved from <https://www.softchalkcloud.com/lesson/serve/wC6mOEdhAsFRvi/html>
- Leibold, N. (2019). Delegation for Nurses 4.0. (SoftChalk Interactive Lesson and Case Study Virtual Simulation). Creative Commons License: BY NC. Retrieve at <https://www.softchalkcloud.com/lesson/serve/5meFr9DadQu8by/html>
- Leibold, N. (2019). Introduction to comprehensive school health program. Edition 2.0. (Note: This lesson was awarded "Lesson of the Week" in May 2018 by SoftChalk!) Creative Commons License: BY NC. Retrieve at <https://www.softchalkcloud.com/lesson/serve/IEi3TtfXNmWmH2/html>

PRESENTATIONS [*data-based]

Invited

- Leibold, N. (2020). Applied leadership skills (emotional intelligence, communication, change, empowerment, teamwork). Presented at the Spring Summit: Excellence in Nursing Leadership, Omega Omicron Sigma Chapter, March 24, 2020. Conference was planned for SMSU location but moved to Zoom Conference due to Covid19.
- Leibold, N. & Bemker, M. (2020). Storytelling and humor in nursing! Presented at the February 2020 Educational Webinar, Omega Omicron Sigma Chapter, February 10, 2020.
- Leibold, N. & Schwarz, L. (2019). Certification Implications for Nurse Educators. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. May 21, 2019.
- Leibold, N. (2019). Nurse Educator Ethics. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. May 21, 2019
- Leibold, N. (2019). CNE Eligibility Requirements. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. May 21, 2019.
- Leibold, N. (2019). Facilitate Learner Development and Socialization. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. May 21, 2019.
- Leibold, N. (2019). Self-evaluation and Continuous Quality Improvement in the Academic Nurse Educator Role. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. May 21, 2019
- Leibold, N. (2019). CNE Test Blueprint, Tips for Studying and Test Taking. Presented at the Certified Nurse Educator Prep Course hosted by the Southwest Minnesota Nursing Honor Society, Marshall, MN. May 21, 2019.

- Leibold, N. (2019). Culturally Responsive Teaching: Interactive Experiences. Presented at the Creating a Culturally Responsive Teaching Environment Workshop, Southwest Minnesota State University, Marshall, MN on May 20, 2019.
- Leibold, N. (2019). Culturally Responsive Teaching: Celebrating Diversity. Presented at the Creating a Culturally Responsive Teaching Environment Workshop, Southwest Minnesota State University, Marshall, MN on May 20, 2019.
- Leibold, N. (2019). Culturally Responsive Teaching: Toolkit of Resources. Presented at the Creating a Culturally Responsive Teaching Environment Workshop, Southwest Minnesota State University, Marshall, MN on May 20, 2019.
- Leibold, N., Schwarz, L., Gordon, D., Johansen, L. Rohlik, L. & Lehrke, K. (2019). Culturally relevant teaching praxis in nursing education. [Webinar Presentation by Leibold, N. & Schwarz, L., April 16, 2019, hosted by HealthForce Minnesota.] doi: 10.13140/RG.2.2.14324.81283
Culturally Relevant Teaching Praxis for Nursing Education, the link to the webinar is <https://minnstate.adobeconnect.com/psg0o04eltps>.

Competitive Presentations * Data Based

International:

- Leibold, N. & Bemker, M. (2020). *Narrative Pedagogy: Framing the Story with Modeling and Role Modeling Theory*. Oral Podium Presentation at the 18th Biennial International Conference Bridging Worldviews: Inclusion, Partnership, and Collective Wisdom. September 24th-26th, 2020. Bemidji, MN. (Accepted Abstract, but Conference post phoned until September 2021 due to Covid19)
- Bemker, M. & **Leibold, N.** (2020). *Walk the Walk: Cultural Appreciation through Modeling in Graduate Nursing Education*. Oral Podium Presentation at the 18th Biennial International Conference Bridging Worldviews: Inclusion, Partnership, and Collective Wisdom. September 24th-26th, 2020. Bemidji, MN. (Accepted Abstract, but Conference post phoned until September 2021 due to Covid19).

National:

- Leibold, N. Schwarz, L, & Gordon, D. (2020). *Variety is the Spice of Giving Feedback to Students!* Podium Presentation at the 2020 Nurse Educator Conference in the Rockies, Copper Mountain, CO. July 6-10, 2020. (Accepted Abstract, but Conference post phoned until July 2021 due to Covid19).
- Schwarz, L. & **Leibold, N.** (2020). *You Let Students do What?! Discussion Self-Grading*, Podium Presentation at the 2020 Nurse Educator Conference in the Rockies, Copper Mountain, CO. July 6-10, 2020. (Accepted Abstract, but Conference post phoned until July 2021 due to Covid19).
- Leibold, N. Schwarz, L., & Gordon, D. (2019). *Our Story: Creating a Culturally Relevant Nurse Educator Faculty Development Program*. July 12, 2019. Podium Presentation at the 2019 Nurse Educator Conference in the Rockies, Vail, CO. July 8-12, 2019.

Schwarz, L., **Leibold, N.**, & Gordon, D. (2019). *Culturally Relevant Teaching Praxis for Nursing Education*. July 11, 2019. Podium Presentation at the 2019 Nurse Educator Conference in the Rockies, Vail, CO. July 8-12, 2019.

Regional:

Leibold, N. (2020). *Climb the Summit: Creative Common Licenses and Resources for Education*. Oral Presentation at the 2020 Effordability Summit. March 17-18, 2020. Menominee, WI. (Accepted Abstract, but Conference Canceled the week before the conference due to Covid-19)

Leibold, N. (2020). *Free, Fun, and More: What you did not know about Creative Common Licenses!* Oral Presentation at the 2020 Star Symposium. February 28, 2020.

Poster Presentations

Leibold, N. (2020). *Omega Omicron Chartering Ceremony*. [Poster Presentation]. 2020 Summit: Excellence in Nursing Leadership. Omega Omicron Chapter of Sigma Theta Tau International. March 24th, 2020. Marshall, MN. Conference moved to Virtual Venue and this included Poster Presentation.

Journal/Book Publications Reviewer

2020	Book Reviewer, <i>Tools for Podcasting</i> by Author: Jill Olmsted. OER at University of Minnesota.
2015 to present	Journal Manuscript Reviewer, Journal of Effective Teaching
2018 to present	Associate Editor, MERLOT II (International Open Education Resource Repository)
2018 to present	<i>Journal Manuscript Peer Reviewer</i> , Journal of Nursing Scholarship
2013 to present	Review Board, Internet Journal of Allied Health Sciences and Practice

Honors/Awards

2020	Excellence in Nursing Leadership Award, Omega Omicron Sigma Chapter
2019	Funded Grant for OER Project, Minnesota State, \$1000. This project was to convert a current course that I teach (and use a textbook that students purchase) into a z-course by writing an OER textbook and using reading sources from the SMSU library. Z courses are courses that do not require students to purchase a textbook. An open textbook and free resources are used. My project focuses on writing the OER textbook for NURS 430 and finding the free Library sources to use so that students no longer need to purchase a textbook for the course.
2019	Nursing Honor Society Transition Project Funded \$998.50 for transition from Southwest Minnesota Nursing Honor Society to Omega Omicron Chapter, Sigma Theta Tau International. Funded by the SMSU Foundation.

- **Dr. Ruth Van Heukelom contributed to nursing through the following scholarly activities:**

Date	Title	Organization
September/October 2019	Taught 75 hour nursing assistant class leading to certification of nursing assistants	Presbyterian Homes and Services
October 23, 2019	Losses of Dementia; Types of Dementia	Presbyterian Homes and Services
October 29, 2019	Skills in Communication in the Long Term Care setting	Presbyterian Homes and Services
November 20, 2019	Communication in Dementia	Presbyterian Homes and Services
November 26, 2019	Supporting Dignity in Long Term Care	Presbyterian Homes and Services
December 20, 2019	Managing Behaviors in Residents Living with Dementia	Presbyterian Homes and Services
December 23, 2019	Infection Control in Long Term Care	Presbyterian Homes and Services
January 17, 2020	Safety of Residents in the Long Term Care Setting	Presbyterian Homes and Services
January 22, 2020	Making a Difference in the Lives of those Living with Dementia	Presbyterian Homes and Services
January 23, 2020	The Pathophysiology of Pressure Injuries and Wound Healing	University of Iowa, College of Nursing
February 25, 2020	Safety of Staff Working in the Long Term Care Setting	Presbyterian Homes and Services
February 26, 2020	Abuse in the Long Term Care Setting	Presbyterian Homes and Services

- **Lindsay Rohlik contributed to nursing through the following scholarly activities:**

Peer Reviewed Manuscript

Date	Author(s)	Title	Organization
2019-20 (in progress— due out end of Summer pending second revisions).	Rohlik, L. & Krumwiede, K. (2020).	Transforming learning: A poster project as an active- learning strategy in undergraduate public health nursing curriculum	<i>Public Health Nursing</i> journal

Podium Presentations

Date	Presenter	Title	Organization
6-6-20	Lindsay Rohlik & Kelly Krumwiede	Transforming learning: A poster project as an active-learning strategy in undergraduate public health nursing curriculum	ACHNE's 42 nd annual Institute (virtual via Zoom meeting room)

Professional Grants

- SMSU Faculty Improvement Grant (FIG) – October 2019
- SMSU Mini Committee for Institutional Assessment (CIA) Grant

Innovative Teaching Strategy

Date	Presenter	Title	Organization
11-25-19	Lindsay Rohlik & Kelly Krumwiede	Societal Construct Poster Assignment	ACHNE
Fall 2019	Lindsay Rohlik & Kelly Krumwiede	Public Service Announcement Project Assignment	Henry Street Consortium of Minnesota

Poster Presentations

Date	Presenter	Title	Organization
8-27-19	Lindsay Rohlik	A Scoping Review: School-Based Adolescent Suicide Prevention Programs	International Family Nursing Association (IFNA) Conference Washington, D.C.
3-4-20	Lindsay Rohlik	School Nurse-Led Proposed Practice Change -Bridging Student and Family-Centered Mental Health in School Systems: How School Nurses Link Care Coordination	Nursing Honor Society Spring Summit

Multimodal Publications/Other

2019	Rohlik, L., & Leibold, N.	New member orientation to Southwest Minnesota Nursing Honor Society. (Soft Chalk Interactive Virtual Module). Creative Commons License: BY NC.
11-6-19	Served as session presider at Annual Research Conference	Great Plains Sociological Association 2019 Annual Conference / Exploring Human Populations Center for Health Outcomes and Prevention, Annual Symposium- Sanford Center, Sioux Falls, SD

Professional Development

During the 2019-20 academic year, the SMSU Department of Nursing followed the Faculty Guidelines for Evaluation created the previous academic year. Engagement in continuing preparation and study is essential for all Department of Nursing faculty, with an expected outcome for all faculty/adjuncts to attend two continuing education activities per year. The evidence below displays the Department of Nursing's achievement of this expected outcome:

- **Dr. Laurie Johansen continued to advance her professional development through the following means:**

Title of Faculty Development and Agency Providing Resource	Contact Hours (if awarded)	Date
Webinar: Planning Induction Ceremonies – STTI	0.5 hours	9-3-19
SMSU Campus Security Authority Training	0.5 hours	9-3-19
Webinar – Code of Conduct Training for Minnesota State	1 hour	10-1-19
Webinar – Public Jobs, Private Data Training for Minnesota State	0.75 hours	10-1-19
Webinar – Respect in the workplace: Respectful workplace training for Minnesota State employees	0.5 hours	10-1-9
DIY Student Recruiting: Making Quick Videos hosted by SMSU/Kate Borrowski	1 hour	10-24-19
Webinar - Providing Culturally Competent Care for Farmers and Farm Families, With Emphasis on Mental Well-Being, Agri-Safe Learning Lab	1 hour	10-24-19
Webinar – Crafting Chapter Benefits and Programs, Kathleen Rogers, STTI	1 hour	11-1-19
Webinar: Talk the Talk: Understanding and Speaking Finance-ese, ANA	1 hour	11-1-19
Webinar: Building a Board-Ready Resume, ANA	1 hour	11-1-19
Webinar: Creating a Board Resume: Case study 1, ANA	1 hour	11-1-19
Webinar: Board Resumes and Beyond: Case study 2, ANA	1 hour	11-1-19
Great Plains Sociological Association Annual Conference: Theme: Exploring Human Populations with Center for Health Outcomes and Prevention Annual Symposium – Sanford Center 16 hours	16 hours	11/6 – 11/7/19
Webinar: Storytelling and Humor in Nursing, Omega Omicron/Nancyruth Leibold	1 hour	2-10-20
Peer reviewed Presentation: 31 st Annual Nursing Scholarship Day, The Importance of Trust in Rural Nursing, 3-23-20 in Sioux Falls, SD.	8 hours – cancelled	3-23-20

	due to COVID-19	
Webinar: What Ag Producers Need to Know about COVID-19, Agrisafe	2 hours	3-26-20
31 st Annual Nursing Scholarship Day, Sioux Falls, SD	Cancelled due to COVID-19	3-27-20
Behavioral Health Planning: A Key to Farming in the Era of COVID-19, AgriSafe Network, 5-12-20	1 hour	5-12-20
Webinar: North America West Region Virtual Conference, STTI	2 hours	5-28-20
Webinar: Telehealth and COVID-19 in Rural Areas, hosted by Bipartisan Policy Center	1 hour	6-4-20
Webinar: Best PPE to Protect Your Lungs, AgriSafe Network	1 hour	6-4-20
Webinar: Crossing the Bridge from “I don’t belong here” to “Meant to be here”: Addressing Imposter Phenomenon in Higher Education, Online Learning Consortium (OLC) 2020 Virtual Conference	1 hour	6-15-20

1. Continued involvement in professional organizations with involvement including:
 - a. Membership in Sigma Theta Tau Phi chapter
 - b. Membership in the American Nurses Association and Membership in Minnesota Organization of Registered Nurses
 - c. Membership in the Association of Community Health Nursing Educators
 - d. Membership in the Western Institute of Nursing
 - e. Membership in the Sigma Omega Omicron Chapter
 - f. Membership in Rural Nurse Organization
 - g. Membership in NLN
 - h. Membership in USDLA
2. American Heart Association Basic Life Support Provider CPR certification
3. President of the Southwest Minnesota Nursing Honor Society
4. Minnesota Board of Nursing Licensure
5. South Dakota Board of Nursing Licensure
6. Certified Nurse Educator, National League for Nursing

- **Dr. Nancyruth Leibold continued to advance her professional development through the following means:**

**Nursing Continuing Education Professional Development in Nursing Science Topics
(Reverse Chronological Order)**

Title of Professional Development/Continuing Education	Contact Hours (if awarded)	Date

Caring for the Rural Population: What Nurses Need to Know	1.0 hour	April 27, 2020
How to Respond to Ethical Challenges and Moral Distress during the COVID-19 Pandemic	1.0 hour	April 15, 2020
Be Confident Protecting Yourself and Providing the Best Care to Your Patients during this COVID-19 Pandemic American Nurses Association Webinar	1.0 hour	April 15, 2020
Active Shooter Training for Healthcare Professionals: What You Need to Know Nurse.com	1.0	March 27, 2020
Medicinal Cannabis: What Healthcare Professionals Need to Know Nurse.com	1.5 contact hours	March 27, 2020
Healthcare Worker Fatigue: Too Tired to Care? Nurse.com	1.0 contact hour	March 27, 2020
2020 Spring Summit: Excellence in Nursing Leadership	4.0 contact hours	March 24, 2020
Understanding the Online Induction System (Sigma Theta Tau International)		January 21, 2020
Ensuring Evidence-Based Practice in a Clinical Setting: Structure, Process and Outcomes	1.0 contact hours	November 24, 2019
Substance Abuse Disorders Among Nurses	1.0 contact hours	November 11, 2019
A Global View of Transformative Leadership	1.50 contact hours	August 17, 2019
Growing Leaders Through Volunteerism	1.65 contact hours	August 17, 2019
Accountable Care: Care of Patients from Hospital to Home and Healthcare Roles	1 contact hour	August 17, 2019
A Quadruple Aim and Social Determinants of Health Conversation Starter	1 contact hour	August 11, 2019
Empathy 101 for Nurses: How to care for yourself while emotionally supporting others	1 contact hour	April 27, 2019
Using Emotional Intelligence to create the Work environment you desire	1 contact hour	April 27, 2019
Emotional Intelligence Helps RNs Work Smart OnCourse Learning	1 contact hour American Nurses	April 27, 2019

	Credenti ng Center (ANCC)	
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**Holistic Nursing Professional Development in Holistic Nursing Topics
(Reverse Chronological Order)**

Title of Holistic Professional Development/Continuing Education	Contact Hours (if awarded)	Date
Planetary Health: Cross-Cutting Principles for a Healthy Future	1.0 hour	May 7, 2020
Online Stress Busters	1.0 hour	May 5, 2020
Stress Management for Students	45 min	May 4, 2020
Purpose in Times of Uncertainty	1.0 hour	April 29, 2020
Pathways to Resilience During Times of Change University of Minnesota	1.0 hour	April 15, 2020
Forest Bathing	1.0 contact hours	April 11, 2020
Biofeedback 101 Nurse.com	1.0 contact hours	March 27, 2020
Forgotten Family Caregivers	1.0 contact hours	January 10, 2020
Delineating and Guiding Holistic Nursing Practice: Holistic Nursing Scope and Standards, 3rd Edition	1.1 contact hours	January 10, 2020
The Healing Power of Humor	1.0 contact hours	November 25, 2019
Applying Research to Cannabis Nursing Practice: Confessions of an Integrative Nurse Coach Using the Evidence-Based Practice Process AHNA	1.6 contact hours	October 29, 2019
Integrative Health A Traditional Chinese Medicine Perspective CentraCare St. Cloud, MN	6.0 contact hours	September 18, 2019
Reiki Space Clearing Certification With Reiki Master Melissa Crowhurst	10 hours	September 6, 2019

Reiki I, II, Master Certification (Re-certification) and Energy Healing With Reiki Master Melissa Crowhurst	30 hours	September 4, 2019
Energy Healing with Colour and Art Certificate <u>With Reiki Master</u> Melissa Crowhurst	1 hour	August 31, 2019
Crystal and Energy Healing Certificate With Reiki Master Melissa Crowhurst	2 hours	August 31, 2019
Balancing the Human Energy Field through Pranic Healing AHNA	1.2 contact hours	August 30, 2019
The Nurse as Servant Leader: Guiding Others in Caring Advocacy AHNA	1.4 contact hours	August 30, 2019

**Education/Nursing Education Faculty Development
(Reverse Chronological Order)**

Title of Faculty Development Activity	Contact Hours (if awarded)	Date
Evidence-Based Mentoring: Separating Fact from Fiction Association for Nursing Professional Development	1.0	May 3, 2020
Quality Matters Master Recertification Course		April 30, 2020
Career Readiness and Digital Badging Minn State		April 16, 2020
Pressbook Webinar By Minn State Dan Allosso Bemidji State University		April 7, 2020
D2L Brightspace Courseroom Templates Webinar By Minn State		March 31, 2020
<i>Telehealth Technology Tips & Resources Webinar</i> <i>US Distance Learning Association</i>		March 27, 2020
Great Minnesota State Disciplinary Get Together		March 25, 2020
D2L Intelligent Agents Webinar 201		March 3, 2020
Dealing with OER Challenges Minn State		March 2, 2020

Star Symposium 		February 28, 2020
D2L Quick Evaluation Tool Webinar		February 26, 2020
Copyright and Creative Commons OER Webinar		February 26, 2020
D2L Intelligent Agents Webinar 101		February 25, 2020
The QM Ohio Year of Review: Building a Statewide Culture of Online Quality Webinar		February 25, 2020
D2L Awards and Certificates Webinar	1	February 24, 2020
Assessment Day		February 2020
Faculty Development Day		January 2020
Busting Multimedia Myths: An Evidence-Based Approach to Quality Instructional Media	1	November 7, 2019
Evaluate Course Assessment Activities Using Brightspace Assessment Quality Metrics	1	November 6, 2019
SMSU Faculty Development Day		August, 2019
A Quick Guide to Preparing Professional Presentations	1.0	August 11, 2019
Nurse Educator Conference in the Rockies Vail, Colorado	14.5 contact hours	July 8-12, 2019
Association for the Assessment of Learning in Higher Education		June 9 to June 13, 2019
Quality Matters Master Reviewer Recertification	15 hours	May 1, 2019

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

- a. Counselor, Program Chair, WebMaster, Archivist, and Governance Chair in the Omega Omicron Sigma Nursing Honor Society
- b. Member of membership committee, Omega Omicron Sigma Nursing Honor Society
- c. Member of newsletter committee, Omega Omicron Sigma Nursing Honor Society

- d. Membership in the National League for Nursing
- e. Membership in Sigma Theta Tau International, Nu Rho Chapter
- f. Membership in Sigma Theta Tau International, Omega Omicron Chapter
- g. Membership in the American Association of Colleges of Nursing
- h. Membership in the American Holistic Nurse Association
- i. Minnesota Board of Nursing RN licensure
- j. Nebraska Board of Nursing RN licensure
- k. Minnesota Public Health Nursing Certification
- l. Certified Nurse Educator, National League for Nursing
- m. Advanced Holistic Nurse-Board Certified
- n. Creative Commons Licenses Certificate
- o. International Judge, Sigma Theta Tau International
- p. International Nurse Leader Committee Member, Sigma Theta Tau International
- q. Virginia Henderson Fellow, Sigma Theta Tau International
- r. Sigma Theta Tau International, Heritage Society Member
- s. Member of Association of Nurse Professional Development
- t. International Certified Energy Healing Practitioner

- **Dr. Ruth Van Heukelom continued to advance her professional development through the following means:**

Title of Professional Development/Continuing Education	Contact Hours (if awarded)	Date
Genomics, Precision Medicine, and Infection Control offered by the University of Iowa	6.0 hours	August 15, 2019
Professional Development Day at SMSU		August, 2019
On campus session in for New Advisors		August 20, 2019
Zoom session for New Advisors		October 2, 2019
Zoom session for New Advisors		October 9, 2020
Metabolism and physiology of nutrients in in health, disease, and aging	5.5 hours	November 15, 2019
How to Care for your Dying Patient, the Patient's Family, and Yourself.	2 hours	December 5, 2019
Midwestern Conference on Health Care in the Elderly	7.25 hours	January 31, 2020
Webinar - Excellence in Nursing Leadership	4.0	March 24, 2020
Understanding Coronavirus and How to Keep You and Yours Safe	1.5	April 9, 2020

Covid-19 in Older Adults: Best Practices for Providers and Caregivers. April 16, 2020	1.0	April 16, 2020
Living with Dementia During the Covid 19 Pandemic	1.0	April 24, 2019
Continued membership in Sigma Theta Tau		
Continued membership in American Nurses Association.		
Continued membership in Iowa Nurses Association.		

- **Lindsay Rohlik continued to advance her professional development through the following means:**

Title of Professional Development/Continuing Education	Contact Hours (if awarded)	Date
Sigma COVID-19: Staying Positive When Surrounded by Negativity	1 hour	5-5-20
Caring for the Rural Population: What Nurses Need to Know webinar		4-27-20
2020 Virtual Spring Summit: Excellence in Rural Nursing Omega Omicron Honor Society Spring Summit	4 hours	3-24-20
How to Get Published in an Academic Journal		3-3-20
Omaha System Community of Practice Meeting		2-20-20
Attended Nursing Honor Society Education Webinar – Storytelling and Humor in Nursing	1 hour	2-10-20
Improving Population Health Via DNP Informatics Projects		1-10-20
AACN 2019 Baccalaureate Education: Faculty Development Nurse Educator Conference, Orlando, FL	16 hours	11-20-19 and 11-21-19
Great Plains Sociological Association 2019 Annual Conference / Exploring Human Populations Center for Health Outcomes and Prevention, Annual Symposium- Sanford Center, Sioux Falls, SD	8 hours	11-7/11-8-19
SMSU Professional Development Day - SMSU	8 hours	8-21-19
Nursing Honor Society Fall Education Webinar - Substance Use Disorders Among Nurses	1 hour	11-11-19
Pursuing Doctoral degree (DNP) in Nursing Leadership and Practice Innovations		1-17-2020 to current
Attend new faculty Advisor Workshop		10-8-19
Attended Nursing Honor Society Fall Education Webinar	1 hour	11-11-19
Webinar One - Nursing in a Changing Climate: A Call to Action	1 hour	2-4-20
Exemplars of Nursing Leadership on Climate Change	1 hour	3-4-20

Lindsay Rohlik’s continued membership involvement in professional nursing

organizations includes:

- | |
|--|
| <ul style="list-style-type: none"> a. Sigma Theta Tau International Omega Omicron #565 Chapter member b. Member in the National League for Nursing c. Membership in the Association of Community Health Nurse Educators (ACHNE) d. Membership American Association of Colleges of Nursing (AACN) e. Membership in the American Public Health Association (APHA) f. Treasurer/Secretary Omega Omicron Chapter g. Minnesota Board of Nursing Licensure RN licensure h. Minnesota Public Health Nursing Certification i. Henry Street Consortium Member of Minnesota |
|--|

Adjunct Faculty	Evidence of Achievement
<p>Laura Hoffman</p>	<ul style="list-style-type: none"> • Attended STAR symposium to learn innovative ways to engage students in online class discussions and how to better design courses that align with course objectives. • Attended 2020 Spring Summit: Excellence in Nursing Leadership. • Attended several virtual learnings presented by Vizient on COVID-19 and use of telehealth. This information will inform adjustments to Fall 2020 curriculum as policy changes and use of telehealth were instrumental in changing the future of informatics in nursing and healthcare delivery as a whole.
<p>Laura Stoks</p>	<ul style="list-style-type: none"> • College Assessment presented by Dr. Patricia Linehan on Friday, February 14, 2020 • Move-IT-Securely faculty training on March 3, 2020 • Attended Southwest Minnesota Nursing Honor Society Spring Summit: Excellence in Rural Nursing - March 26, 2019 (cert on file)

Service to Students

The Department of Nursing provided service to students. Such services were exemplified in many ways throughout the year, for current and prospective nursing students, as well as alumni.

All students in the RN to BSN Program, as well as every student who has applied to SMSU while seeking admission to the RN to BSN Program, were offered individualized phone/in-person advising sessions with a faculty member/advisor prior to admission and at least once a semester. Students have been advised in a caring, honest, and professional manner, with advising sessions creating a course plan map for each individual student at the completion of each advising session. The Department of Nursing faculty utilized a Curriculum Tracking spreadsheet to track all the nursing student's individualized course plans created during advising sessions, as a means to assist with the projection of future course offerings. With the addition of the Nursing Student Services Coordinator, students inquiring about the RN to BSN Program, and applying to the program, will be contacted by Stella Nwachwuku to welcome and assist them.

The Department of Nursing planned to host the fifth annual Nurse Pinning Ceremony on May 8th, 2020. However, due to COVID-19, the pinning ceremony was postponed with plans to host the ceremony during the Fall 2020 semester.

Dr. Nancyruth Leibold supports student success in a variety of ways. One way her coaching of students in scholarly communication, dissemination, and presentation skills. Dr. Nancyruth Leibold served as their faculty advisor and coached students and provided support with evidence-based projects, scholarly writing, presentation skills, and abstract writing for over 230 projects during the 2019-20 academic year.

Service to prospective students occurred in many other ways:

1. Completed on-campus visits at community and technical colleges
 - a. To Southeast Tech in Sioux Falls, SD on 7-17-19.
 - b. To MNWest on 8-14-19 in Worthington to meet all incoming LPN students and talk about Early Entry program.
 - c. To MNWest on 8-14-19 in Worthington to meet all incoming RN students and talk about Early Entry program.
 - d. To MNWest on 10-10-19 in Worthington to meet RN students on simulation day to recruit in Early Entry program.
 - e. To MNWest on 10-15-19 in Granite Falls to meet RN students on simulation day to recruit Early Entry.
 - f. To NCC in Sheldon Iowa on 10-17-19 to meet LPN/RN students during a career fair.
 - g. To MATEC on 11-20-19 to meet CNA students.
 - h. To Granite Falls on 1-15-20 to meet with MNWest LPN Students.
 - i. To Anoka Ramsey on 3-9-20 to meet RN students during career fair.
 - j. Following that point, with COVID-19, a video was created to meet MNWest students for the remainder of Spring 20 semester.
 - k. Recruitment video created for Northwest Iowa Community College students since career fair was cancelled due to COVID-19

- I. SMSU RN to BSN Program FAQ sheet updated
2. Attended community events, such as the Minnesota Workforce Council Career Day at SMSU and MN West on 9-24-19 and 9-25-19
3. Mentored students in the SW ABE Office FastTRAC Health Care Training sessions collaboratively with MN West, for students attending certified nursing assistant (CNA) classes. Sessions held at the Marshall Area Technical and Education Center (MATEC) on 10-2-19
4. Continued to use a recruitment reward policy, awarding any current nursing students of alumni with an SMSU Nursing t-shirt for the referral of a student enrolled into the RN to BSN Program
5. Created online recruitment campaign to contact all 100,000+ RNs in Minnesota through an email, announcing a Live Open House to prospective students on 4-27-20 and again on 4-30-20, following each live session with an informational webinar about rural nursing, free to attendees, with contact hours provided by Avera Marshall.
6. Updated 'Talking Points' to create consistency recruitment messages within Department of Nursing
7. Created December 2019 and June 2020 RN to BSN Program newsletters
8. Department of Nursing Student Handbook updated and made available to all nursing students as well as prospective students
9. Reviewed and updated nursing scholarship list to provide to SMSU nursing students
10. Invited nursing students from Ridgewater Community College and MN West to attend the Omega Omicron Spring Summit.
11. Assisted alumni with process to register to be Public Health Nurses through the Minnesota Board of Nursing
12. Assisted students/alumni with referrals as needed for job/educational opportunities

Additionally, the use of Student Representatives started in the summer of 2014, with Student Representatives being included in department team meetings and Nursing Program Advisory Council meetings. Student input continued with the use of Student Representatives, seeking to include them in the governance, growth, and improvements to the RN to BSN Program.

The RN to BSN Program also has an active Nursing Program Advisory Council (NPAC), which generally meets at least twice a year to seek input, and involve, as our communities of interest. The NPAC met during the Fall 2019 semester. However, the Spring 2020 meeting was cancelled due to COVID-19. Plans for our next NPAC meeting this coming fall. The NPAC offers valuable insights that are utilized to govern the Nursing Program, and create avenues to increase the public's awareness of the RN to BSN Program.

Service to the University

During the 2019-20 academic year, the SMSU Department of Nursing followed the Faculty Guidelines for Evaluation created the previous year. Services to the University and community are faculty responsibilities that extend beyond the classroom. The

expected outcome for faculty/adjuncts in the Department of Nursing to have a participation average of 50% attendance at the Department of Nursing Team Meetings. An attendance average of 81% was found in the 2019-20 Department of Nursing Team Meetings for faculty and staff. Additionally, the evidence below displays additional Department of Nursing's achievements of service to the University:

- **Dr. Johansen's service to SMSU included:**

1. Participation in chair meetings with the Dean of Business, Education, and Professional Studies
2. Participation in Curriculum Committee
3. Participation in Academic Affairs committee
4. Participation in the Minnesota Association of Colleges of Nursing (MACN) meetings
5. Leadership of the SMSU Nursing Program Advisory Council
6. Leadership of SMSU Department of Nursing Team Meetings
7. Program Assessment Leader (PAL) for Department of Nursing
8. Participation in Search Advisory Committee Training for Minnesota State (MnSCU) and search committee for Department of Nursing - Nursing Student Services Coordinator position
9. Participation in Chairs Training by IFO Legal/Labor & Equity Director, Pat Arseneault and IFO Legal/Labor & Equity Officer Kathryn Engdahl
10. Leader in Department of Nursing recruitment of nursing students
11. Led Department of Nursing ongoing assessments and evaluations
12. Led overall curricular evaluation for 2017-19
13. Set up Mock Accreditation Visit on 9-16-19 with Dr. Marge Hegge. Included President, Provost, Dean, VP for Finance, HR, Advisory Council, Clinical sites, Faculty, Students, CIO, and registrars
14. Led CCNE site visit from 10-7-19 through 10-9-19
15. Attended CampusNexus Engage Onsite Discovery Workshop on 7/9 & 7/10/19
16. Attended New Faculty Orientation as Mentor at SMSU New Faculty Orientation – participated in Faculty Panel, 8-19-19
17. Led orientation and mentoring of new faculty
18. Led advising orientation and mentored new faculty advisors
19. Led orientation and mentoring of workstudy student
20. Led new faculty development planning
21. Mentored new NURS 300 adjunct
22. Continued to develop Curriculum Tracker for nursing advisor use
23. Led planning committee for newly developed RN to BSN Day at SMSU
24. Participation in Pedal for Purpose as SMSU team member for Marshall YMCA fundraiser
25. Applied to be CCNE On-Site Evaluator on 2-11-20 (results pending due to COVID-19)

- **Dr. Leibold's service to SMSU included:**

1. University Committee for Institutional Assessment (CIA), Nursing Representative
2. Southwest Minnesota State University, Nursing Advisory Council
3. Southwest Minnesota State University, Educational Resource Group Member
4. Recruitment of Nursing Students

- **Dr. Van Heukelom's service to SMSU included:**

1. Contributed to development of CCNE self - study
2. Participated in CCNE site visit
3. Service on Elections and Voting Procedures Committee

- **Lindsay Rohlik's service to SMSU included:**

1. Active member of Multicultural Issues committee as the nursing representative
2. Participate in RN to BSN Southwest Minnesota State University, Nursing Advisory Council
3. Write and provide segments for Southwest Minnesota (Omega Omicron) Honor Society newsletter
4. Search Committee, Southwest Minnesota State University, Coordinator of Advising Services/Office of Student Success/Advising Center
5. Actively participate in quarterly departmental newsletter
6. Actively participate/attend in departmental nursing faculty meetings
7. Attend and participate in SMSU Faculty Professional Development activities to increase performance effectiveness
8. Assisted with planning/ working on new nursing on-campus Conference day for Fall 2020

Services to the Community at Large

- **Dr. Laurie Johansen's service to the community at large included:**

1. Served on the Avera Marshall Regional Board of Directors
2. Served as chair of the Avera Marshall Regional Quality Committee
3. Served on the MN West Nursing Advisory Council
4. Served as President of the Omega Omicron Honor Society

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

- | | |
|------------|---|
| March 2019 | Southwest Minnesota Nursing Honor Society Food Drive for the Marshall Food Pantry and Worthington Food Pantry Volunteer |
| 2018-19 | Counselor, Southwest Minnesota Nursing Honor Society |
| 2018-19 | Program Planning Chair, Member, Southwest Minnesota Nursing Honor Society |
| 2018-19 | Archivist, Southwest Minnesota Nursing Honor Society |
| 2018-19 | Webmaster, Southwest Minnesota Nursing Honor Society |

2018-19	Member, Membership Committee, Southwest Minnesota Nursing Honor Society
2017-19	Author, Sigma Chapter Application, Southwest Minnesota Nursing Honor Society
2018-19	Chair, Newsletter Committee, Southwest Minnesota Nursing Honor Society
2019	National League for Nursing Summit Planning Committee Member
2018-19	Sigma Theta Tau International, International Nurse Leader Review Committee Member (invited appointment)
2019	Sigma Theta Tau International, International Judge (invited appointment)
2018-19	Minnesota West Nursing Advisory Board
2018-19	Sigma Theta Tau International, Heritage Society Member
2019	Nurse Educator Conference in the Rockies Abstract Reviewer
2018-19	MERLOT II Associate Editor and Peer Reviewer

- **Dr. Ruth Van Heukelom's service to the community at large included:**
 1. Service in delivering Meals on Wheels to elderly adults
 2. Assisted with local food bank

- **Lindsay Rohlik's service to the community at large included:**
 1. Serve as board member/leadership position as Treasurer on behalf of Southwest Minnesota Nursing Honor Society/Omega Omicron Chapter
 2. Participate in Sigma Theta Tau International webinars to help support Treasurer role
 3. Participate in community service project – Food Shelf
 4. Developed Sigma Leader Poster Project for Induction Ceremony - Dec 2019
 5. Actively involved in planning Poverty Simulation Pilot Service-Learning Day/Project at SMSU Fall 20/Spring '21
 6. Serve at Marshall Public Schools/Holy Redeemer Schools Annual Flu Clinics
 7. Serve at Marshall Public Schools for vision/hearing screenings/rescreens
 8. Server and meal prep at Esther's Kitchen monthly
 9. Attended SMSU Convocation Ceremony 8/23/19
 10. Served as guest/panel speaker at Dr. Kris Cleveland's Intro to Health Professions class on 10/28/19

Assessment and Evaluation

Assessment and evaluation of the SMSU RN to BSN Program is ongoing to provide a quality nursing program to meet the mission of SMSU and the Department of Nursing. The Department of Nursing Program Assessment of Student Learning (PASL) demonstrates the relationships between the Department of Nursing mission, goals, student learning outcomes, and courses. The PASL provides a continuous cycle of

comprehensive assessments, evaluations, and adaptations within the RN to BSN Program. The PASL includes:

- evaluations of NURS courses
- curriculum evaluations including course syllabi and mapping of the Essentials of Baccalaureate Education for Professional Nursing Practice (Essentials) (American Association of Colleges of Nursing, 2008) and Quality and Safety Education for Nurses (QSEN) Competencies (QSEN Institute, 2020)
- course pass rates
- assessments of goal areas
- graduation rates
- student/alumni satisfaction
- employment rates
- employer satisfaction
- alumni progression
- evaluation of program documents and publications
- evaluation of the mission/values/goals/ outcomes/objectives
- faculty outcomes
- Department of Nursing Program Evaluation
- Overall Program Evaluation
- Evaluation of SMSU Liberal Education Student Learning Outcomes
- evaluation of the actual PASL itself as a complete assessment/evaluation plan

The PASL (Appendix 1) guides the Department of Nursing's assessment plan and results, including how the results impacted, or will impact, teaching and learning. During the 2019/20 academic year, the following assessment and evaluation activities have occurred:

- Goal 1
- Faculty/instructor course evaluations
- Faculty outcome evaluations using Professional Development Plans/Reports per Master Agreement schedule
- Review/update of SMSU RN to BSN Program documents and publications, including the SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, and brochures
- Creation of plan to institute LEP Critical Thinking assessments
- Collection of graduating student/alumni/employer surveys

As noted in the PASL, every two years the Department of Nursing completes a Program Evaluation as well as an Overall Program Evaluation. During the 2019 Fall Semester, both of these evaluations were completed as noted below. Results of these evaluations were used for the CCNE accreditation visit in October 2019, as well as in the Department of Nursing continual improvement processes.

Fall 2019 Faculty Assessment/Evaluation of the SMSU RN to BSN Program

Dates: 2/8/19 – 8/22/19

Participants: Laurie Johansen, Nancyruth Leibold, Ruth Van Heukelom, Lindsay Rohlik, LeeAnn Teig

Meeting purpose: Overall curricular evaluation

The purpose of the Overall Curricular Evaluation is to evaluate the effectiveness and value of the RN to BSN Program through careful appraisal, focusing on strengths and weaknesses of the program. Methods used to collect data include data from course syllabi, curricular mapping for the Essentials of Baccalaureate Education for Professional Nursing Practice (Essentials), and the Quality and Safety Education in Nursing (QSEN) Core Competencies and LEP SLOs, faculty course evaluations, student course/faculty surveys, the curricular matrix, and Goal 1-4 evaluations, to name a few. The Program Assessment of Student Learning (PASL) is the guiding framework for the SMSU RN to BSN Program evaluation.

Assessment and Evaluation of:

**Mission* - The mission of the SMSU Department of Nursing states:

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

The mission of SMSU states:

"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."

Evaluation of the mission of the SMSU Department of Nursing finds the mission to be clear and understandable, reflects the distinctions of the RN to BSN Program including primary emphasis, yet broad enough to allow flexibility in implementation of the program. The mission reflects the passion and values of the Department of Nursing and is consistent with the SMSU mission. The mission has led to attainable, and practical, achievements of our students and alumni. No recommendations for change.

**Goals* - the purpose of evaluating the goals of the SMSU RN to BSN Program is to assess student progress and the effectiveness of the goals in order to meet the needs of internal and external communities of interest. Ongoing assessments of the four goals for the RN to BSN Program are routinely completed, with one goal being assessed each spring/fall semester. Evaluation reveals applicable goals that guide the RN to BSN

Program to meet the mission of the Department of Nursing. Goals are relevant, attainable, measured by appropriate nursing courses, and appropriate to meet the needs of internal and external communities of interest. Goals are measured by appropriate nursing courses, but are not isolated to impacting only designated nursing courses, as they are many times met by many nursing courses. No recommendations for change at this time.

**Student Learning Outcomes, Course Descriptions, Student Learning Objectives, Course Assignments, and Course Pass Rates* – ongoing changes have been made to the SMSU RN to BSN Program Student Learning Outcomes, Course Descriptions, and Student Learning Objectives since the 2017 Faculty RN to BN Program Evaluation. Changes are found in Part IV of the PASL, in the goal assessments. Student Learning Outcomes were evaluated in April, 2019, following evaluation of the mission and goals for the RN to BSN Program, with the current SLOs determined to be relevant, current, and appropriate to meet the needs of the internal and external communities of interest. All RN to BSN Program course descriptions and Student Learning Objectives were assessed thoroughly one year ago. Areas needing clarification, or strengthening, in the syllabi were noted. At that time, all NURS syllabi were taken to the SMSU Curriculum Committee for appropriate modifications to continue to keep course descriptions current and applicable. Current evaluations reveal course descriptions and student learning objectives to be relevant and current at this time.

Course Assignments: All NURS course assignments were assessed. Gaps and overlaps, as well as teaching methods and assessment techniques, were included in the assessment and evaluation process. A table was created including teaching and learning strategies and assessments, which is included in Part IV of the PASL. Scholarly presentations were discussed in depth, with the variety of presentations noted to be a strength of the RN to BSN Program curriculum.

Course pass rates for all NURS courses were assessed with data demonstrating that courses exceed the expected outcome of >90% (data available in the PASL, Part IV). Since 2017, all but one course met the expected outcome of >90% pass rates. Many strategies are used to guide students to success, including the SMSU Early Alert System, Striving for Success Plans, Tutor.com, Writing Center, writing resources, APA virtual lessons, clear expectations, consistent formatting of course syllabi, and weekly course audits. At risk students identified in weekly audits are contacted to promote their success courses. Evaluation reveals that all the interventions that have been implemented have led to successful course pass rates.

**SMSU Liberal Education Program (LEP) Student Learning Outcomes (SLO)*– the purpose of evaluating SMSU LEP SLOs is to assess quality and effectiveness of LEP SLOs, and their integration in the RN to BSN Program, in order to meet the needs of internal and external communities of interest. Assessment of integration of such SLOs was captured in an initial alignment matrix in 2016. With the SMSU LEP SLOs being updated in the past

year, reassessment was completed in 2019, updating the alignment matrix to the current SMSU LEP SLOs and RN to BSN Program courses (see PASL, Part IV, for Alignment Matrix). Summary of data reveals that all SMSU LEP SLOs are woven into the RN to BSN Program curriculum.

**SMSU LEP SLO Assessments* – following data collection for LEP SLO Alignment Matrix, an assessment plan was updated to continue future assessments of LEP SLOs within NURS courses. The NURS 300 and NURS 435 courses are used as courses that routinely demonstrate continual assessment of LEP SLOs, while implementing teaching strategies to improve further instruction and learning experiences for nursing students, while sustaining teaching practices. The SMSU LEP Writing Rubric is integrated into the NURS 300/435 courses and the LEP Critical Thinking Rubric is integrated into NURS 435. Course evaluation forms are used to collect data surrounding LEP SLOs. The expected outcomes are for students to score satisfactory and exemplary on the LEP SLO, *Communicate Effectively*, and at the advanced level for the LEP SLO, *Be Critical Thinkers Who Evaluate Information Wisely and Examine How Assumptions and Positions are Shaped*. This expected outcome has been met. During the next year, the Department of Nursing will create ongoing plans for continued LEP SLO Assessments.

**Syllabi* – following an SMSU policy change one year ago, regarding the SMSU Syllabus Policy, all RN to BSN Program course syllabi were assessed. In reviewing the SMSU Syllabus Policy in the Department of Nursing, some inconsistencies in syllabi were noted. Of importance to note is the appreciation nursing students have for consistent formats of nursing program syllabi. A template was created which is now used consistently for all NURS courses, including integration of RN to BSN Program Goals, Student Learning Outcomes, Course Descriptions, Student Learning Objectives, Code of Conduct, inclusion of Essentials/QSEN with descriptions of Essentials and QSEN Competencies, updated technology requirements, rubrics in appendices, and consistent wording - such as disability statements and policies. Grading criteria was updated to create further clarity for students, by adding .99 to better display rounding policy. Following this thorough assessment and implementation process, the current evaluation reveals no further updates recommended at this time. All nursing course syllabi have been through the curriculum committee process to update course descriptions and course requirements. In assessing further the course syllabi, it was determined that expectations for completion of all coursework in every nursing course could use some clarity. The following clause was added to every NURS course syllabi:

Throughout the course, late assignments will be deducted 25% per each day late, unless otherwise indicated within the syllabus. In every NURS course, the assignments are linked to course objectives. All course objectives must be met to successfully complete the course. Omission of any assignments equates to not meeting all course objectives. Thus, all assignments must be completed and submitted to pass the course, even if they are completed past the due date and will not earn a grade for the course. This means that the lack of completion of any assignments, such as a discussion

or paper assignment, will result in an “F” course grade for that assignment. If a student has missing coursework at the end of the semester, this coursework must be submitted no later than Sunday night at midnight before finals week, or the last Friday night at midnight of summer session. Arrangements for extenuating circumstances are considered for late work with previous approval from faculty. Ultimately, this means that if all coursework is not submitted by Sunday night before finals week, or the last Friday of summer session, the student will not pass this course. No late work is accepted after these dates unless previous arrangements have been made with faculty.

**Portfolio* – portfolio data continues to be collected by the students, serving the purpose of representing how each student meets the six QSEN competencies, nine Essentials and how they learned to critically evaluate healthcare related events and the terminal outcomes and objectives for the SMSU RN to BSN Program. Plan to continue to gather data, using portfolios, at exit interviews to continue ongoing assessment of valuable data.

**Curricular Mapping of Essentials/QSEN* – the purpose of curricular mapping is to document what is taught and when, revealing gaps and overlaps in the curriculum, and helping to design future curriculum and assessment plans. Mapping allows for improved program coherence and an increased likelihood that nursing students will achieve desired outcomes. The method used to collect data for curricular mapping is by assessing the syllabi and course materials in every NURS course for content including the Essentials and QSEN Competencies. The Essentials/QSEN Curricular Map reveals a wide distribution of Essentials and QSEN Competencies throughout the RN to BSN Program with no overlaps that are concerning. This meets our expected outcome for Curricular Mapping. No changes in curriculum recommended at this time in relation to this assessment.

**Curricular Matrix* – the SMSU Department of Nursing Curricular Matrix is utilized to document specific concepts that are taught and when, revealing gaps and overlaps in the curriculum, and helping to design future curriculum and assessment plans. Concepts are added to the matrix as current concept needs surface. In 2018, statistical literacy was an addition to the Curricular Matrix. More recently, concepts including inclusivity, professionalism, technology/informatics, and patient safety were added to the matrix. Evaluation reveals a curriculum strong in current concepts pertinent to nursing practice.

**Faculty course evaluations* – the purpose of faculty course evaluations is to supplement the guidance of faculty/instructors for improving the quality of the NURS courses. The method used to collect data is assessing courses for inclusion of the Essentials and QSEN competencies, LEP SLOs for applicable courses, student course/faculty surveys, content of student portfolios, faculty interactions during the course, and faculty evaluations of courses taught, to name a few. This assessment is completed at the conclusion of every NURS course when the instructor completes an evaluation of the course. The information from these completed evaluations are integrated into the next course

offering with instructors responsible for integrating into teaching plans. Faculty course evaluations are used to assess each goal area, as found in Part IV of PASL. Much progress has been made since the initiation of the RN to BSN Program courses, following this continual improvement process. Plan to continue with this process and revisit in the next year to establish continued assessment plan.

**Student Course/Faculty Surveys* – students are encouraged to complete a Student Course/Faculty Survey at the conclusion of each NURS course. The purpose of student faculty/course survey is to supplement the guidance of faculty/instructors for improving the quality of the NURS courses using feedback received by nursing students. The survey is a very general questionnaire about courses/resources/instructors, with not all questions always applying to all student or faculty situations. These surveys do provide feedback to faculty to continually improve the nursing courses. Plan to continue offering nursing students surveys with every nursing course.

**Graduation/ completion rates* - the purpose of assessing graduation/completion rates is to determine the achievement of program outcomes through completion of the RN to BSN Program, with the expected outcomes for graduation/completion rates being 70% or greater. The completion rates for the SMSU RN to BSN Program are determined by the number of students completing the RN to BSN Program, with the time-period allowed for completion being seven years from the first term the student enrolled in nursing courses in the RN to BSN Program. Completion rates are not calculated by anticipated graduation dates. Rather, completion rates are calculated using a specific entry point for each student, with the end-point determined by maximum time-period for completion being up to seven years. With the RN to BSN Program only being in existence for six years, there are not enough students who have completed the program yet to accurately generalize completion rates. However, all the students entering the RN to BSN Program in the Fall 13, Fall 14, Spring 15, Fall 15, and Spring 17 semesters have graduated or withdrawn from the RN to BSN Program. Data from these specific semesters are currently used to calculate our current completion rate of 85%. This completion, or graduation, rate is a calculated rate using the total number of these Fall 13, Fall 14, Spring 15, Fall 15, and Spring 17 semester students who have now graduated from the program divided by the total number of students enrolled in the RN to BSN Program beginning Fall 13, Fall 14, Spring 15, Fall 15, and Spring 17. Additionally, an overall attrition rate is calculated each semester, as well as each annual year, based upon a ratio of the current number of students who have withdrawn from the program divided by the number of students who started their enrollment in the RN to BSN Program in the same start semester. As noted in the table below, the attrition rates of the RN to BSN Program have dramatically decreased as continual quality improvements have been made to the RN to BSN Program. The current overall attrition rate is 14% and the completion/graduation rate is at 85%, exceeding our expected outcome of >70% (see table below for *SMSU RN to BSN Program Graduation Rates*).

SMSU RN to BSN Program Graduation Rates

Starting Semester	# Enrolled	# Withdrawn	# Continuing Enrollment	# Graduated	Attrition Rate by Semester	Annual Attrition Rate	Semester Grad Rate	Overall Attrition Rate	Overall Grad Rate
Fall 13	17	3		14	18%	18%	82%		
Spring 14	23	8	2	13	35%				
Fall 14	10	2		8	20%	30%	80%		
Spring 15	5	1		4	20%		80%		
Fall 15	25	3		22	12%	13%	88%		
Spring 16	18	2	3	13	11%				
Fall 16	21	2	3	16	10%	10%			
Spring 17	17	1		16	6%		94%		
Fall 17	27	2	10	15	7%	7%			
Spring 18	18	1	11	6	6%				
Fall 18	26	2	24	0	8%	7%			
Spring 19	23	1	22	0	4%			14%	85%
	Total Enrolled 230	Total Withdrawn 28	Total Still Enrolled 75	Total Grads 127					

Changes in curriculum/policies have strengthened the RN to BSN Program. The decreased attrition rates demonstrate this.

**Student satisfaction* – student satisfaction is assessed using data from the previously mentioned Student Course/Faculty Surveys, Faculty Course Evaluations, Graduating Nurse Surveys, Analysis of RN to BSN Program Nursing Student Exit Interviews, informal student feedback, feedback from student representatives, and Nursing Program Advisory Council.

Graduating Nurse Survey Results: Data is available through the Graduating Nurse Survey May 2015-May 2017 aggregate results and the Graduating Nurse Survey June 1, 2017 - June 13, 2019 aggregate results. Students are asked to complete the Graduating Nurse Survey at the time of their conclusion of the SMSU RN to BSN Program.

The expected outcome is for student satisfaction to be rated at >80% at a 4 or above on a 5 point scale for the satisfaction items on the Graduating Nurse Survey. We have

exceeded the expected outcome, with 100% of the rating above a 4 on the 5-point scale in the June 1, 2017 - June 13, 2019 data and an 88% rating for the May 2015-May 2017 data.

Results exemplify the efforts to provide a rigorous, quality education based on assessment and continual quality improvements. All the students felt they achieved the student learning outcomes of the program and were prepared for these student learning outcomes. All but one participant would recommend the SMSU RN to BSN Program. The importance and quality of the SMSU RN to BSN Program is evident with the current online format, along with advising and quality faculty being highlighted, as well as quality of curriculum. Student satisfaction is evidence of the dedicated work to improve the RN to BSN Program to provide a rigorous, quality improvement. Primary areas of concern include the speech center, writing center, and cost of attendance, although these were also noted to be the least important to the students. Faculty concerns, not exemplified in the student satisfaction results, are related to the inability to continue to advise the number students in rapidly expanding program. Plan to continue with assessment/evaluation plan.

Nursing Student Exit Interviews: Another means of assessing student satisfaction is through student exit interviews, in order to determine what aspects of the RN to BSN Program can be attributed to overall student satisfaction, recognize excellence in teaching, and make course/curricular changes as needed.

Summary of data from Nursing Student Exit Interviews from May 2015 – May 2017: Many positive comments about the quality and rigor of the RN to BSN Program. Areas of personal growth by the students included writing skills, presentation and communication skills, leadership skills, holistic nursing, and critical thinking skills, to name a few. Areas of strength within the RN to BSN Program include the pace of coursework with flexibility being a key component of the nursing program, quality of advising, curriculum, research conferences, teaching methods, on-campus days, and the clinical course. Suggested areas of improvement by students in the RN to BSN Program included the desire for nursing courses to be offered more frequently, the lack of need for statistics to be a co-requisite, group work, challenge of working clinical hours and on-campus days into life with a suggestion to decrease frequency of on-campus days. Increasing the course frequency of the clinical course was also noted. Summary of data from Analysis of RN to BSN Program Nursing Student Interviews June 2017-May 2019 reveals many areas of strength, including the flexibility of the RN to BSN Program, teaching methods and strategies, faculty interaction, curricular framework, and unique on-campus experiences, which are valuable to consider as the program continues to grow and develop. Areas of improvement were also found that will be included in the Overall Curricular Evaluation and future plans for the RN to BSN Program. Specific areas of improvement worth considering may include the number of clinical hours for the NURS 450 course and on-campus days.

It was evident that previous student input has been utilized to continually change and improve the RN to BSN Program. Curricular changes including statistics no longer being a co-requisite and increased frequency of nursing courses including the clinical course. Will continue discussions about on-campus days and clinical course requirements.

Nursing Program Advisory Council (NPAC) meetings are held at least two times a year. Participants are surveyed at the conclusion of each meeting. Survey results reveal that the NPAC participants agree, or strongly agree, that they feel they have input in the RN to BSN Program and decisions made, and that SMSU values their feedback, suggestions, and opinions. It is agreed, or strongly agreed, that the SMSU Nursing Program communicates with the NPAC and their time and efforts are well spent in serving on the NPAC. The integration of the NPAC as a community of interest to the RN to BSN Program has been instrumental in continually improving the nursing program.

Informal student feedback and feedback from student representatives – faculty are open to hearing student feedback, which is always welcome. This feedback is integrated into team meeting discussions and future planning.

**Alumni satisfaction* – the purpose of the alumni survey is to determine how the RN to BSN Program prepared the graduate for the role of a BSN nurse with an expected outcome of 75% satisfaction, measured through the question, “Were you adequately prepared for the role of a BSN?” The method used to collect data is through mail/email surveys used at one and three years’ post-graduation. Data has been collected using the SMSU RN to BSN Program One Year Alumni Survey Fall 2017, the SMSU RN to BSN Program One Year Alumni Survey June 1, 2017 – June 13, 2019, and the SMSU RN to BSN Program Three Year Alumni Survey June 1, 2017 – June 13, 2019. Throughout all the survey results, only one participant noted that they did not agree, or strongly agree, that they felt prepared to demonstrate one of the student learning outcomes, that being Understanding of the Application of the Nursing Scope and Standards of Practice and Standards of Professional Performance to Nursing Practice. However, this participant also did not feel unprepared, rather was neutral in their response. Overall, findings exemplify tremendous satisfaction with how the RN to BSN Program prepares BSN nurses, from an alumni perspective.

**Employer satisfaction* - the purpose of evaluating employer satisfaction is to determine the effectiveness of the RN to BSN Program. The method used to collect data is through mail/email employee surveys used at one and three years’ post-graduation. Satisfaction is measured through the question, “willingness to hire another SMSU BSN graduate” with an expected outcome of >80% employer satisfaction rates. The SMSU RN to BSN Program One Year Employer Survey Fall 2017, the SMSU RN to BSN Program One Year Alumni Employer Survey June 1, 2017 – June 13, 2019, and the SMSU RN to BSN Program Three Year Alumni Employer Survey June 1, 2017 – June 13, 2019 have been used as one means of evaluating employer satisfaction. There have been relatively low numbers of employer surveys obtained, however all employer participants noted they

would be willing to hire another SMSU BSN graduate, meeting our expected outcome. However, through Nursing Program Advisory Council feedback, and preceptor/clinical site feedback, our students are viewed as well-prepared for the BSN role of nursing.

Future data collection: qualitative data found in surveys lead to the need for an N/A option for student learning objectives questions - would be beneficial.

Will continue to seek out means of gathering employer satisfaction with SMSU alumni.

**Employment rates* - the purpose of evaluating employment rates is to determine the effectiveness and need of the RN to BSN Program. The Department of Nursing has an expected outcome of >90% employment rates at one year.

Data for tracking the employment status of RN to BSN Program graduates is obtained through several formal mechanisms. First, all graduating students are asked to complete a *Graduate Follow-up Survey*. Survey results are processed through the Minnesota State system and are available within the SMSU website, <http://www.smsu.edu/campuslife/careerservices/employment-statistics.html>. The most current report is the 2017 Annual Employment report, <http://www.smsu.edu/resources/webspaces/campuslife/careerservices/graduate-follow-up-survey/2017-annual-report.pdf>.

Results:

Total Nursing Graduates: 25 completed survey
Related Work Full Time: 25
Related Employment Rate: 100%

Another formal means of obtaining data about the employment status of the RN to BSN Program graduates is through the *RN to BSN Program Graduating Nurse Survey* that all RN to BSN Program students are asked to complete upon graduation. Data from this survey has been analyzed twice, once in May of 2017 and again in June of 2019. It is significant that all of the participants completing these surveys reported they were currently working (referencing previously mentioned *SMSU RN to BSN Program Graduating Nurse Surveys*).

Alumni surveys are used to collect data at one and three years post-graduation. The very first two alumni completed a pilot one-year alumni survey, completed in the fall of 2016. Data revealed that both alumni were employed. Since then, data from the One-year Alumni Survey has been analyzed in 2017 and again in 2019. Also, a Three-year Alumni Survey is now being utilized, since the RN to BSN Program has been in existence long enough to have three-year alumni. Data from the first Three-year Alumni Survey was analyzed in 2019. All participants in the alumni surveys were employed (referencing previously mentioned *SMSU RN to BSN Program Alumni Surveys*).

Lastly, employment status is discussed informally during advising sessions with nursing students, as well as during the graduate exit interviews, with findings revealing students having no difficulties finding employment. In fact, all nursing students participating in exit interviews from June 2017 – May 2019 were employed as nurses (referencing previously mentioned *Analysis of RN to BSN Program Nursing Student Interviews June 2017-May 2019*).

Data reveals that 100% of alumni are employed. This further validates employer satisfaction, while meeting the mission of SMSU and the Department of Nursing.

**Alumni progression* – the purpose of evaluating alumni progression is to determine the effectiveness of the RN to BSN Program through alumni achieving higher levels of education. The method used to collect data is through mail/email surveys used at one and three years' post-graduation, with a goal of 15% of graduates being enrolled in graduate studies within three years of graduation.

Survey data reveals that of the 14 participants in the RN to BSN Program One Year Alumni Survey Fall 2017, three were enrolled in graduate studies, with two in master level programs, and one in a doctoral program (21% of participants). Additionally, one participant was in a certification program. For the RN to BSN Program One Year Alumni Survey June 1, 2017 – June 13, 2019, of the 48 participants, seven were enrolled in graduate studies, with five in master level programs, one in a doctoral program, and one in graduate courses (15% of participants). Additionally, two participants were in certification programs. Lastly, for the RN to BSN Program Three Year Alumni Survey June 1, 2017 – June 13, 2019, of the 15 participants, two were enrolled in graduate studies, with one in a master level program, and one in a doctoral program (13% of participants). Many participants also noted that they planned to attend graduate programs in the future, with several participants requesting SMSU to start a graduate studies program for nurses (referencing previously mentioned *SMSU RN to BSN Program One Year Alumni Survey Fall 2017*, Exhibit IV-C for *SMSU RN to BSN Program One Year Alumni Survey June 1, 2017 – June 13, 2019*, and Exhibit IV-D for *SMSU RN to BSN Program Three Year Alumni Survey June 1, 2017 – June 13, 2019*). Many comments found in the survey data, as well as informal inquiries and advising sessions, demonstrated that alumni would appreciate a master level program for nursing at SMSU, which would perhaps increase numbers of alumni being enrolled in graduate studies. Will continue to encourage students to advance their education and increase alumni progression.

Beyond acknowledging graduate school, it is worth mentioning that many of our alumni experienced increased professional opportunities upon graduation. It is evident that the program outcomes that have been measured by the Department of Nursing demonstrate that the RN to BSN Program is achieving its expected outcomes.

**Formal student complaints* – no formal student complaints at this time. Students are educated about the complaint process. Also, the Department of Nursing students are

encouraged to work with their instructors and advisors to address any concerns they may have.

**SMSU Department of Nursing documents* – the purpose of reviewing and updating RN to BSN Program documents and publications is to assure distribution of current and applicable RN to BSN Program information. The method used to review and update RN to BSN Program documents and publications is by assessing the SMSU Department of Nursing Student Handbook, SMSU Department of Nursing Preceptor Handbook, SMSU Department of Nursing website including Course Catalog, Department of Nursing letters, Health History form, and the SMSU RN to BSN Program brochures. The SMSU Department of Nursing Student Handbook and SMSU Department of Nursing Preceptor Handbook have been reviewed at least annually and again have recently been updated. The SMSU Department of Nursing website is continually updated to keep accurate and current: <https://www.smsu.edu/academics/programs/rntobsn/index.html>. The expected outcomes have been met with all documents and publications providing accurate information to communities of interest.

**Faculty Outcomes* – Faculty outcomes for the Department of Nursing are evaluated to determine the effectiveness of teaching, scholarly contributions to the field of nursing, evidence of continuing education and study, contributions to growth and development, and service to the university and community. The method used to collect data is through the faculty Professional Development Plans and Professional Development Reports and individual reports from adjunct faculty. The expected outcomes are defined in the newly developed Tenure and Promotion Department of Nursing Faculty Guidelines for Evaluation. All faculty/adjuncts met expected outcomes for the 2018/19 academic year.

**PASL* – the purpose of evaluating the Program Assessment of Student Learning (PASL) is to determine the effectiveness and pertinence of the PASL processes. The method used to collect data is through assessment of the plan including overlaps and omissions of pertinent data. It is worth noting that the name of the PASL was previously the Overall Program Assessment Plan (OPAP) until the past year, with the change initiated to use consistent terminology within SMSU.

The effectiveness of the PASL has been assessed. No gaps in assessment data evident. Added professionalism, inclusivity, technology/informatics, and patient safety to Curricular Matrix. Plan creates a strong framework to guide a continual improvement process for the RN to BSN Program and collect data for ongoing evaluations. Plan to decrease assessment frequencies in the future as stability in the nursing program continues and the need for less frequent data analysis is evident.

**Summary: Overall strengths and suggestions for Program/Curriculum/Course changes or improvements:*

Strengths: the Department of Nursing Assessment/Evaluation has highlighted many strengths of the RN to BSN Program. It is noteworthy to look at the mission of the RN to BSN Program and how it is adding strength to SMSU's mission of preparing students to meet the complex challenges of this century as engaged citizens in their local and global communities.

The RN to BSN Program curriculum itself is a key strength, having grown into a rigorous, quality program of study that is something to be proud of. Continual improvement processes have led to current concepts from the healthcare arena being added to the curriculum, including inclusivity, statistical literacy, and technology. This not only has kept the student learning materials and experiences up-to-date, but has also allowed the nursing program to meet our internal and external communities of interest needs in their nursing workforces.

The ability of students to meet or exceed expected outcomes for the RN to BSN Program is evident not only in current students, but in nursing alumni as well. Students and alumni speak to their preparation to meet the Department of Nursing Student Learning Outcomes. The decreasing attrition rates, along with solid completion/graduation rates, are also testament to the success of the RN to BSN Program.

The core of the RN to BSN Program is the small, yet diverse, faculty body who truly prepare our students to succeed. The satisfaction rates of graduating nursing students, as well as alumni, are to be commended and celebrated. This satisfaction is leading to interest in a graduate nursing program at SMSU, which is very exciting.

Logistics of the RN to BSN Program are consistently noted to strengthen the program for the students served by the Department of Nursing and SMSU. Consistent formatting and uniformity of NURS syllabi and D2L Brightspace NURS courses, consistent due dates throughout NURS courses, consistent formatting of discussion grading rubrics, and consistent communications with students are just some of the logistics that are viewed as strengths of the program.

The Program Assessment for Student Learning Plan (PASL) is the foundation for the ongoing continual improvements in the RN to BSN Program. The thoroughness, and rigor, of the PASL guides the Department of Nursing to a quality program with high satisfaction levels.

The flexibility of the RN to BSN Program is found to meet the needs of many nursing students. The ability to determine their own unique pace of their plan of study allows them to fit the RN to BSN Program into their lives. The need for individualized advising correlates with this flexibility for students, and is addressed in the suggestions for improvements below.

Community partnerships are key to the strength of the RN to BSN Program, in terms of meeting the needs of internal and external communities of interest. Empowering

students to initiate partnerships in their own communities has created positive experiences for our nursing students, and excellent learning opportunities.

There is much to be proud of with the achievements of the Department of Nursing. The goals of the RN to BSN Program are being met, meeting our mission for the Department of Nursing and SMSU.

Suggestions: Along with the strengths of the RN to BSN Program, there are opportunities to improve the program to meet the needs of those served.

Strengthening employer satisfaction data is a desire of the Department of Nursing. The current strategies to seek employer satisfaction data needs to be supplemented to continue to grow the data available regarding employer satisfaction.

Continued evaluation of on-campus opportunities for three of the RN to BSN Program NURS courses will occur. Conflicting data is found, with the on-campus days being a challenge for some of the nursing students, while being appreciated by others.

Continued evaluation of the required clinical hours for the one clinical course will also continue. The clinical course is found to be a strength of the RN to BSN Program. However, some students have found it challenging to integrate the 75 clinical hours into their personal/professional lives.

Lastly, with consistent faculty overloads, and advising loads above manageable numbers, future resources found in faculty/staff need to reflect the ability to continue with a quality program with the rapidly increasing student enrollments.

Conclusion: SMSU's RN to BSN Program is highly dedicated to ensure quality and integrity in this academic setting. The above assessment/evaluation highlights quality indicators for the SMSU RN to BSN Program, as well areas open for improvements. The expected outcomes for the RN to BSN Program are currently being met through a rigorous, quality learning experience. The RN to BSN Program is marketable, given its message to already practicing Associate Degree Nurses in regards to real-world experiences and pre-existing abilities that are foundational to/for their learning in and out of the classroom within this program. The SMSU RN to BSN Program graduate embraces the nursing profession as a nurse generalist with a strong foundation for developing specialized clinical practice and other advanced practice roles and ultimately prepared to function effectively in ambiguous, unpredictable and complex environments.

Results of this assessment/evaluation will be presented to the Nursing Review Team this fall, with a purpose to continue to assess the effectiveness and value of the entire RN to BSN Program through careful appraisal, focusing on strengths and weaknesses of the program.

Nursing Review Team Overall Program Assessment/Evaluation
SMSU Department of Nursing RN to BSN Program - Minutes Fall 2019

Date: 11-19-19/Time: 9-10 a.m./Location: SC 207

Invited: Jeffrey Bell, Elizabeth Bunjer, Quentin Fixen, Deb Herrmann, Laura Hoffman, Nancyruth Leibold, Alan Matzner, Dean Onyeaghala, Lindsay Rohlik, Melissa Scholten, Laura Stoks, Interim Provost Teri Wallace, Ruth Van Heukelom, Laurie Johansen, LeeAnn Teig

Students: Melinda Lopez, Sara Swenhaugen, Brittany Larson

Attended: Elizabeth Bunjer, Quentin Fixen, Deb Herrmann, Nancyruth Leibold (via Zoom), Dean Onyeaghala, Melissa Scholten, Laura Stoks (Via Zoom), Interim Provost Teri Wallace, Ruth Van Heukelom (via Zoom), Laurie Johansen, LeeAnn Teig

Welcome/Introductions

- Ruth Van Heukelom has been instrumental in RN to BSN Program, starting her service on initial task force, key faculty adjunct, and now an emergency hire fulltime faculty
- Nancyruth Leibold been an instructor for the RN to BSN Program for five years
- Laura Stoks is a new adjunct
- Elizabeth Bunjer is an RN to BSN Program alumni and community member
- Dr. Quentin Fixen and a community chiropractic provider/member
- Deb Hermann is the Nursing Program Advisory Council Chair as well as preceptor for clinical NURS clinical course
- Melissa Scholten is the SMSU Director of Career Services
- LeeAnn Teig is the Administrative Assistant for the Department of Nursing
- Laurie Johansen is the SMSU Chair/Director of Nursing

Purpose of Meeting

- Continually assessing and evaluating our program.
- Every two years, the Department of Nursing completes a formal assessment and evaluation of the RN to BSN Program to determine effectiveness and value of the RN to BSN Program, using careful appraisal while focusing on strengths and weaknesses of the program

History

- Initiation of RN to BSN Program in 2013
- Meeting needs of Internal Communities of Interest/External Communities of Interest
- Curricular changes
 - Statistics is not required, but faculty are integrating statistical literacy within curriculum
 - Major curricular change to diminish non-nursing prerequisites

- Partnership with MN West (Early Entry Program)
- Policy changes (i.e.: Study Leave Policy)
- Growth (tripled enrollment in Fall 2019)
- RN to BSN builds on leadership, evidence-based practice, critical thinking skills so patient outcomes improve

Data presented:

1) Curricular Mapping Spring 2019

Nursing Goal 1- Goal 2- Goal 3- Goal 4-
 QSEN Competencies: 1) Patient Centered Care 2) Teamwork and Collaboration 3) Evidence-Based Practice 4) Quality Improvement (QI) 5) Safety 6) Informatics

CCNE BSN Essentials	1	2	3	4	5	6	7	8	9	QSEN Competency
NURS 300 Transitions to BSN	X	X	X	X	X	X		X	X	1, 2, 3, 4, 5, 6
NURS 310 Transcultural Nursing	X			X		X		X	X	1
NURS 320 Chronic Illness in a Rural Setting					X	X	X	X	X	1, 2, 3
NURS 330 Healthcare Policy and Informatics	X		X	X	X	X		X		3, 6
NURS 375 Pathophysiology							X	X	X	1, 3
NURS 400 Prevention and Population Health	X			X	X	X	X	X	X	2
NURS 410 Public/Community Health Clinical Experience Seminar		X				X	X	X	X	1, 2, 5
NURS 430 Evidence-Based Practice			X					X	X	3
NURS 440 Organizational and System Leadership	X	X	X	X	X	X	X	X	X	1, 2, 3, 4, 5, 6
NURS 450 Public/Community Health Clinical Experience	X	X	X	X	X	X	X	X	X	1, 2, 3, 4, 5, 6
<hr/>										
Elective Nursing Course	1	2	3	4	5	6	7	8	9	QSEN Competency
BSN Essentials										
NURS 435 Clinical Reasoning and Judgment		X	X			X			X	2, 3, 4, 5, 6
NURS 436 Comprehensive Health Assessment	X		X	X				X	X	1, 3, 6

Updated 5-14-19

2) Curricular Matrix

Curricular Matrix Spring 2019	NURS 300	NURS 310	NURS 320	NURS 330	NURS 375	NURS 400	NURS 410	NURS 430	NURS 435	NURS 436	NURS 440	NURS 450
End of Life		X	X									
Leadership	X						X				X	X
Code of Ethics	X	X	X	X	X			X	X		X	X
Interprofessional Collaboration	X					X	X	X			X	X
Conflict Resolution – Incivility	X										X	
Rural Nursing	X		X			X		X				
Health Literacy/Patient Education	X			X	X	X				X		
Evidence-Based Practice	X				X	X		X	X	X	X	
Civic Engagement	X		X	X					X		X	X
Self Care of Nurses	X										X	
Communication	X	X	X	X	X	X	X	X	X	X	X	X
Statistical Literacy	X	X		X		X		X			X	
Patient Safety	X		X		X	X			X	X	X	X
Professionalism	X	X	X				X	X		X	X	X
Technology/Informatics	X	X		X		X		X	X	X	X	
Inclusivity		X	X			X				X	X	X

Statistical Literacy Notes:

NURS 300: Means

NURS 310: Sampling

NURS 330: Sampling

NURS 400: Sampling, Descriptive data and inferential statistics related to populations, Measures of effect (relative risks, odds ratios, risk differences, and number needed to treat) as related to epidemiology

NURS 435: Reliability, Validity, Probability, Non-probability, Between subjects, Within subjects, Levels of measurement, Data collection, Sampling methods, Descriptive statistics, Inferential statistics, Correlational statistics, Measures of central tendency, Ethical considerations related to statistical analyses, Measures of effect (relative risks, odds ratios, risk differences, and number needed to treat), Confidence intervals, Clinical significance, Descriptive data related to quality improvement

NURS 440: Means, Modes, Medians, Descriptive data as related to finances and staffing, Levels of evidence

Updated 8-22-19

3) Faculty Course Evaluations

- Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.
- Student feedback about faculty and nursing courses occurs every time a nursing course is offered. Faculty use a Course/Faculty Evaluation form within the D2L Brightspace course platform to give students a means to provide feedback about course and faculty content at the completion of each nursing course
- Faculty also assess each individual nursing course following course completion. A template is used to guide the faculty assessment process in a similar manner for all RN to BSN Program nursing courses, including assessment for the Essentials and QSEN Competencies and incorporation of SMSU Liberal Education Program Student Learning Outcomes in selected nursing courses

4) NURS/MnTC/LEP ALIGNMENT MATRIX

PROGRAM NAME: Nursing

DATE: 2/8/19

PROG. SLO'S	MnTC /LEP SLO'S	PROGRAM COURSES											CAP-STONE NURS 450
		NURS 300	NURS 310	NURS 320	NURS 330	NURS 375	NURS 400	NURS 410	NURS 430	NURS 435	NURS 436	NURS 440	
1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 3.44.1, 4.2, 4.3	Communication	I, M, A, 1.1	R, M, A, 1.2	R, M, A, 2.1	I, R, M, A, 3.1	R, M, A, 3.2	I, R, M, A, 2.2	R, M, A, 4.1	I, R, A, 3.3	I, R, M, A, 3.4	I, R, M, A, 1.3	I, R, M, 4.2	
1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	Critical Thinking	I, M, A, 1.1	I, R, M, A, 1.2	R, M, A, 2.1	R, M, A, 3.1	R, M, A, 3.2	R, M, A, 2.2	R, M, A, 4.1	R, M, A, 3.3	I, R, M, A, 3.4	R, M, A, 1.3	R, M, 4.2	M, A, 4.1, 4.3

1.2, 1.3, 3.2, 3.3	Natural Sciences		I, A, 1.2			I, R, M, A, 3.2			I, A, 3.3		R, M, A, 1.3		M, A, 4.3
1.1, 1.2, 3.1, 2.2, 3.3, 3.4, 4.1,4.2	Mathematics /Logical Reasoning	I, M, A, 1.1	I, 1.2		I, 3.1		I, R, M, A, 2.2	R, M, A, 4.1	I, R, M, A, 3.3	I, R, M, A, 3.4		R., M, A, 4.2	
1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	History & Social /Behavioral Sciences		I, M, A, 1.2	I, M, A, 2.1	I, M, A, 3.1	I, 3.2	I, M, A, 2.2	R, M, A, 4.1	I, M, A, 3.3	R, M, A, 3.4		I, M, A, 4.2	
	Humanities/Fine Arts												M, A, 4.3
1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.2, 4.3	Human Diversity	I, M, A, 1.1	I, R, M, A, 1.2	I, R, M, A, 2.1	I, R, M, A, 3.1	R, 3.3	R, M, A, 2.2		I, M, A, 3.3			I, 4.2	
1.1, 1.2, 2.2, 3.1, 4.3	Global Perspective	I, 1.1	I, A, 1.2		I, 3.1		I, R, 2.2						M, A, 4.3
1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 3.4,	Ethical and Civic Responsibility	I, M, A, 1.1	R, M, A, 1.2	R, M, A, 2.1	R, M, A, 3.1		R, M, A, 2.2		I, R, M, A, 3.3	R, M, A, 3.4		R, M, A, 4.2	M, A, 4.3

4.2, 4.3													
1.2, 2.1, 2.2, 3.1,	Peopl e & Enviro n- ment		I, M, A, 1.2	I, M, A, 2.1			I, M, A, 2.2						M, A, 4.3 Updated 2-8-19

KEY:

Competency:

I=introduced (exposure to general concepts) R=reinforced (moderate emphasis and iteration of concepts) M= Advanced (command or mastery), A= outcome is Assessed at the I,R, or M level.

Goal 1: Integrate nursing knowledge, liberal arts, cultural awareness, and caring through collaboration with the health care team to provide patient centered and holistic care.

Student Learning Outcomes:

- 1.1 Examine the Scope and Standards of Practice and the Standards of Professional Performance
- 1.2 Construct an appreciation of cultural diversity through cultural assessment
- 1.3 Demonstrate skills and knowledge of health assessment through a comprehensive health assessment

Goal 2: Provide competent and meaningful care to clients and communities who are healthy, ill, or dying.

Student Learning Outcomes:

- 2.1 Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families
- 2.2 Utilize evidence-based resources in the community assessment process and propose patient-centered health teaching interventions

Goal 3: Combine critical thinking, health care information technology, and evidence-based findings to make decisions that promote safety and quality to improve patient outcomes

Student Learning Outcomes:

- 3.1 Demonstrate the ability to apply scientific method to a public health concern
- 3.2 Analyze evidence related to pathophysiology to promote patient safety and quality outcomes
- 3.3 Evaluate evidence-based practices for integration into nursing practice
- 3.4 Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement

3.4 Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement

Goal 4: Demonstrate collaborative leadership through communicating verbally, nonverbally, and through technological means with individuals, families, communities, and healthcare systems to achieve mutually determined health related goals

Student Learning Outcomes:

4.1 Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders

4.2 Apply theory, research findings, and evidence to address common situations in health care system leadership

4.3 Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities

5) Exit Interviews

As students complete the RN to BSN Program, their advisor provides each student with an opportunity for an individual exit interview. This is another means of collecting data to determine what aspects of the RN to BSN Program can be attributed to overall student satisfaction and recognize excellence in teaching, guiding future program/curricular/course changes as needed.

Summary

- Strengths
 - Flexibility of program
 - Teaching Methods/Strategies
 - Curricular Framework
 - Unique on-campus experiences
- Areas for improvement
 - Number of clinical hours
 - On-campus experiences

“Instructors are super helpful. Very willing and understanding about how we have outside lives. That’s one of the main things I tell people. How awesome you are to work with. I could feel overwhelmed but all of you make it manageable. It’s really nice how you communicate. You give us a great calendars. You can plan stuff out in your lives. The organization you provide is so helpful.”

“Honestly, this is the best program that I have gone through. I have attended several other colleges/universities and by far this was the best university experience and the best faculty I have ever worked with. You as faculty are easy to understand. The courses are not easy. It is coordinated and well organized and unique as an aspect of the program.”

6) Summary of Graduate Nurse Survey - Program Student Learning Outcomes
June 1, 2017 – June 13, 2019

<i>Preparation to: (1-5 scale ranging from not prepared [1] to prepared very well [5])</i>	<i>Average Value (n=72)</i>
Examine the Scope and Standards of Practice and the Standards of Professional Performance	4.86
Construct an appreciation of cultural diversity through cultural assessment	4.89
Successfully complete liberal education program	4.69
Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families	4.88
Utilize evidence-based resources in the community assessment process and propose patient-centered health teaching interventions	4.88
Demonstrate the ability to apply scientific method to a public health concern	4.85
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.86
Evaluate evidence-based practices for integration into nursing practice	4.90
Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders	4.90
Apply theory, research findings, and evidence to address common situations in health care system leadership	4.88
Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities	4.88

7) Summary of Graduate Nurse Survey - Program Student Learning Outcomes
June 1, 2017 – June 13, 2019

<i>Achievement of:(1-5 scale ranging from not achieved [1] to achieved very well [5])</i>	<i>Average Value (n=72)</i>
Examine the Scope and Standards of Practice and the Standards of Professional Performance	4.89
Construct an appreciation of cultural diversity through cultural assessment	4.90
Successfully complete liberal education program	4.82
Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families	4.90
Utilize evidence-based resources in the community assessment process and propose patient-centered health teaching interventions	4.90
Demonstrate the ability to apply scientific method to a public health concern	4.88
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.89

Evaluate evidence-based practices for integration into nursing practice	4.93
Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders	4.89
Apply theory, research findings, and evidence to address common situations in health care system leadership	4.90
Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities	4.89

8) Summary of Graduate Nurse Survey – Student Satisfaction - June 1, 2017 – June 13, 2019

<i>Satisfaction with:(1-5 scale ranging from not satisfied [1] to satisfied very well [5])</i>	<i>Average Value (n=72)</i>
SMSU RN to BSN Nursing Program	4.86
Option of Online Course	4.86
Clarity of Program Requirements	4.85
Program Curriculum	4.82
Quality of Curriculum	4.89
Quality of Faculty	4.86
Clinical Experiences	4.61
On-Campus Experiences	4.64

9) Summary of Graduate Nurse Survey – Academic Support Services
June 1, 2017 – June 13, 2019

<i>Satisfaction with:(1-5 scale ranging from not satisfied [1] to satisfied very well [5])</i>	<i>Average Value (n=72)</i>
Advisor Communication with Students	4.86
Quality Advisement	4.81
Assistance in Planning Program of Study	4.86
Technical Support	4.69
Library	4.57
Writing Center	4.29
Speech Center	4.07
Financial Aid	4.50
Cost of Attendance	4.49

10) SMSU RN to BSN Program One-year Alumni – Student Learning Outcomes
 June 1, 2017 – June 13, 2019

<i>Preparation scale: 1-5 scale ranging from not prepared [1] to prepared very well [5]</i>	<i>Mean Value (1–5 scale) n=48</i>
Understanding the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.91
Appreciation of cultural diversity	4.91
Awareness of issues related to chronic illness in rural settings	4.91
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	4.88
Ability to utilize evidence-based resources in assessment process and propose patient-centered health teaching interventions	4.95
Ability to demonstrate the application of scientific methods to patient or public health concerns	4.90
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.88
Ability to evaluate evidence-based practices for integration into nursing practice	4.93
Ability to demonstrate collaboration as a healthcare team member	4.93
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.93
Ability to combine the knowledge, skills, and attitudes of the BSN prepared nurse	4.95

11) SMSU RN to BSN Program Graduation Rates

Starting Semester	# Enrolled	# Withdrawn	# Continuing Enrollment	# Graduated	Attrition Rate by Semester	Annual Attrition Rate	Semester Grad Rate	Overall Attrition Rate	Overall Grad Rate
Fall 13	17	3		14	18%	18%	82%		
Spring 14	23	8	2	13	35%				
Fall 14	10	2		8	20%	30%	80%		
Spring 15	5	1		4	20%		80%		
Fall 15	25	3		22	12%	13%	88%		
Spring 16	18	2	3	13	11%				
Fall 16	21	2	3	16	10%	10%			

Spring 17	17	1		16	6%		94%		
Fall 17	27	2	10	15	7%	7%			
Spring 18	18	1	11	6	6%				
Fall 18	26	2	24	0	8%	7%			
Spring 19	23	1	22	0	4%			14%	85%
	Total Enrolled 230	Total Withdrawn 28	Total Still Enrolled 75	Total Grads 127					

12) SMSU RN to BSN Program One-year Alumni - Student Learning Outcomes
June 1, 2017 – June 13, 2019

<i>Achievement scale: 1-5 scale ranging from not achieved [1] to achieved very well [5]</i>	<i>Mean Value (1–5 scale) n=48</i>
Understanding the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.89
Appreciation of cultural diversity	4.81
Awareness of issues related to chronic illness in rural settings	4.91
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	4.89
Ability to utilize evidence-based resources in assessment process and propose patient-centered health teaching interventions	4.86
Ability to demonstrate the application of scientific methods to patient or public health concerns	4.80
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.84
Ability to evaluate evidence-based practices for integration into nursing practice	4.89
Ability to demonstrate collaboration as a healthcare team member	4.93
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.88
Ability to combine the knowledge, skills, and attitudes of the BSN prepared nurse	4.95

13) 12) SMSU RN to BSN Program Three-year Alumni - Student Learning Outcomes
June 1, 2017 – June 13, 2019

<i>Preparation scale: 1-5 scale ranging from not prepared [1] to prepared very well [5]</i>	<i>Mean Value (1–5 scale) n=15</i>

Understanding the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.80
Appreciation of cultural diversity	4.87
Awareness of issues related to chronic illness in rural settings	5.00
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	4.87
Ability to utilize evidence-based resources in assessment process and propose patient-centered health teaching interventions	4.80
Ability to demonstrate the application of scientific methods to patient or public health concerns	4.93
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.93
Ability to evaluate evidence-based practices for integration into nursing practice	4.80
Ability to demonstrate collaboration as a healthcare team member	4.93
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.93
Ability to combine the knowledge, skills, and attitudes of the BSN prepared nurse	5.00

14) SMSU RN to BSN Program Three-year Alumni - Student Learning Outcomes
June 1, 2017 – June 13, 2019

<i>Achievement scale: 1-5 scale ranging from not achieved [1] to achieved very well [5]</i>	<i>Mean Value (1–5 scale) n=15</i>
Understanding the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.93
Appreciation of cultural diversity	4.53
Awareness of issues related to chronic illness in rural settings	4.93
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	4.87
Ability to utilize evidence-based resources in assessment process and propose patient-centered health teaching interventions	4.93
Ability to demonstrate the application of scientific methods to patient or public health concerns	4.93
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.80
Ability to evaluate evidence-based practices for integration into nursing practice	4.93
Ability to demonstrate collaboration as a healthcare team member	5.00

Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.80
Ability to combine the knowledge, skills, and attitudes of the BSN prepared nurse	5.00

15) Alumni Progression

- One Year Alumni Survey June 1, 2017 – June 13, 2019 (n=48)
 - Seven were enrolled in graduate studies (5 master, 1 doctoral, 1 graduate courses (15% of participants)
- Three Year Alumni Survey June 1, 2017 – June 13, 2019 (n=15)
 - Two were enrolled in graduate studies (1 master, 1 doctoral)(13% of participants)
 - Many participants also noted that they planned to attend graduate programs in the future, with several participants requesting SMSU to start a graduate studies program for nurses

16) SMSU RN to BSN Program One-year Employer - Student Learning Outcomes
June 1, 2017 – June 13, 2019

<i>Ability scale: 1-5 scale ranging from not well at all [1] to extremely well [5]</i>	<i>Mean Value (1–5 scale) n=4</i>
Understand the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.25
Appreciate cultural diversity	4.25
Be aware of issues related to chronic illness in rural settings	4.00
Apply nursing process to meet the diverse and unique needs of individuals and families	4.00
Utilize evidence-based resources in assessment processes and propose patient-centered health teaching interventions	3.75
Demonstrate the application of scientific methods to patient or public health concerns	3.75
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.00
Evaluate evidence-based practices for integration into nursing practice	3.50
Demonstrate collaboration as a healthcare team member	4.25
Apply theory, research findings, and evidence to address common situations in quality improvement leadership	3.50
Combine the knowledge, skills, and attitudes of the BSN prepared nurse	4.00

17) SMSU RN to BSN Program Three-year Employer - Student Learning Outcomes
June 1, 2017 – June 13, 2019

<i>Ability scale: 1-5 scale ranging from not well at all [1] to extremely well [5]</i>	<i>Mean Value (1–5 scale) n=6</i>
Understand the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance to nursing practice	4.33
Appreciate cultural diversity	4.33
Be aware of issues related to chronic illness in rural settings	4.00
Apply nursing process to meet the diverse and unique needs of individuals and families	4.00
Utilize evidence-based resources in assessment processes and propose patient-centered health teaching interventions	3.83
Demonstrate the application of scientific methods to patient or public health concerns	4.00
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.00
Evaluate evidence-based practices for integration into nursing practice	3.83
Demonstrate collaboration as a healthcare team member	4.83
Apply theory, research findings, and evidence to address common situations in quality improvement leadership	4.00
Combine the knowledge, skills, and attitudes of the BSN prepared nurse	4.33

18) Employer Satisfaction

- Small sample size
- Willingness to hire another SMSU BSN Graduate – 100%
- Challenge getting survey data

19) Employment Rates

- RN to BSN Program Exit Interviews
 - All participants reported no difficulties finding employment
- RN to BSN Program One-year and Three-year Alumni Surveys
 - All participants reported they were working
- SMSU Graduate Follow-up Survey
 - 100% employment rate

20) Faculty Outcomes

- Faculty members of the Department of Nursing have a strong commitment to be prepared educationally and practically in their fields of expertise in support of the mission of SMSU and the Department of Nursing
- Tenure and Promotion
- Scholarship

- Teaching Practices
- Service

21) Department of Nursing RN to BSN Program Evaluation

- Strengths
 - Mission
 - Curriculum
 - Small, yet diverse faculty body
 - Flexibility
 - Consistency in NURS courses
 - Community partnerships
 - Accreditation
- Suggestions
 - Employer satisfaction data
 - On-campus days
 - Clinical course
 - Faculty loads

Discussion

- Strengths of program include flexibility of program, on-campus experiences, NURS curriculum, faculty, advising, accreditation, and continual improvement processes.
- CCNE Accreditation Reviewers – on-site accreditation visit in October 2019. Will hear about continued accreditation status in May 2020.
 - No concerns after recent accreditation review
 - Faculty concerns were shared during review
 - Reviewers felt clinical component was strong
- Alumni and current students are providing recruitment for RN to BSN Program
- On-campus days also create a challenge – so looking for alternative experiences, such as a conference style day with no requirements to attend with possible use of dorms for those traveling from a distance
- Include person of color on brochure when it is updated in the future
- Need to improve data collected from employers – with suggestions to create more inclusion of students in assisting with this data collection.
- Currently seeking Nursing Student Services Coordinator to provide further resources to students

Section III – Five-Year Plan

The PASL (Appendix 1) is considered the Department of Nursing's Five Year Plan. The PASL includes:

- I. Nursing Program Goals, Student Learning Outcomes, Course Descriptions, and Student Learning Objectives – pages 2-7
- II. Assessment Plan Timeline – pages 8-9

III. Assessment Activities Plan – pages 10-16

IV. Evaluation/Assessment Results – pages 17-68

In 2024, the Department of Nursing will submit a CCNE Self-Study as part of our mid-cycle accreditation report.

This concludes the Department of Nursing 2019-20 Academic Year Annual Report.