



College of
Business, Education, and Professional Studies

Dr. Raphael Onyeaghala, Dean

Annual Report 2020-2021

Department Chairpersons:

Dr. Gerald Toland, Chair of Agriculture, Culinology® and Hospitality Management

Dr. Will Thomas, Chair of Business Innovation and Strategy

Dr. Sonya Vierstraete, Chair of Education

Dr. Laurie Johansen, Chair of Nursing

Table of Contents

Agriculture, Culinology® and Hospitality Management.....	3
Business and Innovation Strategy	40
Education.....	51
Nursing	100

2020-2021 Annual Report

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

Prepared by
Gerald D. Toland, Jr., PhD
Department Chair

Submitted to the Dean's Office
SMSU College of Business, Education and Professional Studies (BEPS)

June 1, 2021

Table of Contents

<u>Topic</u>	<u>Page #</u>
Introduction	3
Section I – Structure and Staffing of SMSU’s Department of Agriculture, Culinology® and Hospitality Management (ACHM Department)	3
A. Current Structure of SMSU’s ACHM Department;.....	3
B. SMSU On-Campus Locations of ACHM Programs.....	4
C. Identification of ACHM Departmental Programs.....	5
D. Enrollment Trends during 2013-2018 for ACHM Programs.....	5
• <i>Comparing SMSU Student Enrollments for all Majors to ACHM Program Enrollments</i>	6
• <i>Analyzing SMSU Student Enrollments in ACHM Department Majors</i>	8
E. Efforts Aimed at Improving Future ACHM Student Enrollment.....	16
F. Background on the ECON Program within the ACHM Department.....	18
G. ACHM Departmental Budgets and Expenses in 2020-2021.....	18
H. Workforce Demand for ACHM Majors.....	19
Section II - Activities and Accomplishments of SMSU’s Agriculture, Culinology® and Hospitality Management (ACHM) Department in 2020-2021 (AY 2021)	20
A. ACHM Departmental Achievements in 2020-2021.....	20
B. ACHM Departmental Extended Learning Efforts	23
C. Cooperative Scheduling.....	24
D. Scholarly and Creative Activity.....	24
E. Professional Development.....	25
F. Service to Students.....	27
G. Service to the University.....	28
H. Service to the Community at Large.....	28
I. Assessment.....	29
Section III - Program Review and Long Term Planning	30
A. Program Review Results and Future Planning.....	30
B. Long Term Planning.....	30
Sources and References	31
Appendices A - B	32 – 37

Introduction

This 2020-2021 Annual Report for SMSU’s Agriculture, Culinary[®] and Hospitality Management (ACHM) Department marks the end of an academic year of both challenge and opportunity.

Our ACHM faculty and staff rose to the occasion, as we learned to “pivot and adjust” to the unique circumstances and safety requirements associated with teaching and learning during the COVID-19 Pandemic.

We also sought-out opportunities to engage in student recruitment and retention by effectively employing technologies capable of connecting us with students in both face-to-face and remote settings.

This year’s 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, accomplishments and challenges during AY 2020-2021.

In Section III, we explore the lessons-learned from this past year’s trials and successes. We use that knowledge and experience to assist us as we develop strategies aimed at strengthening the educational impacts of our ACHM Department programs.

In alignment with SMSU’s mission, 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, Culinary[®] and Hospitality Management (ACHM) Department

A. Current Structure of SMSU’s ACHM Department in AY 2021. Our ACHM Department is comprised of dedicated faculty and staff who teach and advise students in SMSU’s Agriculture (AG), Culinary[®] (CULG) and Hospitality Management (HOSP) programs. Since Fall Semester 2016, our ACHM Department has been providing educational opportunities ‘*from the farm to the fork.*’ We coordinated our efforts 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

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

- 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. This year, Adjunct Professor Cliff Chamberlain taught a section of ECON 201 in Fall Semester 2020.
- 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.
- Assistant Professor Dr. Adam Alford joined the SMSU faculty in Fall Semester 2020. He coordinates SMSU's Agronomy Program. During the fall, Adjunct Professor Sam Tutt also taught Agronomy courses before he retired in December 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.
- Dr. Peiyi Shen is in her second year at SMSU, and she manages our Culinology[®] (CULG) Program. Chef Ronald Walker began teaching in our Culinology Program in Spring Semester 2020, and CoriAnn Dahlager has taught the CULG program's baking course in Fall Semester.
- We also cooperated 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 2020 and Spring Semester 2021, our ACHM Department held regularly scheduled bi-weekly meetings on Tuesdays, Noon to 1 PM.² Because of COVID-19 safety protocols in-place during the entire academic year, all of our 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

² See Appendix B for samples of ACHM Department Meeting Agendas. The samples include department meetings at the beginning of Fall Semester 2020 and Spring Semester 2021.

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. Our Culinology students and faculty also have access to an AURI Food Sensory Evaluation Lab located on the IL Building's Second Floor.

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 2020-2021 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:

- 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
- Beginning in Fall Semester 2021, SMSU will offer Certificates in Hotel Revenue Management, and also in Event and Meeting Management.
- In Spring Semester 2021, SMSU's Graduate Curriculum Committee recommended that a proposed Hospitality Management Concentration be added to our MBA Program. In Fall Semester 2021, the Faculty Assembly will consider this curriculum proposal. If approved, the MBA Hospitality Management Concentration can begin its offerings in Spring Semester 2022.

D. SMSU and ACHM Program Enrollment Trends during AY 2015 to AY 2020. 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.

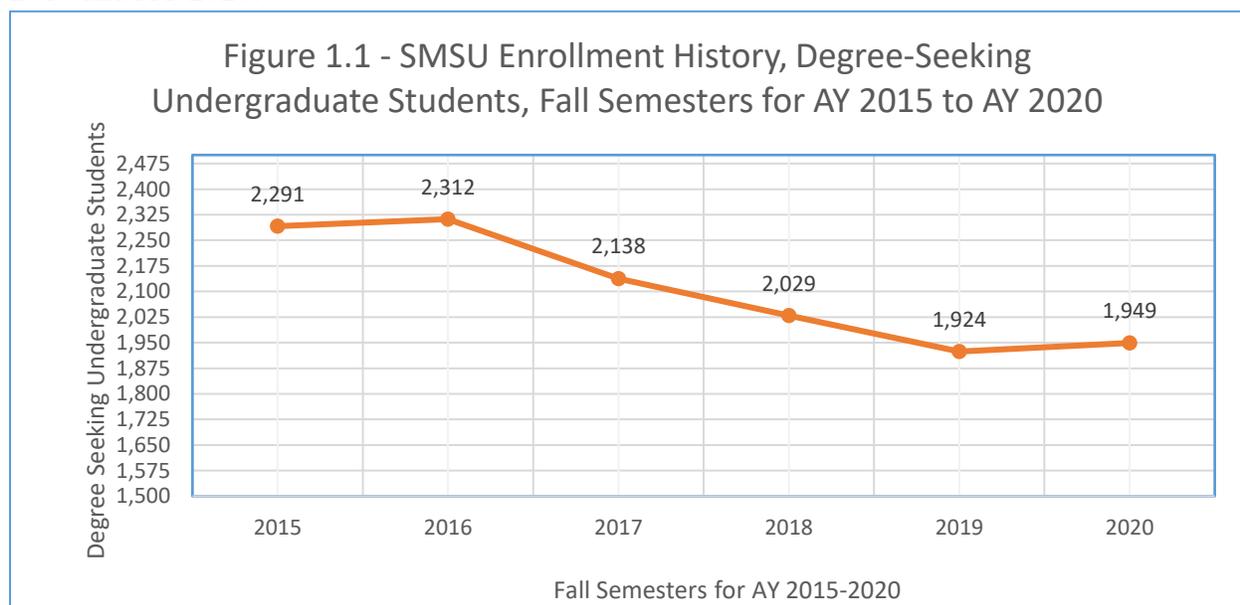
We can also develop more effective student recruitment and retention strategies by reviewing the smaller-scale and unique enrollment trends influencing our ACHM Department programs.

Using SMSU's DMIR Data, we review student enrollments in ACHM Majors during the academic years 2015 to 2020. 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 Culinary[®] and Hospitality Management programs over time.
- Based on the observed enrollment patterns for ACHM programs, we propose 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 AY 2015 and AY 2020.



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 AY 2015 – AY 2020. 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 introduced a whole new set of factors that will influence college enrollment, at least in the short term. Between AY 2019 and AY 2020, SMSU experienced a small but positive gain in total enrollment. Hopefully that upward trend will continue over the next few years at SMSU.

Finally, we have a 2018 MinnState Board of Trustees report indicating longer-term enrollment challenges. The report forecasts 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 2020-2021 Academic Year, SMSU made strong efforts to boost its recruitment and retention, and reverse the downward trend.

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 (See the next page), 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.

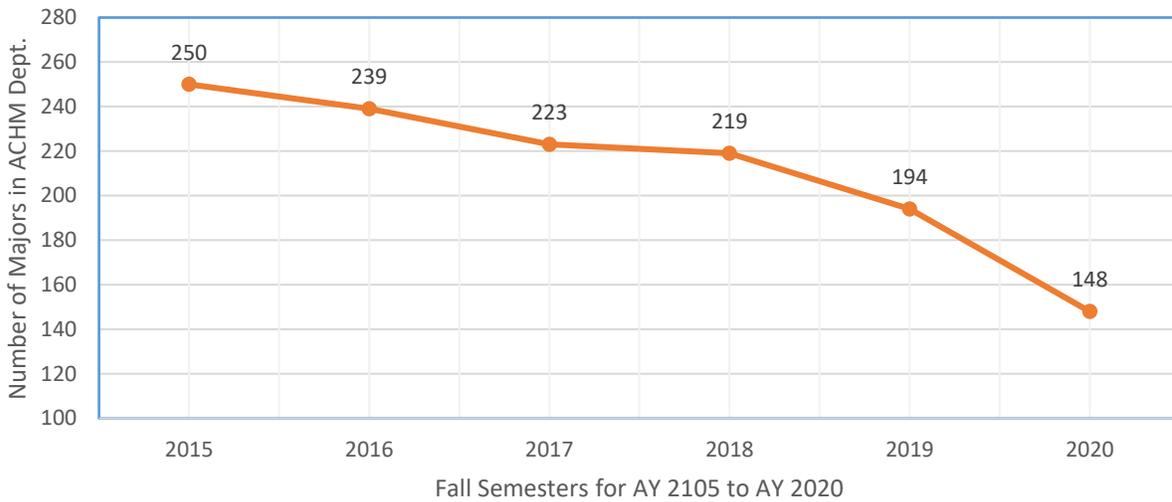
³ Retrieved from: <https://www.insidehighered.com/quicktakes/2016/12/19/national-college-enrollments-continue-slide#.WGP1xqEOiCZ.twitter>

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>

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>

Figure 1.2 - Sum of All ACHM Majors, Fall Enrollments at SMSU, AY 2015 to AY 2020



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

When we review the results displayed in Figures 1.1 and 1.2, we note similar downward enrollment trends during the AY2015-2020 period. The total number ACHM majors declines throughout the observation period.

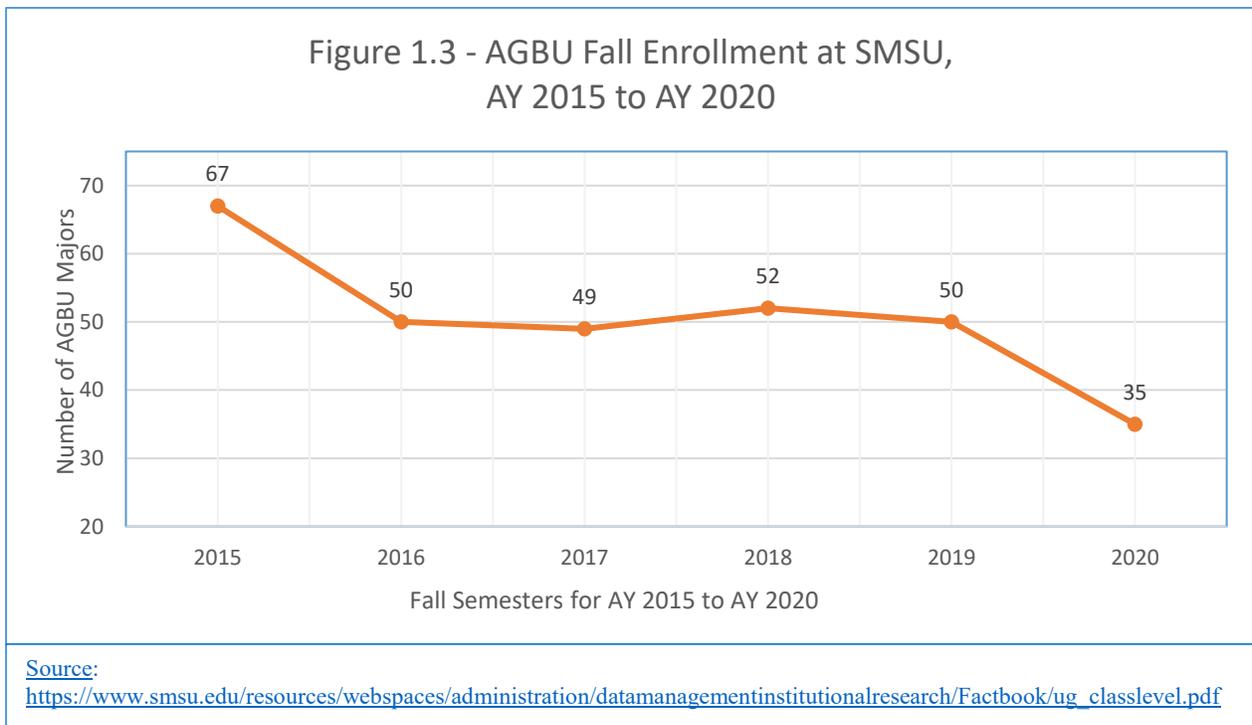
While we know that correlations do not establish causality, it is a reasonable hypothesis to suggest that the factors influencing SMSU's overall enrollment trends are contributing to the decreases in ACHM enrollments. But it is also the case that ACHM enrollments have dropped more rapidly in recent years. Efforts to improve recruitment and retention in ACHM programs are more important than ever. Our faculty are aware of the challenges, and we are ready to undertake new initiatives to improve our enrollments in the coming years.

At this point, it is necessary to review the enrollment trends occurring in each individual ACHM Major. Below we examine the numbers of students registered for Agriculture-related majors, as well as for Culinary[®] and Hospitality Management majors.

Analyzing SMSU Student Enrollments in ACHM Department Majors. During AY 2020-2021, 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, AY 2015 - AY 2020
- Figure 1.4 – Agronomy (AGRO) Enrollment, AY 2015 – AY 2020
- Figure 1.5 – Agricultural Education (AGED) and Agricultural Communication and Leadership (AGCL) Enrollments, AY 2015-AY 2020
- Figure 1.6 – Agricultural Solutions (AGSO) and BAS in Agriculture (AGRI) Enrollments, AY 2015-AY 2020

SMSU’s AGBU Program. In Figure 1.3 below, we observe the AY 2015-2020 enrollments for Agribusiness Management (AGBU), SMSU’s longest-standing agricultural major. Similar to the university-wide trends cited earlier in this report, the AGBU enrollment pattern shows a peak number of AGBU majors in AY 2015. The AGBU enrollment noticeably falls in AY 2016, flattens out for a few years, and then decreases dramatically again in AY 2020.



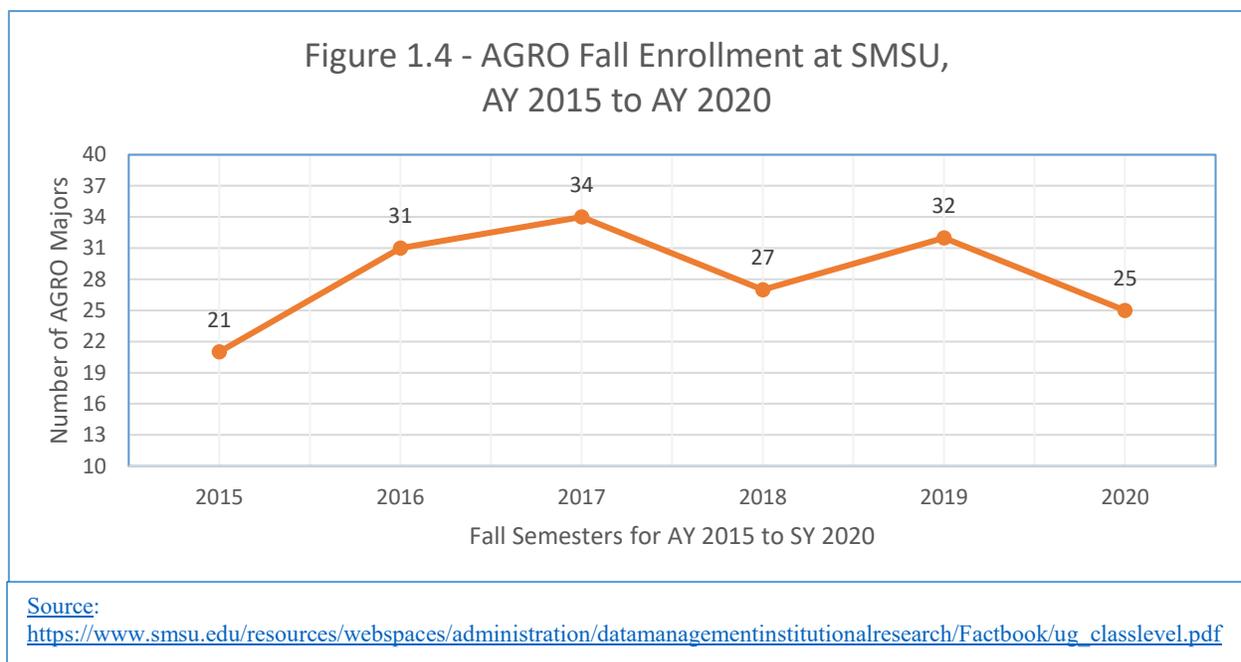
When we interpret the AGBU enrollment decline, it is clear that our ACHM Department must engage in more energetic strategies to recruit and retain AGBU students. Our goal is to overcome the downward enrollment trend, and then seek ways to maintain and expand our program.

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 the future, we will need to continue to innovate, and explore new strategies to stop the decline in AGBU enrollments, and create an environment where we attract an increasing number of AGBU majors.

In addition, we cooperate 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 below, we notice a decrease of seven AGRO majors between AY 2019 and AY 2020. We believe this drop in enrollment is temporary. 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.



During the current Academic Year 2020-2021 (AY 2021), SMSU's Agronomy Program experienced a faculty transition. For the past five years, under the leadership of Professor Lee French, SMSU enhanced the content and reputation of our Agronomy Program. When Professor French retired in May 2020, the transition was bittersweet. While it is difficult to express everything in words, it is important to say that SMSU is very grateful for Professor French's service and his tremendous contributions to the program.

In Fall 2020, Dr. Adam Alford took-up the responsibility of leading SMSU's Agronomy program as a new full-time Assistant Professor. Dr. Alford arrived in May 2020 to join our

faculty team in Marshall. He made a positive impact immediately upon his arrival, and his contributions continue to expand. Today, Dr. Alford's research from his post-doctoral work at Virginia Tech is being replicated at our SMSU field trial site in Marshall. He is also directly supervising all of the new and continuing SMSU's Crop Field Trial Research in Summer 2021.

SMSU-Alum and Adjunct Professor Sam Tutt played a key role in delivering courses and hands-on knowledge to our Agronomy students during his term-of-service at SMSU. Before his retirement in December 2020. Professor Tutt taught our Pest Management course in the fall semester during AY 2017 through AY 2020 at SMSU.

In addition, Professor Sam Tutt's efforts were an essential part of SMSU's effort to create and implement our Certified Crop Advisor (CCA) educational project. A grant from the Minnesota Soybean Research & Promotion Council (MSR&PC) funded this CCA student-educational program.

SMSU is blessed to have caring alum such as Sam Tutt. He is dedicated to the educational progress of our students, and his efforts have been a key part of the growing positive reputation of SMSU's Agronomy Program and our School of Agriculture.

In addition to our exceptional faculty, the SMSU Foundation and SMSU's Administration both played important roles in facilitating the continuation of our agronomy field trials during Summer 2019, Summer 2020 and in the upcoming Summer 2021.

Thanks also go to SMSU alumnus and Centrol Consultant Tim Moline, SMSU Alum Bill Mulso, Dean Onyeaghala, for their extra efforts to help SMSU 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 and AGRO 132 – Crop Production students in the Fall Semester of every academic year. Our ACHM students and faculty are genuinely appreciative of this exciting program.

SMSU further promoted our AGRO program to the general public during our second annual field day on Wednesday, August 5, 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 2021, in the middle of the COVID-19 epidemic, SMSU placed three Ag student-teachers in MN

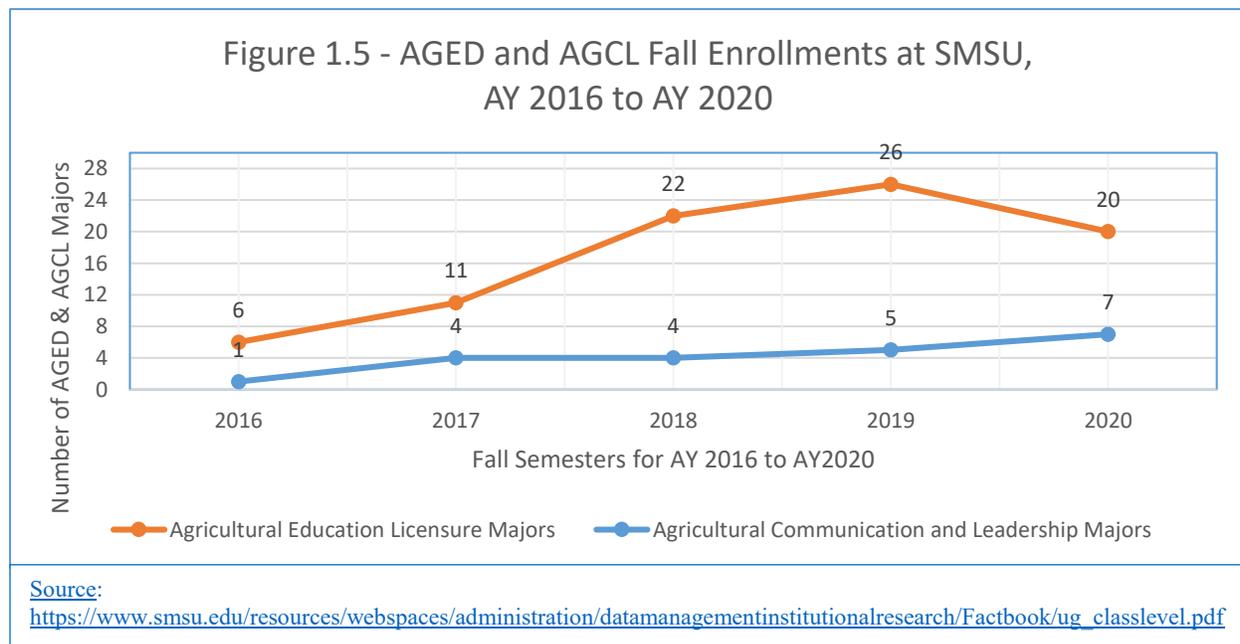
high-schools in the surrounding region of SMSU. We are especially happy and proud about these student-teacher placements.

SMSU’s AGCL Program. SMSU initiated our Agricultural Communication and Leadership (AGCL) at the same moment when our Agricultural Education (AGED) Program was introduced in Fall 2016.

Our AGCL major is interdisciplinary. AGCL students take SMSU courses in Agricultural Education (AGED), Agronomy (AGRO), Communication Studies (COMM), Management (MGMT), and Marketing (MKTG). Graduates of the AGCL program are prepared to enter the agricultural economy’s job market and fill positions in social media, public relations, and marketing.

AGCL enrollment has gradually increased over time. Both our AGCL and AGED Programs have attracted an increasing number of majors since their inception in Fall 2016. Although there was a decline of six AGED Majors between AY 19 and AY 20, SMSU’s AGED program continues to gain increasing visibility as an exciting program with plenty of employment opportunities. AGED graduates are in high demand, because of the shortage of Agriculture teachers in Minnesota’s K-12 School Systems.

Let’s examine SMSU AGCL and AGED enrollments during 2016-2020 in Figure 1.5:



The general upward enrollment trends for our AGED and AGCL programs is displayed in Figure 1.5. SMSU is grateful for the support of organizations such as the Minnesota Association of Agricultural Educators (MAAE) and the Minnesota Agricultural Education Leadership Council (MAELC). Both the MAAE and MAELC continually highlight the need for more

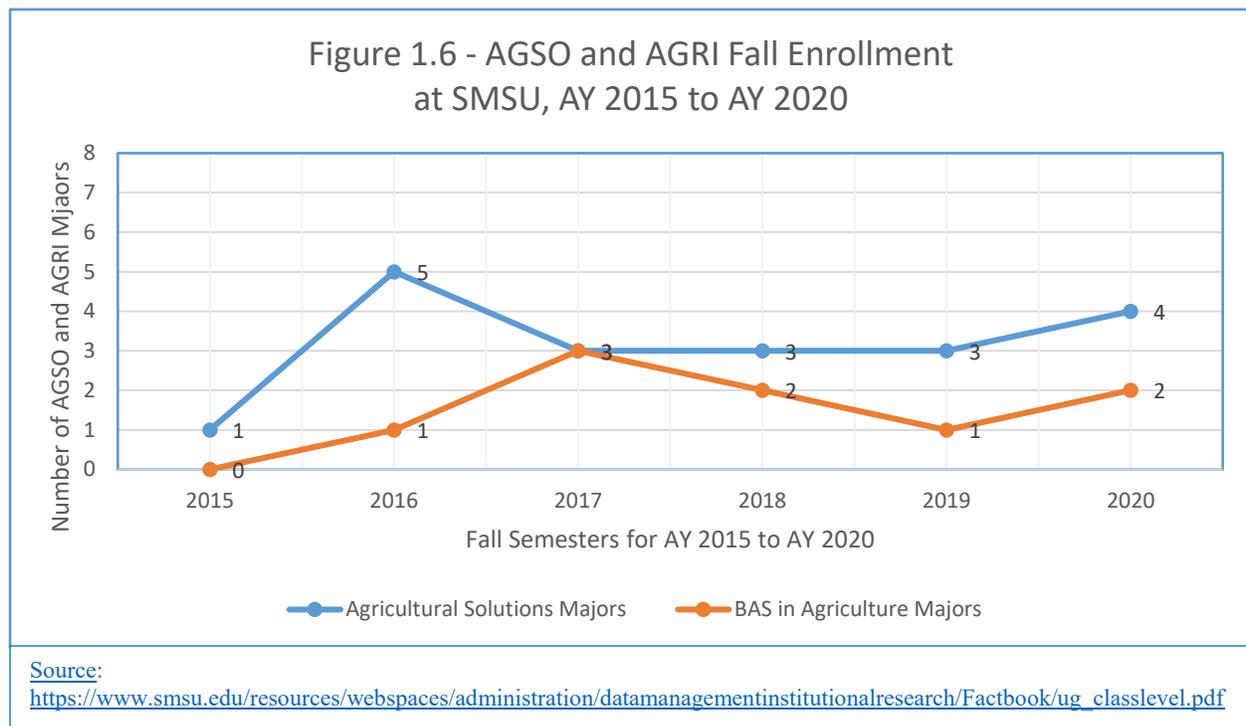
agricultural educators, and they actively sponsor scholarships and public relations efforts to help recruit students to consider pursuing this rewarding career.

SMSU’s AGSO and AGRI Programs. SMSU offers two additional agriculture-related majors: a BS in Agricultural Solutions (AGSO), and a BAS in Agriculture (AGRI).

Agricultural Solutions (AGSO) is another interdisciplinary major at SMSU. Our AGSO curriculum prepares students for employment a modern agricultural economy that requires an integrated knowledge of the agricultural sciences, environmental sciences, agribusiness and public policy.

The BAS in Agriculture is a versatile transfer-degree program that provides an opportunity for students with an AAS or AS degree to complete a valuable four-year program within a reasonable time frame. A student with a an AAS degree is guaranteed to transfer-in up to 42 credits of technical college courses, and have those credits count towards completion of the BAS Degree.

The data for our AGSO and AGRI Majors in Figure 1.6 show that the potential to attract students to pursue these innovative majors has not been fully realized.



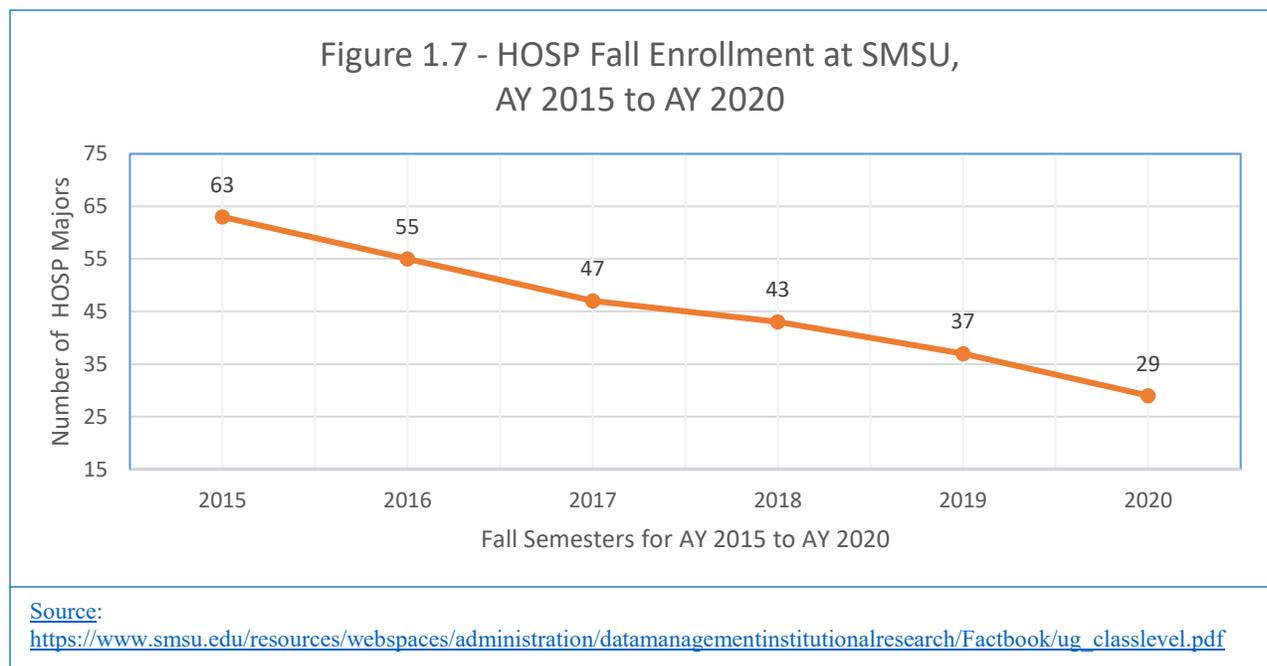
One of the ways to improve enrollment in AGSO and AGRI is to increase our marketing and public relations effort to better communicate the value, flexibility and accessibility of these programs. Agribusinesses, ag-cooperatives and ag-related government agencies have job

openings that are well-aligned with the skill-sets of our AGSO and AGRI graduates. 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.

We know that our six Ag-related majors at SMSU are quality programs. Our ag-graduates are finding good-paying jobs, and the demand from employers for our “product” (well-prepared students) continues to grow. If we can recruit and retain 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 HOSP and CULG Programs. The AY 2015-2020 enrollment data for SMSU’s Hospitality Management (HOSP) and Culinology® (CULG) majors demonstrate that these academic programs encounter the same challenges that affect SMSU’s overall student numbers.

Evaluating HOSP Enrollments. Examine Figure 1.7 to review enrollments in our Hospitality Management major during AY 2015-2020.



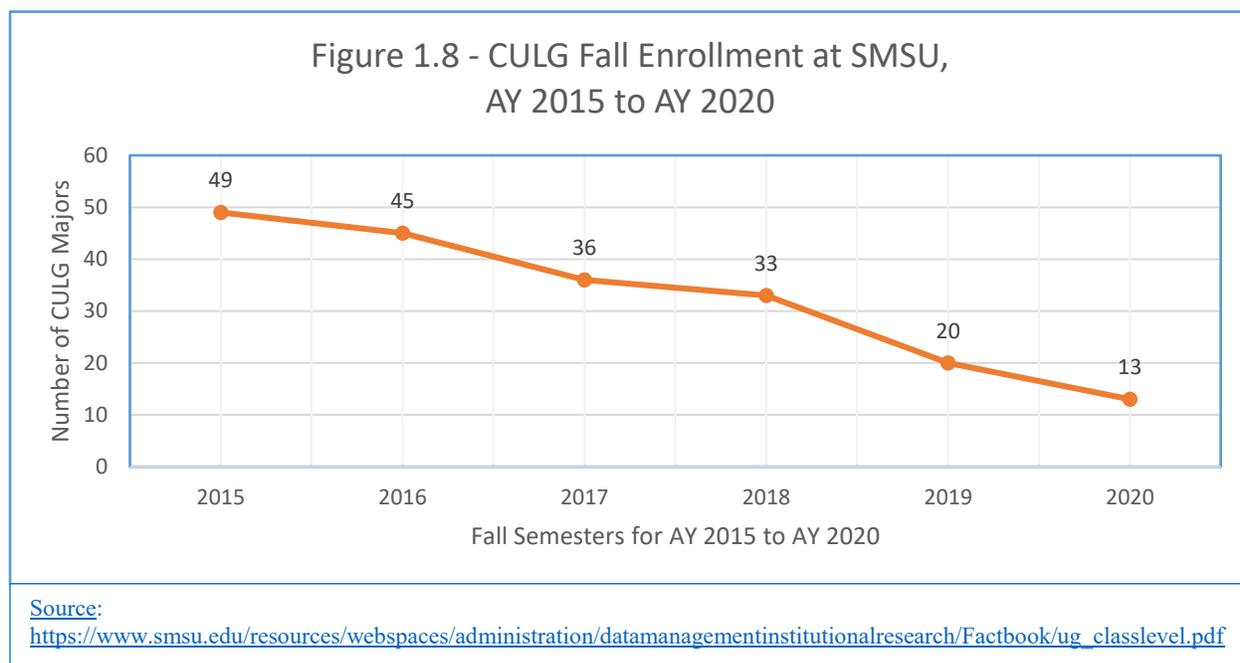
A quick review of Figure 1.7 demonstrates that our HOSP program is experiencing a downward enrollment trend during AY 2015-2020. Efforts to reverse the decline in HOSP majors will require strategies to overcome the negative student demographic trends and the reduced potentials to tap into the pool of international students.

Our HOSP faculty have been very active and involved in student recruitment and retention efforts. During the AY 2020-2021 Academic Year, SMSU’s HOSP faculty, Dr. Joyce Hwang and Dr. Yumi Lim made extensive use of the Zoom platform to safely communicate with prospective students during the COVID-19 Pandemic. They also 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. For example, we designed an “I got in” T-shirt, and then distributed these shirts to students who were admitted to our Culinology and Hospitality programs to encourage their actual enrollment.

Also, to increase our program’s attractiveness to a wider pool of potential students, we developed two certificate programs – 1) Hotel Revenue Management and 2) Event and Meeting Management. We also created Hospitality Management as a new concentration for SMSU’s MBA Program. The two certificate programs have completely passed through SMSU curriculum process, and they are now pending MinnState approval. The MBA Hospitality Management concentration is pending SMSU faculty assembly approval, and it will be on the SMSUFA Assembly Agenda in early Fall Semester 2021. These new programs will provide options for potential students to try out Hospitality program before they fully commit to this major, help increase enrollment.

Evaluating CULG Enrollments. The downward enrollment trend for our CULG major displayed during AY 2015-2020 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 diminished the number of international students who can attend SMSU to pursue our CULG degree. If there is a change in the stance of the US Government's immigration regulations in the future, there will again be a chance to recruit some of these students to become CULG majors.

During AY 2021, Dr. Peiyi Shen (CULG program coordinator) was not able to offer two required courses (CULG 390 and CULG 490) because of low enrollment. To help the CULG program directly address its recruitment and retention challenges, Dr. Shen developed an alternative work assignment to identify and build relationships with high school and two-year college students who have a strong interest in the sciences.

This project has real promise because the Culinology[®] curriculum is strongly science-based, and the CULG program needs students who are prepared for a rigorous program of study. Past recruiting efforts have been more geared toward Culinary communities and Dr. Shen's recruiting effort will contribute to widening program exposure to the science community in high schools and community colleges. Of course, students should also have a passion for making new discoveries in the areas of food science and culinary innovation and relationships with culinary programs will continue as a part of recruiting strategy.

At SMSU, Dr. Shen worked alongside Kaitlyn Giles in the Advising Center to reach-out via email to undecided SMSU students and invite them to explore the CULG major.

Dr. Shen also cooperated with Ian Wyffels and Richard Shearer to obtain a list of prospective students with a declared their interest in Culinology[®] and/or Food Science. Dr. Shen contacted these students directly via email, and encouraged them to enroll as SMSU, and register as CULG majors.

Dr. Shen also made extensive use of referral networks to make contact with high school teachers who offer science-related courses. Dr. Shen asked these teachers if she could visit their classrooms with Zoom-based presentations and virtual SMSU tours to the high students. Because of Pandemic pressures, not many high-school science teachers were able to invite Dr. Shen to their classrooms, but some did, and the results were very good. The students were eager to learn more about the science and career opportunities associated with our Culinology[®] major. In addition, the high-school teachers showed interest in continued future presentations in their classes.

With the help of SMSU communications and marketing as well as Dean's office, new video clips of culinary and technical ingredient classes were created and used in various marketing campaign on the web such as internet keyword search, You-Tube bumper clip, or program Facebook page boost.

E. Efforts Aimed at Improving Future ACHM Student Enrollment. ACHM faculty and staff understand that we need sufficient and sustainable enrollments while also providing high-quality programs that meet the expectations of today's students.

In the upcoming 2021-2022 Academic Year, the ACHM Department will be strongly involved with the following activities that aim to build student enrollment in our programs:

- 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.
- Based on the trial Internet marketing campaign results from this past year, our Culinology and Hospitality Management program will continue and expand the web keyword search campaign by using different geographic targets to attract interest more effectively.
- 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 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.

G. 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.

H. ACHM Departmental Budgets and Expenses in the 2020-2021 Fiscal Year. 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 2020-2021 fiscal year:

<u>Account Number</u>	<u>Academic Program</u>	<u>Beginning Balance, 7/1/20</u>	<u>2020-2021 Expenditures</u>	<u>Ending Balance, by 4/30/21</u>
210108	Agribus.Mgmt.	\$1,282.50	\$520.76	\$761.74*
210109	Ag Education	\$8,075.00	\$1,306.33	\$6,768.67**
210110	Agronomy	\$1,425.00	\$613.81	\$811.19*
210107	Economics	\$760.00	\$117.77	\$642.23*
210300	HospitalityMgmt.	\$12,825.00	\$10,490.53	\$2,334.47**
210360	Culinology®Equip.	\$9,025.00	\$7,986.25	\$1,038.75**
210380	Culinology®	\$20,900.00	\$19,600.62	\$1,299.38**

*Jan through June copy costs have not been taken out yet.

**January through June copy costs, advertising and supply expenses have not been taken out yet.

Because of COVID-19 restrictions, the Hospitality and Culinology Programs fundraising activities were scaled-back. There were reduced revenues because of cancelled events. Fortunately, the HOSP and CULG faculty were able to properly manage these budgets, and achieve 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.

I. Workforce Demand for ACHM Majors. Using survey data from SMSU’s Career Services 2019 Annual Employment Report⁷, graduates of our Agriculture, Agronomy, Culinology® and Hospitality Management programs were 100% employed in their chosen fields. In Agribusiness Management, 81.8% of our SMSU graduates were employed in their chosen field. In addition, Minnesota State’s *Agcentric.org* and *Centerofagriculture.org* websites publish a career pathways booklet indicating that⁸:

⁷ Data Retrieved from: <https://www.smsu.edu/resources/webspaces/campuslife/careerservices/graduate-follow-up-survey/2019-annual-report.pdf>

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

- 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 2020-2021 (AY 2021)

A. ACHM Departmental Achievements in AY 2021. Listed below is a summary of ACHM Department projects, accomplishments, and related items that occurred during the 2020-2021 Academic Year:

- **2020-2021 Agriculture (AG), Culinology® (CULG) and Hospitality Management (HOSP) Events:**
 - Ag Advisory Council Meeting, Friday, September 25, 2020
 - HOSP Advisory Council Meeting – October 8, 2020
 - Virtual Ag Bowl Scholarship Invitational – February 22-26, 2021
 - CULG-HOSP Advisory Council Meeting – March 19, 2021
 - Agriculture Advisory Council Meeting – March 26, 2021
- **Eighth, and Virtual, SMSU Ag Career Fair.** In Fall Semester 2020, our ACHM Department cooperated with the SMSU Office of Career Services, to offer a Virtual Ag Career Fair on September 23, 2020. This event saw 19 different organizations use Handshake's Virtual Technologies to recruit for internships and full-time job positions, and approximately 39 students participated in the event.
- **Experimental Agronomy Field Plots and Trials.** During the Spring 2020 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 the SMSU Farm Site, just 1 mile north of the University, the field trials were conducted by SMSU Alum Tim Moline (in cooperation with Associate Professor Adam Alford) and Ag-Internship students (Justin Buysse and Brock Fox).

Crops from the trials were harvested during Fall Semester 2020. Some crops were intentionally planted late to enable SMSU students in the Fall Semester 2020 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.

- **Virtual SMSU/Ralco Ag Bowl Scholarship Invitational** – Using Zoom and related virtual technologies, SMSU and Ralco teamed-up to sponsor our annual Ag Bowl Scholarship Invitational during the week of February 22-26, 2021. Despite the challenges of conducting the CDE’s online, 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.
- **Accomplishments and Recognition of SMSU’s Agricultural Education Majors.** The Minnesota State-Wide Teach-Ag Program chose two SMSU Ag-Education Majors to be **Minnesota Teach-Ag Ambassadors** in AY 2020-2021: Meghan Beckendorf and Brock Fox. In the coming AY 2022 Academic Year, two of **MN Teach-Ag Ambassadors** will be SMSU Ag-Education Majors: Kaylea VanRegenmorter and Leah Schmid.

SMSU Ag-Education Major Hailey Nierling served as a **Summer Intern** for the MN Agriculture Education Leadership Council (**MAELC**) during Summer Session 2020. In May 2021, **Hailey Nierling** was also selected as one of the 12 National Teach-Ag Ambassadors for AY2022. SMSU’s Agricultural Education Program has had **three** National Teach Ag Ambassadors in the last 5 years

SMSU Ag-Education Majors have recently been hired to fill key High-School Ag-Teacher vacancies in the State of MN:

- SMSU Graduate Ashely Anderson will start a brand-new high-school Ag program in Nevis, MN during AY 2022.
- Meghan Beckendorf accepted an Ag-Teacher position at Westbrook-Walnut Grove High School during AY 2022.
- Justin Buysse accepted an Ag-Teacher position at Russell-Tyler-Ruthton (RTR) High School during AY 2022.
- Brock Fox accepted an Ag-Teacher position at Rochester High School during AY 2022.
- **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.
- During AY 2021, SMSU fulfilled goals included in a \$5,000 grant for FY 2021 from the **Minnesota Soybean Research & Promotion Council (MSR&PC)**. The primary goal of this grant project is to create an educational program helps our students prepare to take and pass the Certified Crop Advisor (CCA) examination.

In Fall Semester 2020, SMSU Agriculture Faculty and the SMSU Ag Club used both class and meeting times to make students aware that CCA educational workshops would be offered. These workshops were scheduled to occur in both Fall and Spring to help interested students prepare to take the CCA Exams.

SMSU students participated in the faculty-taught workshops in late November 2020, and also in early April 2021, just before the exams were administered. Because of the COVID-19 Pandemic, SMSU offered the workshops both in-person (socially distanced and masked) and on Zoom.

The Agronomy Society of America (ASA) assisted us by scheduling a CCA test-time set-aside especially for students in April 2021. The MSRPC Grant helped students defray the cost of the CCA examination fees. SMSU students who registered for the both the International and Minnesota CCA exams paid \$25 each to sign-up for the exams, and the MSR&PC grant covered the remainder of the cost.

Six SMSU students registered and took both CCA exams. The ASA proctored these tests remotely because of the Pandemic during the week of April 14-20, 2021. One student successfully passed the Minnesota CCA exam. No other SMSU student passed either the MN or the International CCA Exam during the April 2021 testing period.

The SMSU students who took the exams were disappointed, but not defeated. They are ready to try again in either Fall Semester 2021 or Spring Semester 2022. SMSU faculty will research new teaching and learning strategies in an effort to help students have a higher success rate when they take the CCA exams again in the upcoming academic year.

- On December 3, 2020, Professors Gerald Toland and Adam Alford submitted a second grant proposal to the Minnesota Soybean Research and Promotion Council, entitled: **Phase II: Applying Classroom and Field Education Experiences to Enhance Student Participation and Success in CCA Certification.** We were notified on February 19, 2021 that the proposal was approved, and will be implementing the grant during May 1, 2021 to April 30, 2022.
- We awarded \$28,030 in **Ag Scholarships** to 29 recipients during Spring Semester 2021. We also awarded \$17,550 in **CULG and HOSP Scholarships** to 15 students in Spring. Because of the restrictions created by COVID-19 Protocols, we awarded the Agricultural scholarships at a virtual scholarship banquet organized by the SMSU Ag Club.
- SMSU Agricultural Education Major **Hailey Nierling** was awarded the very first Ag Bowl Scholarship Invitational Student Coordinator Lead Scholarship for \$750. Hailey worked tirelessly assisting with the myriad of details surrounding the ninth annual Ag Bowl Scholarship Invitational.
- Near the conclusion of Spring Semester 2021, the Ag Club held elections for club leadership in the coming 2021-2022 academic year. The newly-elected **Ag Club Officers** are:

- President: Kaylea Van Regenmorter
 - Vice President: Jack Wisinski
 - Secretary: Emily Burns
 - Treasurer: Jarret Beebout
 - Banquet Chair: Sydney Walters
- **Animal Science at SMSU** – This coming Fall Semester 2021, 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 2021:

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
 - Walker-Hackensack- Akeley High School
- **ECON 202** - Principles of Macroeconomics - College Now Offering - with approved supervision, and adequate enrollment at the following MN high schools:
 - Sleepy Eye High School – Sleepy Eye, MN
 - Jefferson High School - Alexandria, MN

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

- **ECON 110** – Real World of Economics - Asynchronous Online – Offered in Summer Session 2021 (based on level of student demand).
- **ECON 202** – Principles of Macroeconomics - Asynchronous Online - Offered in Summer Semester 2021 (based on level of student demand)
- **MBA 684** - Managerial Economics – HyFlex Format – Fall 2020 & Spring 2021

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 (HyFlex, 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 2021 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 Articles

- **Shen, P.,** Gao, Z., Xu, M., Ohm, J.-B., Rao, J., & Chen, B. (2020). The impact of hempseed dehulling on chemical composition, structure properties and aromatic profile of hemp protein isolate. *Food Hydrocolloids*, 106, N.PAG.
<https://doi.org/10.1016/j.foodhyd.2020.105889>
- **Shen, P.,** Gao, Z., Xu, M., Rao, J., & Chen, B. (2020). Physicochemical and structural properties of proteins extracted from dehulled industrial hempseeds: Role of defatting process and precipitation pH. *Food Hydrocolloids*, 108, N.PAG.
<https://doi.org/10.1016/j.foodhyd.2020.106065>

- Vanlandingham, A. L., Walker, R. H., **Alford, A.**, & Entrekina, S. A. (2021). Intermittency mediates macroinvertebrate and crayfish effects on leaf breakdown in temperate headwater streams. *Freshwater Science*, 40(1), 21–38. <https://doi.org/10.1086/713094>
<https://ssuproxy.mnpals.net/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=149374657&scope=site>

Research Conference Paper Presentations

- **Lim, Y.** and Hwang, J. H. (2020). Perceived Nutrition Environment of University Foodservice: Student-Athletes vs Non-Student Athletes, *2020 Central ICHRIE Connection Conference*, October 23, 2020. Virtual Conference via Zoom.
- **Lim, Y.** and Peter B Kim and Ben Nemeschansky (2021). An Examination of Perceived Healthiness of Dining Experience and Its Consequences: The Moderating Role of Restaurants' Management Type of and Diners' Gender. *2021 Annual ICHRIE Conference*, July 29-31, 2021
- **Shen, P.** (2021) Industrial Hemp Protein as Emerging Functional Food Ingredients. *2021 Research Chefs Association Virtual Conference, March 23-26, 2021.*
<https://conference.culinology.org/Program/Session-Details/industrial-hemp-protein-as-emerging-functional-food-ingredients>

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:

- Dr. Adam Alford participated in three online training workshops sponsored by the University of Minnesota:
 - **“Nitrogen Smart”** – This course covered the various sources of N for crop growth, how to reduce N losses in the field, and how to maximize the N that is actually applied.

- **“Lawns to Legumes”** – This webinar focused on soil remediation and the long term sustainability of fallow ground.
- **“Lawn Care Basics”**- This workshop is extra-curricular learning for agronomy, but many of the principles of turf management carry over to crops.
- Dr. Steve Davis is an active member of the Open Educational Resources (OER) Learning Circle, and participated in the ***MinnState OER Showcase Event*** in April 2021. Dr. Davis has updated SMSU’s ECON 201 – Introduction to Cooperatives course to use all online/free resources, as well as to include more materials that emphasize MTC Goal 7 (Human Diversity) and MTC Goal 9 (Ethical and Civic Responsibility).
- Dr. Davis has also worked as a content expert with one of the OpenStax Partners, in developing tests and ancillary learning materials for a leading OER open pedagogy software developer.
- Dr. Davis also attended a webinar sponsored by the Council on Food, Agricultural and Resource Economics (C-FARE) entitled, ***“Global Trade Policy under the New Administration.”***
- During Fall Semester 2020, Dr. Peiyi Shen participated the following three-week short-course sponsored by MinnState’s Network for Educational Development: ***“Improving Student-to-Content Interaction”***.

Thanks to this short-course, Dr. Shen learned how to use D2L to automatically reveal content after students have completed and uploaded their documents to D2L. Dr. Shen is using this new knowledge to further improve her communication with students and increase the effectiveness of teaching and learning in her courses.

- Dr. Joyce Hwang followed the guidelines of SMSU’s Curriculum Proposal process to create and teach a new course that satisfies the requirements for Goal 8 in the Minnesota Transfer Curriculum (MTC). Dr. Hwang offered the course for the first time in Spring Semester 2021. Here is the course description:

GLBL 180 - Introduction to Global Food and Culture (3 Credits) - This course explores global food and culture. Students will understand general concept of culture and how culture is influenced by geography, history, religion and economy of the region by exploring the food cultures of different regions. Students will learn that today's world food culture is a result of diverse food cultures influencing each other.

- Dr. Kristin Kovar participated in the Virtual Summer (July 2020) and Winter (January 2021) Conferences sponsored by the Minnesota Association of Agriculture Educators (MAAE). Dr. Kovar also participates in the STAR (State Teach Ag Results) meetings through the National Association of Agricultural Educators to bench-mark against national standards to stay up to date on current trends and concerns in Agricultural Education.

- Dr. Kristin Kovar served as a University Supervisor to three (3) student teachers in Spring Semester 2021, as well as having oversight responsibilities for five (5) Pre-student teachers.
- Dr. Yumi Lim participated in Hospitality Minnesota’s Fall Conference 2020: **“Reconnect, Recharge, Ready”**, on November 10 – 12, 2020. She also attended the Council on Hotel, Restaurant, and Institutional Education’s (CHRIE’s) Workshop, **“Prepare your Students for Today’s Job Market”**, on January 28, 2021 and MinnState’s **“Turnitin Training Session”** on February 24, 2021.
- Dr. Gerald Toland participated in the **FFA Alumni’s Class VI President’s Circle** Leadership Virtual Training Program on December 10-11, 2020 and March 5-6, 2021. Fred Troendle and Kit Welchlin organized and delivered this very valuable program that help participants improve their communication and leadership skills.
- Dr. Sang Jung participated in National Economics Conferences such as:
 - 2020 AAEEA Virtual Meeting – August 10-11, 2020
 - 2021 ASSA Annual Meeting - Virtual - January 3-5, 2021
- Dr. Sang Jung attended the following educational conferences to enhance teaching skills and pedagogies:
 - “Conversations with the Fed: What impact has COVID-19 had on the Minnesota economy?” offered by Federal Reserve Bank of Minneapolis on June 30, 2020.
 - Online Webinar titled, “Local Sourcing for Food Manufacturing in Minnesota” hosted by AURI on August 12, 2020.
 - “Impacts of COVID-19 on Minnesota’s Food and Ag Supply Chain” hosted by AURI on December 16, 2020.
 - “Regional Conditions in Agriculture” offered by Federal Reserve Bank of Minneapolis on May 13, 2021.

F. Service to Students. SMSU ACHM faculty demonstrated their focus on student development in AY 2021, 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 serves as University Supervisor to Education students during their Pre-Student Teaching experience in Agricultural Education.
- 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)
 - Member, SMSUFA Executive Committee
- In January 2021, Professor Gerald Toland chaired a national search for the **Agronomy Program**. The search was necessitated because SMSU created a Tenure-Track Position in Agronomy. The search concluded with the successful offer and acceptance of this Probationary 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 (2016-2017). 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.
- Dr. Steve Davis participates in the regional Clean Energy Resource Team, headquartered in Slayton, MN, at the Southwest Regional Development Offices.
- 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. In Spring 2021, our HOSP Program offered an online reservation system for patrons to pre-order their meals, and then come to SMSU for a drive-up service that safely allowed our student restaurant to operate during this past year of the Pandemic.
- Dr. Sang Jung served as Chair of the Academic Technology Committee, and also, served as a member of Executive Committee at SMSUFA.
- Dr. Sang Jung served as a planning board member of the *Minnesota Forum*. He organized and participated in the Forum's fourth conference titled, "'70th Anniversary of Korean War: President-Elect Joe Biden and the Korea Peace Process," on December 29th, 2020 via Zoom.
- SMSU's ACHM faculty serve as members of Ag Advisory Councils for Riverland Community College and Central Lakes Community College.
- 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.
- In Summer 2021, Dr. Adam Alford will coordinate with the Community Action Project (Marshall's food bank), and SMSU's Mustang Market to donate and deliver fresh produce from research conducted at the SMSU research plots.

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 April 14, 2021. During this productive day, ACHM faculty

developed Program Goals, Student Learning Outcomes (SLO's) and Alignment Matrices for the various programs in our department.

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
- Culinary® 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 Culinary 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

2019 -2020 Annual Report for the Department of Agriculture, Culinology® and Hospitality Management, Southwest Minnesota State University (SMSU).

Ag-Centric. Agricultural Careers Pathways Booklet.

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

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>

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.

Rudgers, Lisa M and Julie A. Peterson. "Colleges and Universities Should Prepare For Seven Key Trends in the New Year". Inside Higher Ed. January 13, 2017.

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

SMSU Undergraduate Enrollment History.

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

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

Dr. Stephen Davis
Professor of Agribusiness/Economics
Office Location: ST 259
Office Phone: 507-537-7122
SMSU Email Address: steve.davis@smsu.edu

Asst. Prof. Adam Alford
Assistant Professor of Agronomy
Office Location: ST 155
Office Phone: 507-537-6082
SMSU Email: adam.alford@smsu.edu

Dr. Sangyeol Jung
Associate Professor of Agribusiness/Economics
Office Location: ST 255
Office Phone: 507-537-6030
SMSU Email Address: sang.jung@smsu.edu

Dr. Kristin Kovar
Asst. Prof. of Agricultural Education
Office Location: ST 159
Office Phone: 507-537-6441
SMSU Email: kristin.kovar@smsu.edu

Dr. Gerald Toland
Chair & Professor of Agribusiness/Economics
Office Location: ST 101B
Office Phone: 507-537-7317
SMSU Email Address: gerald.toland@smsu.edu

Mr. Ian Wyffels
Director, Outreach, Mktg, Recruiting
Office Location: FH 112
Office Phone: 507-537-6054
SMSU Email: ian.wyffels@smsu.edu

Adj. Prof. Samuel Tutt
Adjunct Professor of Agronomy
Office Location: ST 262
Office Phone: 507-537-6361
SMSU Email Address: samuel.tutt@smsu.edu

Dr. Joyce Hwang
Assistant Professor of Hospitality Mgmt.
Office Location: IL 111
Office Phone: 507-537-6462
SMSU Email: joyce.hwang@smsu.edu

Dr. Yumi Lim
Assistant Professor of Hospitality Mgmt.
Office Location: IL 114
Office Phone: 507-537-6442
SMSU Email Address: yumi.lim@smsu.edu

Dr. Peiyi Shen
Assistant Professor of Culinology®
Office Location: IL 111
Office Phone: 507-537-6570
SMSU Email: peiyi.shen@smsu.edu

SMSU AG Club:

President: Kaylea Van Regenmorter
SMSU Email Address for Ag Club President: Kaylea.VanRegenmorter@my.smsu.edu
The SMSU Ag Club meets on Thursdays, Noon to 1PM.

SMSU SHO Club:

Primary Contact: Sarah Pistello
SMSU Email Address: Sarah.Pistello@my.smsu.edu
The SMSU SHO Club meets on Tuesdays, Noon to 1PM.

SMSU Culinology® Club:

Primary Contact: Alayna Squires
SMSU Email Address: alayna.squires@my.smsu.edu
The SMSU Culinology® Club meets on Thursdays, Noon to 1PM.

**Appendix B – Samples of ACHM Department Meeting Agendas
During the 2020-2021 Academic Year:**

- **Sept. 15, 2020 ACHM Department Meeting at Noon via Zoom**
- **Oct. 27, 2020 ACHM Department Meeting at Noon via Zoom**
- **Jan. 26, 2021 ACHM Department Meeting at Noon via Zoom**
- **March 30, 2021 ACHM Department Meeting at Noon via Zoom**



Department of Agriculture, Culinology® and Hospitality Management

Department Meeting
Tuesday, September 15, 2020
12 Noon to 1:15 PM, Via Zoom

Join Zoom Meeting
<https://minnstate.zoom.us/j/97082636663>
Meeting ID: 970 8263 6663
Passcode: 041252

Meeting Agenda (updated):

- Program Updates:
 - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung & Toland
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Dr. Alford and Professor Tutt
 - Culinology and Hospitality Management – Dr. Hwang, Dr. Lim and Dr. Shen
- Curriculum Item – New Course Proposal – *Food and World Culture*
- Spring 2021 Course Schedule
- Program Assessment Deadline: Sept. 15, 2020
- Opportunity to volunteer – New Faculty Mentors Program
- Department Policies and Procedures – Should we create them, and place into writing?
- Report from the BEPS Department Chair’s Meeting on Sept. 8, 2020 (See attachments)
 - BEPS Chairs Meeting Agenda
 - Spring Schedule Guidance
 - 1-Year and 5-Year Enrollment Trends for SMSU Majors (by type-of-student and class-of-student) (2 pdf files)
- Report from the Sept. 11th meeting with Ralco
- Any additional agenda items?
- **Upcoming Scheduled Events:**
 - Ag Advisory Council Meeting – September 25, 2020
 - CULG-HOSP Advisory Council Meeting – October 8, 2020
 - Homecoming Weekend – Oct. 10-11
 - Fall Break – Oct. 19-20
- **Next Department Meeting:** Tuesday, Noon - 1 PM, Tuesday, Sept. 29, 2020. Place:
Zoom Link



Department of Agriculture, Culinology® and Hospitality Management

Department Meeting
Tuesday, October 27, 2020
12 Noon to 1:00 PM, Via Zoom

Join Zoom Meeting
<https://minnstate.zoom.us/j/92576045556>
Meeting ID: 925 7604 5556
Passcode: 060691

Meeting Agenda

- Program Updates:
 - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung & Toland
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Dr. Alford and Professor Tutt
 - Culinology and Hospitality Management – Dr. Hwang, Dr. Lim and Dr. Shen
- Update on SMSU-Ralco Research Farms
- Update on CCA Certification & Student Preparation
- Advising Day, Oct. 28th
- Any additional agenda items?

Upcoming Scheduled Events:

- Virtual University Gala – Oct. 25 – Nov. 1
- Veteran’s Day – Nov. 11, 2020 – No classes
- A Day at SMSU – Nov. 21, 2020
- Last day to drop with a W – Nov. 24, 2020
- Thanksgiving Break – Nov. 25-27
- Undergraduate Research Conference – Dec. 2
- New Student Registration – Dec. 11
- Last Day of Fall 2020 Classes – Dec. 11
- Final Exams – Dec. 14-17
- Grading Day – Dec. 18
- Grades are due – Dec. 22

Next Department Meeting: Tuesday, Noon - 1 PM, Tuesday, November 10, 2020. Place: Zoom Link



Department of Agriculture, Culinology® and Hospitality Management

Department Meeting

Tuesday, January 26, 2021

12 Noon to 1:00 PM, Via Zoom

Join Zoom Meeting

<https://minnstate.zoom.us/j/93427993315>

Meeting ID: 934 2799 3315

Passcode: 825946

Meeting Agenda

- Dr. Yumi Lim's Tenure & Promotion Presentation
- Program Updates:
 - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung & Toland
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Dr. Alford and Professor Tutt
 - Culinology and Hospitality Management – Dr. Hwang, Dr. Lim and Dr. Shen
- Fall 2021 Course Schedule – Continue to make adjustments – Notify Linda and Gerry
- Any additional agenda items?

Upcoming Scheduled Events:

- January 23, 2021 – Hawaiian Night Open House
- January 25, 2021 – First Draft of Fall 2021 Course Schedule is due
- February 15, 2021 – Presidents' Day, No classes
- February 22 and 26, 2021 – Admitted Student Days

Next Department Meeting: Tuesday, Noon - 1 PM, Tuesday, February 9, 2021. Place: Zoom Link



Department of Agriculture, Culinology® and Hospitality Management

Department Meeting

Tuesday, March 30, 2021

12 Noon to 1:00 PM, Via Zoom

Join Zoom Meeting

<https://minnstate.zoom.us/j/95755020248>

Meeting ID: 957 5502 0248

Passcode: 514745

Meeting Agenda

- Program Updates:
 - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung & Toland
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Dr. Alford
 - Culinology and Hospitality Management – Dr. Hwang, Dr. Lim and Dr. Shen
- Report from the March 24th BEPS Department Chairs' Meeting
 - BEPS Chairs' Meeting Agenda with notes (see attached file)
 - Fall 2021 Enrollment Update (attached file)
 - Summer 2021 Registrations (attached file)
- Follow-ups from Advisory Council Meetings
- Proposal: Graduate School Travel Grants
- Agriculture-Related Courses – Possibility for College Now?
- Any additional agenda items?

Upcoming Scheduled Events:

- April 9 & 12 – Transfer and Freshmen Priority Registration
- April 13 - Last Day to drop with a “W” (full semester courses)
- April 14 - Faculty/Student Assessment Day (Classes Held 5:30 pm on)
- April 16, 19, & 23 - Freshmen Priority Registration
- April 30 - Last Day of Classes

Next Department Meeting: Tuesday, Noon - 1 PM, Tuesday, April 13, 2021. Place: Zoom Link

**2020-2021 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

22 September 2021

Table of Contents

<u>Topic</u>	<u>Page #</u>
Introduction	
Section I: Description of SMSU's Department of Business Innovation & Strategy (BIS)	
A. Current Structure of the Department of BIS	4
B. Staffing Changes for the Department of BIS	5
C. Department of BIS Programs	5
D. Trends in Enrollment and Retention	6
E. Planning for Enrollment and Retention	8
Section II: Activities and Accomplishments for the Department of BIS	
A. Teaching and Learning	9
B. Scholarly/Creative Activity	9
C. Professional Development	11
D. Service to Students	11
E. Service to the University	12
F. Service to the Community	12
G. Assessment	12
Section III: Five-Year Plan	

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 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 2020-2021 year, meetings were held biweekly via Zoom.

At the beginning of this academic year, the Department revised and re-adopted its 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 2020-2021 academic year, the Department's full-time faculty consisted of:

Dr. Denise Gochenouer and Dr. Marta Almeyda, who teach 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 Dr. George Taylor, who teach in the Management programs and the MBA program and advise the program's student organizations.

Dr. Susan Jones, and Dr. Lamine Conteh, who teach 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 teach in the Accounting program. Dr. Thomas also teaches in the MBA program.

B. Staffing Changes for the Department of BIS

The Department was pleased to welcome Dr. Taylor to the Management program at the beginning of this academic year. Searches for positions in Finance, Marketing, and Management are pending.

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:

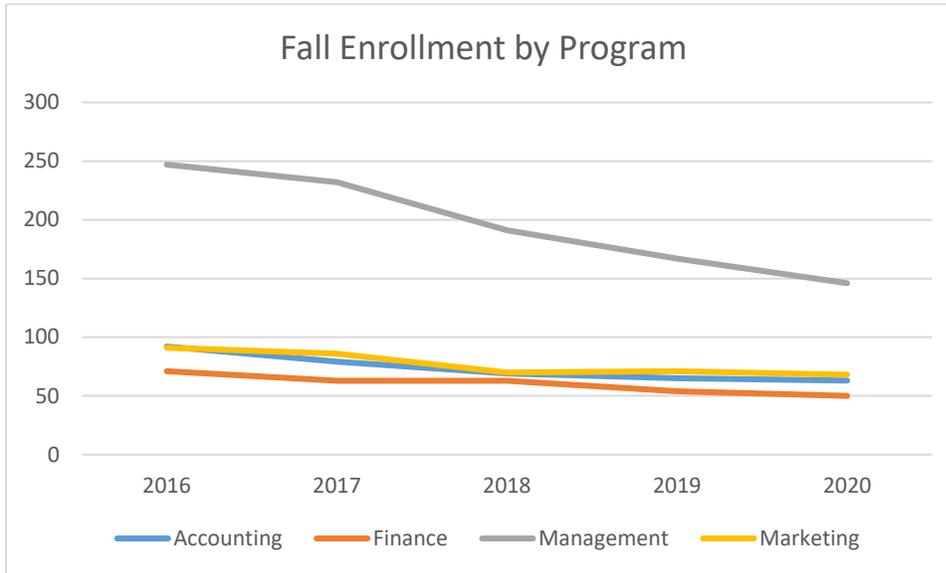
Management continues to develop the new Entrepreneurship minor and certificate. When fully implemented, there will be a faculty member with a half-time appointment to serve as Director of the Center for Entrepreneurship.

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

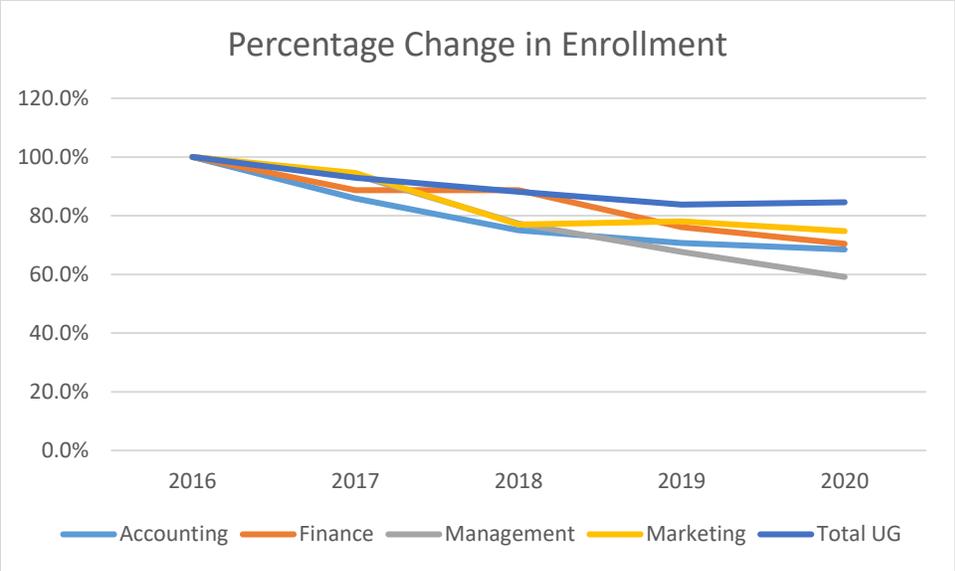
The number of enrolled majors in each Program in the Department has been declining since at least 2013. All data for this section has been downloaded in September 2020 from the Data Management and Institutional Research “Program Data” page at <https://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>.



	2016	2017	2018	2019	2020
Accounting	92	79	69	65	63
Finance	71	63	63	54	50
Management	247	232	191	167	146
Marketing	91	86	70	71	68

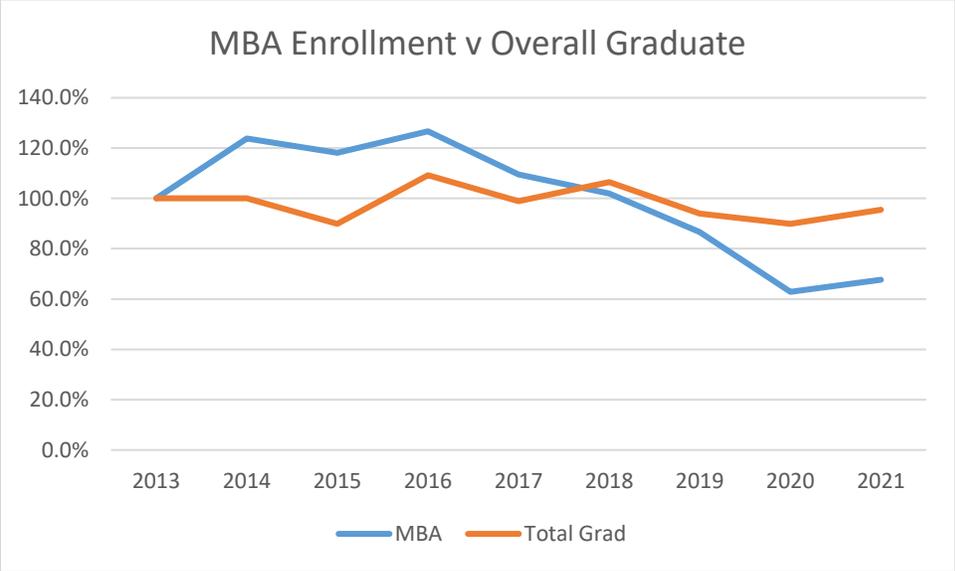
The first graph shows the number of enrolled majors by Program. Marketing and Accounting have followed essentially the same trajectory over this time period, never differing by more than 5 students. Management started with significantly higher numbers, so it has seen the largest decline in numerical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



	2016	2017	2018	2019	2020
Accounting	100.0%	85.9%	75.0%	70.7%	68.5%
Finance	100.0%	88.7%	88.7%	76.1%	70.4%
Management	100.0%	93.9%	77.3%	67.6%	59.1%
Marketing	100.0%	94.5%	76.9%	78.0%	74.7%
Total UG	100.0%	92.9%	88.1%	83.8%	84.6%

Each of the undergraduate programs has lost majors faster than the overall University, particularly since 2018. Each program is developing strategies to address the decline. Stronger relationships with 2-year MinnState schools, new articulation agreements, and working more closely to support our current students are the major approaches programs are currently exploring.



Enrollment in the MBA program has fluctuated more over the last several years than has overall SMSU graduate enrollment. One possible driver has been changes in numbers of international MBA students over this period, particularly from Taiwan. Following a particularly large drop in 2020, numbers from Taiwan have begun to recover.

E. Planning for Enrollment and Retention

Recruitment and retention have been regular agenda items for the Department of BIS throughout. 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.

All programs in Marketing, Management, and Accounting are now available for students who study from a distance. Remote 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 we now refer to as 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. Faculty members offering HyFlex courses continue to address the challenges of working simultaneously with students in the classroom and live on Zoom.

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 2020-2021 academic year was our self-study year. The programs are currently preparing the Self-Study document that will form the basis of IACBE's site visit in April 2022

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

For the 14th 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

K. Chukwuba published an article in the Strategic Journal of Business Change and Management. The title is "Strategic Management and Policy: Six Ways Fortune 500 CEOs Can Boost Their Organizational Performance in the 21st Century (A Systematic Review)".

K. Chukwuba has been appointed to the editorial board of The Strategic Journal of Business and Change Management. He also presented at ASBM University at their Two Week Online International Certificate Program on Human Resource Management for Excellence. His topic was "Motivating Employees for Organizational Performance."

A. Haddud presented at the Decision Science Institute annual conference. His presentation is entitled "Digital Supply Chains' Impact on Wastes in Lean Management". The paper is also published in the proceedings, and it can be found on pp. 1105 - 1128 through the following link <https://decisionciences.org/wp-content/uploads/2020/11/2020-DSI-Proceedings.pdf>

G. Taylor presented at the American Military University on Human Resources Roll in Virtual Start Ups. He will go back in three months with the formal study.

C. Professional Development

G. Taylor and H. Rickgarn created presentations to take to high schools and community colleges in the spring to create awareness of our BIS programs. This work is ongoing.

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.

The Senior Exam requirement for Accounting, Management, and Marketing programs was fully implemented in the Spring semester. The Finance program's requirement has been in effect for some time and continues.

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

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

Each member of the Department met regularly with student advisees throughout the academic year. Advisees continued to work with students affected by the pandemic-related closure to ensure that all students received the support they needed during this challenging 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

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

In addition Dr. Taylor, Dr. Haddud, and Dr. Rickgarn served on working groups for Equity 2030.

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 implemented the OAP during the 2020-2021 academic year. Our Self-Study Report is due in December 2021 for action by IACBE late in 2021 or early 2022.

Section III: Five-Year Plan

The Department participated in the University's strategic planning process and has begun work on its own 5-year plan as part of the self-study process for IACBE accreditation.

Southwest Minnesota State University
School of Education
Undergraduate & Graduate Programs
AY2021



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. The School of Education continues to evolve and focuses on developing new opportunities and enhancing existing programs to serve our students and region.

The *School of Education* redeveloped the mission and vision statements during the 2020 academic year. The Conceptual Framework and core values were reviewed as part of the strategic planning process. The School of Education annually reviews the mission and vision 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 2021 academic year, members of the School of Education included 18 full-time faculty, 1 part-time faculty, 9 head coaches, five assistant coaches, and several adjunct faculty. Importantly, there are four key support staff – two administrative assistants, one field experience coordinators, and one director/licensing officer as well as one graduate assistant.

Faculty. The following were members of the faculty of the School of Education in AY2021:

Dr. Francis Albitz
 Dr. Michelle Beach
 Dr. Rhonda Bonnstetter
 Dr. John Engstrom
 Dr. Sarah Huseby
 Dr. Kristine Kovar*
 Dr. Dennis Lamb
 Dr. Bruce Locklear
 Dr. Kandy Noles Stevens
 Ms. Christine Quisley
 Dr. Lori Reese
 Dr. Lon Richardson
 Dr. Mary Risacher
 Dr. Wendy Schoolmeester
 Ms. Marilyn Strate
 Dr. LeAnne Syring
 Dr. Debbie Van Overbeke
 Dr. Sonya Vierstraete
 Dr. Tanya Yerigan

*Primary membership in another department.

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:

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 AY2021:

Ms. Jennifer Swanson – Office & Administrative Specialist Senior

In the Office of Placement & Licensure:

Ms. Lisa Mischke - Director of Professional Educator Services until November 2020 and then Ms. Chrisine Quisley - Interim, supervising these positions:

Ms. Stephanie Fladhammer - Customer Service Specialist Intermediate (84%)

Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior (100%)

Mae Flight - Graduate Assistant, supervised by Dr. Tanya Yerigan, Director of Graduate Education, in collaboration with the Graduate Coordinators.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Rhonda Bonnstetter, Director of Assessment & Accreditation
- Ms. Lisa Mischke, Director of Placement & Licensure, until November 2020
- Dr. Tanya Yerigan, Director of Graduate Education
- Dr. LeAnne Syring, Special Education Coordinator
- Dr. Debbie Van Overbeke, Online Graduate Education Coordinator
- Dr. Frankie Albitz, PECS – Physical Education: Coaching of Sport Coordinator
- Dr. Dennis Lamb, Charter School Coordinator
- Dr. Bruce Locklear, Education Administration & Leadership Coordinator

- Drs. Michelle Beach and Rhonda Bonnstetter, Co-Directors of Articulations and Transfer Pathways
- Ms. Christine Quisley, Interim Director of Placement & Licensure; Southwest Teacher Preparation Partnership Lead Faculty

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.

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) and **K-8 World Languages & Cultures – Spanish**. Additionally any licensure area may include an additional licensure via minors: **Communication Arts** (adds grades 5-8), **Mathematics** (adds grades 5-8), **Science** (adds grades 5-8), and **Social Studies** (adds grades 5-8).

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 Studies** (grades 5-12).

K-12 Education provides licensure for teacher candidates in six 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)**. We gained PELSB approval to offer **Para-to-TESL** major/licensure. Specific to **Special Education**, SMSU provides licensure for **Early Childhood Special Education** (Birth-age 6) and **Academic Behavioral Strategist (K-12)**. 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; 5-8 Communication Arts, 5-8 Math, 5-8 Science, 5-8 Social Studies, K-12 Reading licensure; and Teaching English as a Second Language as a non-licensure minor.

Teacher Education Programmatic Updates for AY2021

The School of Education offered Introduction to Education and Introduction to Child Growth & Development as part of College Now (concurrent enrollment). Dr. Kandy Noles Stevens served as the coordinator and education faculty member for College Now.

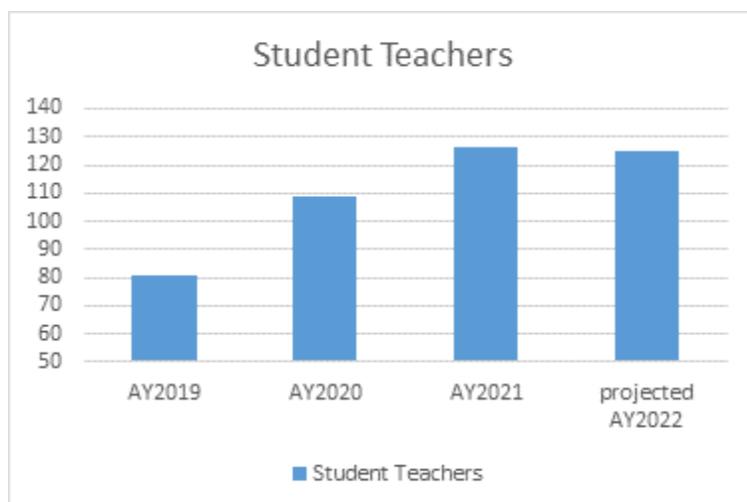
The Director of Professional Educator Services for the School of Education was hired in May of 2020. Ms. Mischke resigned from SMSU effective November 2020. Ms. Christine Quisley served as Interim Director with Lisa's departure in November until summer of 2021 with the new hire, Ms. Rebecca Panka, who began serving as the Director of Clinical Experiences in Education starting June 2021.

With the 2017 unit site visit, the SMSU School of Education Teacher Education Program (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. Additionally, licensure programs were reaccredited in the spring of 2021.

Currently, there are approximately 1,200 declared undergraduate education majors, with some double or triple majors declared. We are currently in the early stages of tracking our licensure-only candidates, which include licensed teachers seeking an additional licensure as well as candidates who have already obtained a bachelor's degree and are now seeking licensure.

Declared Majors	AY2018	AY2019	AY2020	AY2021
AGED	39	49	36	34
ARED	20	16	20	21
BIED	18	11	5	3
CAED	23	23	23	18
CHED	9	6	5	3
COCC	12	9	12	19
CSED	4	Not reported	3	3
ECE	321	311	255	215
ECSE	54	58	50	49
EDST	52	37	31	26
EDUP	16	8	11	17
ELED	257	271	242	282
HEED	Not reported	3	34	60
MAED	28	17	12	10
MUED	22	22	33	34
PE	84	74	72	77
PETE	92	76	78	77
SPED	113	120	160	182
SSED	77	58	46	53
TESL	21	13	13	24
TOTAL	1262	1182	1141	1207

During AY2021, there were 126 student teachers with 91 student teachers placed in the fall and 35 student teachers placed in the spring, which includes 4 Para to SPED candidates who completed year-long student teaching. This total exceeded the 2 previous Academic Years with AY2020 having placed 109 student teachers and AY2019 having placed 81 student teachers. This number continues to follow a positive trend with 94 applications for student teaching for fall 2021 and 31 applications for student teaching in spring 2022 for an anticipated total of 125 student teachers being placed in AY2022. It should be noted that we will also receive applications for advanced student teaching throughout the year which will increase this projection.



	AY2019	AY2020	AY2021	Projected AY2022
Student Teachers	81	109	126	125

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. In AY 2021, we hired a full-time fixed-term faculty member and a part-time coordinator to serve as the liaison for the Partnership. Both positions will continue into AY2022.

Physical Education.

A highlight of AY2021 was the implementation of the newly developed PE 106 Winter Ice and Snow Sports course. This course is designed to develop knowledge of and fundamental motor skills in activities such as Cross Country Skiing, Snow Shoeing, Hockey, and Curling. Such content as the history, rules, strategies, etiquette, and basic motor skills will be included. Coach Bryan Hiller taught the premier offering of the course, and provided accessibility to winter sports for all students. He partnered with Action Trackchair to create options for students who use wheelchairs.

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.

Online -

Dr. Debbie VanOverbeke coordinated the online master's program in education with emphases in Teaching Learning and Leadership; Sport Leadership; Reading, TESL, English, Math, Technology for Training and Learning and Content Areas. The online program filled the core cores and at times needed to add additional sections. The emphases courses continued to be offered with graduate and undergraduate students so that the multiple emphasis were offered. This year the education courses for the Technology for Training and Learning emphasis were first offered as numbers in this emphasis has grown with Dr. Kandy Noles-Stevens as the professor. The majority of the online graduate courses were taught as overload courses for education faculty or with adjunct professors. An additional online graduate faculty would be of value to the program.

Special Education -

Dr. LeAnne Syring collaborated to add the Special Education: ABS and Early Childhood Special Education licensure programs to the graduate level. Candidates will be able to choose whether to seek these two licensures at the Baccalaureate or Master's level (in addition to the currently offered four licensure Post-Bacc options) opening up our programs to more aspiring educators. The Special Education programs growth has enabled us to add a new faculty member to the program. Dr. Donna Pettit joins Dr. Michelle Beach, Dr. Lori Reese, and Dr. LeAnne Syring in our Special Education programming.

Charter School Leadership -

Dr. Dennis Lamb and Dr. Tanya Yerigan successfully secured an extension of the Charter School Leadership Program grant for Year Two of the program. This grant is funded through the Minnesota Department of Education. Another \$269,000 was awarded to SMSU to extend the work being developed in expanding the program and its offerings. In addition to the 19-credit certificate, students now can apply those credits to a Master's degree as an area of emphasis, or if they already have a Master's degree, they can apply 12 credits toward their K-12 Principal's license. There are 17 students currently enrolled in the Year Two cohort.

EDAL -

Our EDAL program continues to grow and gain traction throughout the state. This year all but one of our students successfully completed the licensure program, giving us a 90% completion rate for those who have completed the licensure requirement.

Of the most recent cohort, we have 6 from our most recent group who have placed into new or continuing administrative roles for a 60% placement rate for those who desire an administrative position.

Licensure -

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.

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, and courses were approved via the SMSU curriculum process in AY2020. The SoE TEP received approval from PELSB in June of 2021 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. With COVID-19 travel restrictions, we did not have students travel to campus in AY2021.

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 graduate courses for Developmental Disabilities to add to existing graduate courses in DD for the new DD Certificate. Dr. Beach was appointed by the State of Minnesota to the technology team that created a full faculty instructional training set of courses designed for faculty who want to teach courses online. Dr. Beach served as the Director for Articulations and Transfer Pathways in collaboration with Dr. Rhonda Bonnstetter. 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. Beach 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 a new manual, Dr. Beach spearheaded faculty evaluation of distance transfer courses and provided the documentation needed to submit for state approval during December 2020.

Dr. Bonnstetter

- taught ED 102 in an on-campus format in Fall 2020 during the COVID pandemic. To accomplish meeting COVID requirements, she divided the class into two groups, each meeting for one hour/week instead of the traditional 2 hours/week. This allowed candidates to have face-to-face class time weekly. Due to nearly all candidates either having COVID or quarantining due to a COVID exposure, she also taught the course online weekly for those who needed it. In spring semester she taught ED 413 Middle Level Math Methods, also in a face-to-face format.
- mentored Prof. Christine Quisley in the role of Director of Placement & Licensure, teaching her how to use the administrative side of Livetext and the policies/procedures used in this role.
- assumed the duties of Licensure Officer for the School of Education. As part of this role, she also took on the evaluation of all transcripts for candidates transferring in

to any licensure program to ensure that all DARs issues were resolved prior to the assignment of candidates to advisors.

- assumed the role of co-director of Transfer Pathways. In this role, Dr. Bonnstetter created the course alignments for each of the Transfer Pathways programs from various 2-year programs in the MinnState system so that candidate DARs would read correctly for their advisors.
- served as the Assessment/ Accreditation director for the School of Education. In this role she led the re-accreditation of all licensure programs at the undergraduate and graduate levels. Dr. Bonnstetter also completed all reporting requirements for Title II, PELSB's Data Summary Reporting, and BOSA.

Dr. Sarah Huseby has worked hard to meet the needs of all her students – especially as we faced the challenges associated with the pandemic this past year. As a result, she worked hard to implement a variety of teaching and learning strategies in the Hybrid learning environment. This included:

- Provided Hybrid course options for students to attend class online or on campus
- Hosted Live Zoom Discussions for weekly discussion
- Implemented Culturally Responsive Teaching Strategies
- Offered both traditional on campus office hours and virtual office hours
- Developed module that included a variety of virtual websites for language and literacy support in the classroom

The beauty of being an educator is the ability to learn, grow, adapt, and change from year to year. And, ultimately, over the course of this challenging, pandemic-filled school year, Sarah continued to grow in both her understanding of the School of Education and the various courses that she instructed.

Dr. Bruce Locklear is the lead EDAL facilitator. A few highlights from this year include:

- We were excited to transfer all materials and student access to a new learner platform for our program, D2L. It made for an ease of access and tracking for both the student and faculty member.
- We added a more robust approach to diversity, equity, and inclusion, across our curriculum. This approach used case studies as well as a modeled approach to introduction and application of key concepts.
- We were extremely proud of the work our students did for their final defense of their portfolio for licensure. The portfolios were articulate and demonstrated the exceptional quality of their experiential requirements of the class. Truly, putting theory into practice!
- Our ability to work together as a team to serve our students was beyond my wildest dreams. The program was in disarray and over the past two years, we have achieved BOSA accreditation, with excellence, thanks to so many department members who supported the process. We were able to retool the curriculum, to be more innovative, and support what the practicing administrator needs to know to thrive.

Dr. Kandy Noles Stevens continued working to develop dynamic courses that reflect the vision and mission of the SMSU School of Education. She worked to integrate high leveraged teaching practices to model culturally responsive teaching in her courses to better prepare aspiring educators to teach with an emphasis on equity and inclusion. She revamped her course design in the science methods courses to prepare future educators to be well equipped to teach science using the three-dimensional learning in advance of the implementation of the new Minnesota science standards. She incorporated more practice-based teacher education strategies in all of her courses to allow students to practice to develop their teaching skills prior to field placements. The Assistant Professor strove to create stronger networks among the educators teaching SMSU concurrent enrollment courses and collaborated with colleagues and educational leaders across the country to create a virtual speaker series for students enrolled in College Now Education courses.

Ms. Christine Quisley completed her first year at Southwest Minnesota State University. She has focused her first year teaching a variety of courses, establishing the Southwest Teacher Preparation Partnership Program and this spring she accepted the Interim Director of License and Placement position concluding at the end of May. While teaching the variety of course this year, most of which were in an online format, Christine developed connections with candidates through weekly night chat sessions. SMSU candidates that attended these weekly sessions remarked that it was easier to feel connected to the course and the content. Prof. Quisley also worked diligently at reaching out to candidates in the Worthington, MN area who would be interested in obtaining their elementary education degree through SMSU. The SWTPP Program Cohort one will begin in the fall of 2021.

Dr. Lori Reese taught 29 credits of classes, supervised two students, and presented Positive Behavior Support content in a colleague's course. Dr. Reese collaborated with the Special Education Coordinator in the development of department summary of Special Education growth resulting in the increase of the addition of a Special Education faculty member. Dr. Reese updated course structure to encourage student individualism through the use of a weekly reflection BLOG in place of standard discussion board posting requirements.

Dr. Mary Risacher focused on providing coursework that would enable students' flexibility in course access. Due to Covid and the need for to be able to pivot from one format to another, her course design and assignments incorporated flexible design instruction so students could have multiple formats to choose from at any point. This included in-person, live Zoom, and recorded Zoom course access. Dr. Risacher attended trainings to improve her course design skills that were offered by the Technology Information Center at SMSU as well as webinars.

Dr. LeAnne Syring taught 28.6 credits of classes, mentored 4 adjunct faculty members, Coordinated Special Education programming at the undergrad and graduate levels. Dr. Syring collaborated on the development and submission of a three-course Post-Baccalaureate Standards of Effective Practice package and reviewed and submitted SPED: ABS and ECSE programs for offerings at the graduate level. Dr. Syring

effectively submitted an 11-page data summary of Special Education growth resulting in the increase of the addition of a Special Education faculty member.

Dr. Debbie Van Overbeke taught various courses in the undergraduate and graduate program, of note are ED 424: Elementary Mathematics Methods & Lab and ED: 425: Elementary Science Methods and Lab.

- For ED 424, VanOverbeke implemented the culturally responsive high-leverage practices of leading a group discussion, eliciting and interpreting individual student's thinking, and modeling content after participating in the University of Michigan's TeachingWorks certificate program during the fall and spring semesters. The teacher candidates in this course learned and practiced modeling mathematics concepts, conducting a discussion, and eliciting and interpreting students' thinking and then conducted a small-group and large-group discussion in their mathematics lab experience, many of which were taught with Zoom due to schools meeting online due to COVID.
- For ED 425, VanOverbeke co-taught a unit on Batteries and Bulbs with Dr. Kandy Noles-Stevens. In this unit, the teacher candidates were taught how to extend what they learned regarding the high-leverage practices in ED 424 to the teaching of science. The teacher candidates were able to practice their eliciting and interpreting skills with 5th grade students via a Zoom teaching opportunity and with students in their lab experiences.

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

Dr. Sonya Vierstraete served as the Chairperson for the School of Education for the seventh year. Dr. V. teaches and advises undergraduate and graduate students with a focus on elementary education, literacy, and TESL. She collaborated with colleagues throughout the year in a variety of areas including: the SWTPP – Southwest Teacher Preparation Partnership as well as SoE assessment, accreditation, and licensure. 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 served as the Graduate Education Director.
- Dr. Yerigan served as the Learning Community Coordinator.
- Dr. Yerigan aggressively promoted the need for graduate marketing resulting in two marketing groups working toward advancing the graduate programs at SMSU.

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 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 several sessions on teaching with technology to teachers in multiple districts in August as part of my consulting work with SWSC.

Dr. Sarah Huseby Over the course of the 20-21 school year, Sarah has spent considerable time researching a wide scope of language and literacy topics. This included:

- Researching, developing, and planning a Two Way Immersion School for the Southwest Minnesota area
- Developing a research study with her colleague Dr. Reese that focuses on dually identified English learners and students of Special Education
- Submitting her paper **Effective Characteristics of Rural English Learner Programs** for publication at La Asociación Nacional Universitaria de Profesores de Inglés (ANUPI).

Dr. Bruce Locklear

- Vision and Mission refresh for a local school district.
- Supported a presentation on the State of the School for the same district.
- Research on an innovative educational eco-system

Dr. Kandy Noles Stevens collaborated in the Minnesota State Educational Innovations grant process with other SMSU and MinnState colleagues and were awarded \$10,000 to purchase telepresence robots to investigate the use of robots for modeling student centered best practices in education. She was invited as a speaker for the SMSU Women in the Workforce panel on Women in Science and shared her expertise in both science and science education research. She additionally was an invited speaker at the University of South Dakota Education Speaker Series where she presented on children and grief and was a invited presenter to share about High-Leverage Teaching Practices at the Professional Development Day for the Wabasso School District. Finally, she authored and published her first children's book, *Red was Blue*, and received numerous requests for author reads in the region and the state.

Ms. Christine Quisley worked diligently at carrying out the duties of the license and placement officer since late November 2020 as well as overseeing the class schedule, recruitment, and orientation meetings for anyone interested in the Southwest Teacher Preparation Partnership Program.

Dr. Lori Reese met Criterion 2 through the following efforts:

- Scholarly Work: Editorial Assistant, International Journal of Whole Schooling
- Peer-Reviewed Publication: Teachers' perspectives of what works: Implementation of AT for students with disabilities. Dianne Chambers, Ph DORCID Icon, Phyllis Jones, PhD, Lori Reese, PhD & Catherine Wilcox, MA Accepted 15 Sep 2020, Published online: 04 Jan 2021
- Collaboration on article with colleague in Education Department on the topic of Teacher Education for Dually Identified Students in English Speaking Language and Special Education.

Dr. Mary Risacher presented in the fall to the Society for Information Technology & Teacher Education (SITE). *I Wish My Teacher Preparation Program Knew... What Changes Should Be Made to Teacher Preparation Programs to Improve the Experience for Pre-Service Teachers*. This will also be used in in her sabbatical research.

Dr. LeAnne Syring presented *Laughter, Learning, & Student Success*. Fall Professional Development Day, SMSU and *Mindfulness as a Strategy to Increase Production and Decrease Stress in COVID*, Co-presenter w/Dr. Michelle Beach, Center for Scholastic Inquiry International Conference. Dr. Syring chaired 14 graduate research papers and was a reviewer for the Undergraduate Education Action Research Conference. Dr. Syring was a proposal reviewer for the 2020 CEC/DEC Convention.

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

- Wrote a TeachingWorks Unit on fractions to include culturally responsive teaching, a discussion, and modeling of math content to share with the TeachingWorks fellows and to implement in ED 424: Elementary Mathematics Methods and Lab in fall 2020.
- Co-wrote a Batteries and Bulbs unit with Dr. Kandy Noles-Stevens to share with the TeachingWorks participants and to co-teach in ED 425: Elementary Science Methods and Lab in spring 2021.

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

- She was a referred accepted speaker at the national ASCD annual conference co-presenting *NURTURE* with Dr. Wendy Schoolmeester in January 2021.
- 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.

- In the Fall of 2020, Dr. Yerigan offered adult education (AE) classes to area educators seeking professional development beyond their master's degree. She offered 10 graduate credits in the area of mental wellness.
- In the Spring of 2021, Dr. Yerigan offered adult education (AE) classes to area educators seeking professional development beyond their master's degree. She offered 10 graduate credits in the area of mental wellness.
- Dr. Yerigan created a mentoring program for other faculty wanting to teach integrated and packaged AE courses. This mentoring program has been implemented with one full-time faculty and one adjunct faculty. This particular adjunct faculty will be utilized to promote more course drafting and delivery. Dr. Yerigan will continue to mentor (and give up load) this summer in an effort to continue building a sustainable program.
- Due to the pandemic, Dr. Yerigan adapted to the scholarly needs of higher education and offered a series of three mini conferences online including the following:
 - Center for Scholastic Inquiry International Academic Conference Mini Series: February 23, 2021. Twenty doctoral-level educators from across the nation presented their research.
 - Center for Scholastic Inquiry International Academic Conference Mini Series: March 23, 2021. Thirty-five doctoral-level educators from across the nation presented their research.
 - Center for Scholastic Inquiry International Academic Conference Mini Series: April 24, 2021. Forty-one doctoral-level educators from across the nation and internationally presented their research.

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 2020-2021 academic year, such as:

- NAEYC
- SMSU Professional Development Day, August, 2020.
- SMSU Professional Development Day, January, 2021.
- Center for Scholastic Inquiry Annual Conferences, March & April 23, 2021 (online due to Coronavirus).

Dr. Rhonda Bonnstetter attended the Minnesota Rural Education Association's annual conference in November 2020.

- I attended the AACTE Annual meeting virtually in February 2021 to learn more about the challenges and successes of teacher preparation programs from across the country.

- I attended a two-day cultural competency training at the Worthington Learning Center in March 2021.
- I attended the MCTM conference virtually in April 2021.

Dr. Sarah Huseby worked hard to continue in her professional development and study in language and literacy. As a result, this school year she:

- Completed the coursework for her K-12 Reading License, which included: ED 502, ED 546, ED 547, ED 550, ED 551
 - On April 22, Sarah completed her Reading Portfolio Review
- Attended the follow-up of Cohort #2 Culturally Responsive Teaching Seminar
- Remained an active member of a variety of language and literacy organizations including International Literacy Association (ILA), Minnesota Reading Association (MRA), Teaching English to Speakers of Other Languages (TESOL), Asociación Nacional Universitaria de Profesores de Inglés (ANUPI)

Dr. Bruce Locklear

- We are looking at research on the impact of COVID on student learning and emotional health in the K-12 arena.
- We are looking at a continued renewal of our curriculum and moving completely to a standards based instructional model.

Dr. Kandy Noles Stevens spent the entire year studying in a post-doctoral graduate certificate program through the University of Michigan's TeachingWorks program. She worked collaboratively with several colleagues to incorporate practice-based teacher education elements which are culturally responsive and which advance justice and education in their courses and throughout the SMSU School of Education. She continued her participation in the Cultural Competency trainings in collaboration with Minnesota West and the Worthington School District. She attended regional science conferences as well as maintained memberships in professional organizations. Through these organizations, she received a request to consider joining the board for the state science teaching association.

Ms. Christine Quisley During the 2020-2021 school year, Christine has worked diligently at carrying out the duties of the license and placement officer since late November 2020. As a result, she:

- Assisted in the finding of placements for students in the Advanced Practicum and Graduate level candidates.
- Found/ Assigned University Supervisors for all field placements requiring supervision.
- Conducted educational seminars for student teaching and pre-student teaching candidates.

As the Southwest Teacher Preparation Partnership Director of Clinical Experiences Christine:

- Collaborated in the development of the 4-year SWTPP schedule and recruitment of candidates.
- Designed and co-facilitated orientation meetings for anyone interested in the SWTPP Program.
- Maintained the field placements documents in LiveText for the candidates in SWTPP program.

As an assistant professor of education Christine also taught and facilitated a fall and spring class load.

Dr. Lori Reese attended EdTPA three week webinar training and other Teacher Education Division (TED) sessions to stay abreast of current topics in Special Education. Dr. Reese received acceptance to present her dissertation research paper for the International Special Education Conference (ISEC) hosted in the United Kingdom to be held virtually due to the World-Wide COVID 19 Pandemic.

Dr. Mary Risacher attended a series of trainings during the spring semester to update her on this assessment.

Cultural Responsiveness was also among her training as she attended the Worthington Cohort training provide by Bea Lewis. This training will be utilized in her coursework allowing her to make deeper connections to her students.

Dr. Risacher applied for and was granted sabbatical leave. She began her preliminary research by conducting course surveys. This data will supply her with information that will be utilized to review the course evaluations and potential suggestions for alternative formats. The ultimate goal is to make improvements to the program in order to better serve students.

Dr. LeAnne Syring attended several webinars and conferences to stay abreast of current topics and issues. Dr. Syring attended Cohort #3 of the Cultural Competency Training at Worthington. Dr. Syring completed the leadership track for the National Society for Leadership & Success.

Dr. Debbie VanOverbeke participated in the TeachingWorks 16-credit Certificate in Practice-Based Teacher Education during 2020/2021. Classes were held via Zoom with reading, math, and science professors throughout Minnesota. Units were submitted and classroom instruction with teacher candidates were video-taped to share with Professor Amber Willis and TeachingWorks peers. Dr. Noles-Stevens and Dr. Vierstraete also are participated in this certificate program with the goal of implementing the high-leverage practices in the SMSU education program.

In addition, Dr. VanOverbeke has attended several workshops including:

- *Minnesota Council of Teaching of Mathematics Conference* online, April 16-17
- *Trauma, Language, and Child Development: Teaching Reading Well, IS Trauma Informed Care* through CORE online, November 11, 2020
- *What Does Good Instruction Look Like for Students with Dyslexia: A Systems and Classroom View* through CORE online, October 8, 2020

- *Beyond the Phonics Fights through CORE online October 15, 2020*
- *Teaching Spelling Using a Structured Literacy Approach through CORE online, September 23, 2020*
- *What is Hyflex and when should we use it? Online webinar, September 2020*

Dr. Sonya Vierstraete was selected to participate in an 18-month post-doctoral fellowship focusing on PBTE – Practice-Based Teacher Education thru TeachingWorks/University of Michigan along with colleagues Drs. Debbie VanOverbeke and Kandy Noles Stevens. Dr. V. participated in Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring (virtual conferences). This spring, Dr. Vierstraete attended both the SMSU Graduate and Undergraduate Research Conferences. She 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 as well as a year-long partnership with the NCTR – National Center for Teacher Residency in preparation for the residency clinical experience with SWTPP. Additionally, she earned her MN Superintendent licensure.

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

- Dr. Yerigan continues self-care and trauma research for educators and is actively responding to the needs school districts, staff, students, and parents.
- Dr. Yerigan attended the training “*The Neuropsychology of Stress & Trauma: How to Develop a Trauma-Informed School*”.
- Dr. Yerigan attended the training “*Think Better – Live Better 2020*”.

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

Clint's Kindness & Service Scholarship:

Recipient is a graduate student within a learning community program.

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. LeAnne Syring and Sarah Huseby.

Critically, faculty offer their time to meet with prospective undergraduate students as they consider their post-secondary options – as well as faculty advising students regarding graduate school and sharing specifically about our graduate programs at SMSU.

Dr. Michelle Beach assisted at several Admitted Students/Registration Days hosted by the Admission Office and offered through Zoom. She serves as advisor to approximately 111 distance learners in the Early Childhood Distance and Early Childhood Special Education programs. Dr. Beach gave multiple Zoom presentations to colleges, to two year college administration, and to students across the state to advertise our Early Childhood Distance 2 + 2 program. She responded to numerous inquiries about the 2 + 2 program and the ECSE program via phone and e-mail throughout the academic year, and sent material 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 2021. Dr. Beach assessed and completed Graduation Portfolio Reviews for fall and spring student teachers. Beach sent “News and Views,” her advising newsletter, to advisees most Fridays throughout the academic year.

Dr. Rhonda Bonnstetter participates in Admitted Students Days, Meet Your Advisor Day, and Registration Days.

- She participated in Admitted Students Days, Meet Your Advisor Day, Registration Days, etc. She met with several students for SMSU visits.
- She met frequently with various classes to assist with field experience and licensure questions (Dr. Bruce Locklear’s Ed Admin classes), questions on field experience and edTPA requirements (Dr. Wendy Schoolmeester), 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.

Dr. Sarah Huseby continued to support student growth in a variety of ways during the 20-21 school year, which included:

- Supervised two TESL student teachers in fall 2020
- Supervised three TESL Practicum students at the Graduate level and three Education Studies Practicum students
- Served as the Chair for five Graduate Student Research Projects
- Completed TESL Portfolio Reviews, Education Studies Portfolio Reviews, and Graduation Portfolio Reviews
- Served as the Undergraduate Education Research Conference Keynote Speaker

Dr. Bruce Locklear focuses on student growth as the EDAL coordinator.

Our student growth is measured through two mechanisms. First, is our internal evaluations and surveys. We track student growth and progress through their comments and feedback. Second, if they can obtain the Minnesota Principals, Superintendents, or SPED Directors license.

Dr. Kandy Noles Stevens continued to model her personal teaching philosophy with a central focus on the challenge to care in education based on the works of the researcher Nel Noddings. She created opportunities for students to grow as aspiring educators and as future professionals, including participation in a contest with a regional organization to have their lessons published. She received numerous messages from students that highlighted her influence on their learning, growth in understanding, and personal impact on their lives. She provided opportunities for her students to become nationally certified in science safety and regionally certified in teaching outdoors. She continued to develop the STEM Education Resource Center on campus as well as created a Women in STEM virtual teaching lesson for each day of Women's History month. She served as a faculty reviewer for *Discovery: The SMSU Journal of Undergraduate Research* as well as serving as a supervisor for Pre-Student Teaching Experiences and other clinical experiences.

Ms. Christine Quisley continued to support student growth in a variety of ways during the 20-21 school year, which included:

- Supervising one student teacher in the spring of 2021
- Supervising three PSTE candidates in the spring of 2021
- Completed Graduation Portfolio Reviews for fall 2020 and spring 2021

Dr. Lori Reese received positive feedback as well as constructive criticism via student feedback from surveys provided at the close of each course.

Dr. Mary Risacher focuses on advising as she works with her 80 plus advisees throughout the year. Her aim is to ensure that each student is aware of the needed requirements for courses and as they navigate their way through the Teacher Education Program. New this year was an advising check-in that she facilitated at the start of the year. Although fall is a hectic time of year, she set aside time for her advisees to have a meet and greet session to chat about the upcoming year and address any initial concerns they might be having as the academic year began.

Dr. LeAnne Syring compiled 6-years of data showing growth in the undergrad and graduate special education programs. The compilation resulted in approval to add another special education faculty member. Dr. Syring advised 126 students, including 50 graduate students. Dr. Syring developed a video to recruit students which has been shared with educational co-ops throughout Minnesota.

Dr. Debbie VanOverbeke advised 95 students (24 undergraduate and 71 graduate) in 2020/2021, reviewed undergraduate Action Research projects, participated in LiveText portfolio reviews of undergraduate and graduate students completing their programs, and

chaired Action Research Projects for 25 graduate students at various stages in the research process (13 final projects and 12 in planning stages).

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. She advises approximately 100 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.

- Dr. Yerigan proposed, researched, and drafted the procedure/policy for the offering of an AE micro-credential. These will be promoted to educators seeking additional credentials.
- Dr. Yerigan and Dr. Lamb have adapted the documenting of the graduate learning community research into an article format that is usable and applicable for practicing educators. These will be disseminated in the form of an academic journal called the Educator Development Network.
- Dr. Yerigan gave up four weekends to offer Mental Health First Aid (MHFA) certification training to educators across the state. In total, she certified 55 educators within MHFA.
 - October 11, 2020 (10 educators)
 - November 15, 2020 (10 educators)
 - February 27, 2021 (18 educators)
 - April 3, 2021 (17 educators)

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, the MSCTC Advisory Board and Child

Aware - T.E.A.C.H., which is the state advisory board that provides scholarships and tuition to Early Childhood students in Minnesota. At the local level, Dr. Beach served on several SMSU committees including Academic Technology Committee, 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 served in various ways.

- At SMSU, I served on the Undergraduate Curriculum Committee, the Honors Review Committee, and the SMSU Ag Advisory Committee. At the department level I assisted on a variety of committees.
- At the state level, I 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. Sarah Huseby Sarah also continued to serve the University and local communities in a variety of ways. This included:

- Served on multiple committees including the World Language Committee, Global Studies Committed, and Liberal Education Committee
- Served on the Search Committee for the Director of Clinical Experiences
- Attended School of Education faculty meetings including Undergraduate, Graduate, Assessment & Accreditation, and Full Department
- Provided presentations and training for local districts and staff in regard to literacy and language
- Shared information and advised prospective students at events for the University, Department, and individual meetings

Dr. Bruce Locklear has been involved in university and community service in the following ways:

- Curriculum Committee
- Grad Council
- Program Coordinator
- BOSA Advisory Committee
- BOSA work groups on Form B revision
- Vice Chair of Tree House Board of Directors
- Consultancy for small school districts on strategic planning

Dr. Kandy Noles Stevens expanded her leadership on campus by serving as a member of the SMSUFA Executive Board, representing Contingent Appointments. This led to an appointment on the state IFO board for Spring Semester. She enhanced her leadership in the department by serving as the search committee chair for the Secondary Education faculty position. She additionally served on the SMSU Equity and Inclusion workgroup focusing on Enhanced Access. She served on the IDST 110 Workgroup. To help strengthen the partnerships with field placement schools, she created the first SMSU School of Education – Professional Development Series – which highlighted what students were learning in methods courses to help classroom mentor teachers feel connected to what was being taught on campus and what to hope to see practiced in their classrooms. She participated in registration days and prospective student visits. She continued her volunteerism in the community and region through a variety of organizations.

Ms. Christine Quisley served the University and local communities in a variety of ways that included:

- Interim Director of Licensure and Placement November 2020-May 2021
- Attended School of Education faculty meetings including Undergraduate, Graduate, Assessment & Accreditation, and Full Department
- Shared information and advised prospective students at events for the University, Department, and individual meetings

Dr. Lori Reese provided service to the University and Community through the following efforts:

- Committee Service
- Contingency Committee and Academic Advisory Committee (meeting notes available upon request)
 - SAGE Committee Alternate
- Served as Committee Chair for Graduate Student for ED 622.
- University Supervisor for two pre-student teacher candidates in Spring 2021.
- Met with prospective students individually and during university recruitment days.

Dr. Mary Risacher served on the Grievance and Physical Plant committees. She also led a group during the TEAC meeting serving as group leader for those who work in the ECE field. As part of her service, she also provided input for the Scholarship Distribution committee. As the School of Education sought new members she participated in the search and interview work. She believes it is her duty to maintain contact with the administration and attended nearly all the President’s Townhall meetings. It is her intention to further serve the university by researching the reflective format of course evaluation. The reflective feedback could be used to make improvements in content and teaching practices.

Dr. LeAnne Syring completed her first year as the Graduate Curriculum Committee Chair. She also served on the Academic Affairs and Committee for Institutional Assessment. Dr. Syring is active in statewide committees; Special Educator Preparation Providers, ECSE Consortium, and the Professional Licensing and Standards Board Peer Review Panel. Dr.

Syring volunteers for various Mustang and advising days, attends various university meetings, and promotes SMSU whenever and wherever she can. Dr. Syring participated in three search committees, chairing two of them.

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 the state Salary Equity 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 Personnel Policies and Grievance Committee as well as 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

- Last year, Dr. Yerigan established an SMSU endowed scholarship in memory of their son, Clint. The first scholarship began this year in the amount of \$600 and will be given out annually (in perpetuity) to a graduate learning community student.
- Dr. Yerigan created a Facebook page for Graduate Education and established a professor content template to be utilized by the Graduate Assistant.
- To assist the Clarkfield Charter School with getting quality staff evaluation during her quarantine, she referred Dr. Dennis Lamb to complete the evaluations in her absence.
- Dr. Yerigan contacted district administrators who denied the graduate program and/or AE classes and addressed their concerns. Thus far, after the consultations, all administrators have approved the program in question.
- Dr. Yerigan served on the following committees and/or positions:
 - Graduate Education Director
 - Learning Community Program Coordinator
 - Graduate Council Chair
 - Graduate Curriculum Committee
 - Executive Committee

- University Graduate Marketing Committee
- School of Education Strategic Planning Committee
- State Graduate Education Committee

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 typically at the end of their sophomore year. This Perceptive Content online application was implemented this academic year, changing from the Livetext online application, which was created and adopted in 2018. The change in system and process allows for the teacher candidate to monitor the application process, and for the application to move through the workflow process similar to the student petition process. 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 331 (formerly SOCI 212)/ED 312 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 418 (kindergarten center), ED 424 (math unit)

ELED – ED 418 (kindergarten center), ED 424 (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.

With COVID-19, the edTPA was not required by PELSB. Otherwise, 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 has 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 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>

Although waived as a requirement by PELSB in AY2021, 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. All student teachers were required to submit their edTPA portfolios to Pearson or an external review by a Pearson-trained scorer. Scores are then reported back to the student, SMSU Education, and to PELSB. Should the candidate not pass the edTPA, he or she is remediated by faculty or the Director of Assessment, Accreditation, and Licensure in collaboration with the Director of Clinical Experiences in Education 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 AY2021, the edTPA requirement was waived by PELSB for all teacher candidates due to 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 and is due to complete a program review.

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/online 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 for the focus report in 2018.

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 an Action 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 PELSB – Professional Educator Licensing and Standards Board requirements in their area of licensure. Scores for this review are kept in Livetext.

Section IV: [Strategic Plan](#)

The School of Education updated the strategic development plan during the 2014-2015 academic year and annually moving forward since AY2015. 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;
anticipate update with newly adopted PELSB unit rules in AY2022.**

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	Minimum of 3 years contemporary	Minimum of 3 years contemporary	Minimum of 3 years contemporary

classroom teaching experience. <i>*Updates may be needed with the pending adoption of the new PELSB unit rules.</i>		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.	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.

* 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 PELSB 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 reviewed and elaborated upon annual as changes are needed. 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 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 no longer required to take all three tests for initial licensure application, but do not need to pass them for licensure when moving to Tier IV licensure. Candidates are encouraged to take the tests unless their ACT scores are above the required threshold. It is important to note that ACT and other PELS 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), highlights and comparisons of course assessments, MTLE/EAS data, and an edTPA acknowledgement.

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	PROGRAM SLOS	PROGRAM COURSES							CAPSTONE Student Teaching
		ED 101	ED 312/SOC212/SOCI 331	ED 301	ED 423	ED 443/444/458	ED 304/459/LEPST E	EMAE ED MN Aspirin g Educato rs	
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, presentatio n	Was document ed in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
ED 312/ SOCI 331 Human Relations	3, 4, 6, 8, 10	Text analysis for bias; Native American Project	Currently available	Course instructors; Director of Profession al Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Updates made to project requirements
ED 301 The Teaching & Learning Process & Lab	2-10	Classroom managemen t plan	Currently available	Course instructors; Director of Profession al Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of assessment of student learning, edTPA features
ED 423 Classroom Management Theories and Practices & LAB	2-10	Classroom managemen t plan	Currently available	Course instructors; Director of Profession al Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of edTPA features
ED 443/444/458 Action Research	2, 4, 6, 8, 9, 10	Action Research project	Currently available	Course instructors; Director of Profession al Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of edTPA features
ED 304/459/L Pre-Student Teaching	2-10	Evaluation s using rubric	Currently available	Course instructors;	Review of results by faculty	Addition of practice edTPA

Experience Practicum		completed by university supervisor and classroom mentor teacher		Director of Professional Educator Services	teaching the course, reports to undergraduate Ed faculty	
Student Teaching *Capstone course for licensure courses	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

Essential Academic Skills & Minnesota Teaching Licensure Exams Results

16-17 Subtests	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	145	123	22	85%	85%	15%	539.5	541.7
EAS Reading (08/16-Present)	150	138	12	92%	92%	8%	544.7	552.2
EAS Writing (08/16-Present)	144	110	34	76%	76%	24%	529.6	533.1
17-18 Subtests (NOTE: does not include those who passed with ACT scores)	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	112	75	37	67%	67%	33%	530.8	540.8
EAS Reading (08/16-Present)	113	96	17	85%	85%	15%	543.6	550.8
EAS Writing (08/16-Present)	125	88	37	70%	70%	30%	525.4	530.7
18-19 Subtests (NOTE: does not include those who passed with ACT scores)	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	122	76	46	62%	62%	38%	523.4	536.9
EAS Reading (08/16-Present)	101	81	20	80%	80%	20%	540	548.8
EAS Writing (08/16-Present)	121	70	51	58%	58%	42%	517.1	528.7
19-20 Subtests (NOTE: does not include those who passed with ACT scores)	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	62	39	23	63%	63%	37%	527.2	538.3
EAS Reading (08/16-Present)	58	49	9	84%	84%	16%	547.3	547.2
EAS Writing (08/16-Present)	65	39	26	60%	60%	40%	524.4	527.4

Please note the NES EAS scores are only required to move from tier 3 to tier 4 licensure. We no longer require the NES EAS exams to be taken for admission to the TEP - so scores will not be reported moving forward.

Please note the edTPA was waived by PELSB for AY2021 due to COVID-19. Given that, we do not have any edTPA results. In the future, we will share the aggregated scores by handbook and tasks; we will include edTPA scores of distinction (>50).



DEPARTMENT OF NURSING
2020-21 ACADEMIC YEAR ANNUAL REPORT

Submitted by Dr. Laurie Johansen

Date: 6-29-21

Introduction

The 2020-21 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 2020-21 presents the completion of the seventh 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 is 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 with continued accreditation awarded in 2019.

Additionally, it is of value to celebrate the nursing student 2020-21 enrollments in the RN to BSN Program, which continued to grow throughout this academic year. The Department of Nursing has some of the highest numbers of SMSU graduates annually, adding to the success and impact of SMSU to our region and beyond.

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
- 514 nursing students, in 2019, being enrolled in SMSU courses
- 799 nursing students, in 2020, being enrolled in SMSU courses

(Cited from SMSU Nursing Program Course Data:

<https://www.smsu.edu/resources/webspaces/administration/datamanagement/institutionalresearch/Program%20Data/Courses/nursing.pdf>)

With this continued growth of the RN to BSN Program, we are proud to have approximately 213 nursing students currently admitted to the RN to BSN Program, and 224 alumni who have completed the RN to BSN Program.

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. During the COVID-19 pandemic, the flexibility that surrounds our students continued to evolve into a new dimension. The students, faculty, and staff in the Department of Nursing deserve credit for this achievement, as their efforts went beyond exceptional, especially with the challenges faced in creating and sustaining safe clinical sites for our senior nursing students.

Department of Nursing 2020-21 Annual Report

Section I: Description of Department	4
Mission	4
Goals	4
Student Learning Outcomes	4
Faculty and Staff	5
Section II: Current Year's Activities	7
SMSU RN to BSN Program Curriculum	7
Course Collaboration with Other SMSU Departments	7
Teaching and Learning	8
Scholarly/Creative Activity	17
Professional Development	25
Service to Students	39
Service to the University	42
Services to the Community at Large	45
Assessment and Evaluation	46
Section III: Five Year Plan	48
Appendix 1: Department of Nursing Plan for Assessment of Student Learning (PASL)	
Appendix 2: Analysis of RN to BSN Program Nursing Student Graduate Interviews, June 2019 – May 2021	

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, research findings, clinical reasoning, and evidence to address common situations in quality improvement leadership
- 12) Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders

- 13) Apply theory, research findings, and evidence to address common situations in health care system leadership
- 14) 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 through 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 service on the Avera Marshall Regional Board of Directors. Professor Johansen's 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. During the 2020-21 academic year, Associate Professor Leibold was on sabbatical and developed two graduate nursing courses in holistic nursing, wrote OER textbooks for holistic nursing, and completed research projects about 1) effective online teacher feedback, and 2) forest bathing effects on anxiety in adults.

Ms. Lindsay Rohlik has been a fulltime faculty member for the Department of Nursing since 2019. Ms. Rohlik became our new fixed-term Assistant Professor for the Department of Nursing in 2019, 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 health, occupational health, and infection control nursing.

Dr. Ruth Van Heukelom was 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 Assistant Professor 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. Faith Johnson became a fulltime Assistant Professor for the Department of Nursing this academic year, due to Dr. Nancyruth Leibold's sabbatical throughout the 2020-21 academic year.

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.

Ms. 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.

Dr. Darcy Nelson became an adjunct faculty member for the Department of Nursing this academic year. Dr. Nelson has been teaching nursing for over ten years and has practice expertise in wound care and intensive care nursing. She has kept current with nursing practice through many professional organizations and varied teaching opportunities.

Ms. Jennifer Thiel also became an adjunct faculty member for the Department of Nursing this academic year. Ms. Thiel is also teaching fulltime at Hibbing Community College. She has kept current with nursing practice through the practice of hospice nursing and has areas of expertise including acute and long term care as well as rehab nursing.

Ms. Loronda Schuler was an additional adjunct faculty member for the Department of Nursing this academic year. Ms. Schuler has been practicing nursing for forty-six years, with areas of expertise in community based nursing, include homecare and parish nursing. She has kept current in nursing through continued involvement as a substitute school nurse.

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 Nursing Student Services Coordinator (NSSC), starting her position in the spring of 2020. Ms. Nwachukwu has been practicing nursing since 2011. We are proud that she has recently graduated with a Masters of Science in Nursing from the Minnesota State University Moorhead this spring. Ms. Nwachukwu's expertise in case management and care coordination is 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

SMSU 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 increased offerings of NURS courses that were offered in the previous academic year have continued with the current enrolled numbers 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 or somewhere in-between. All NURS courses, with the exceptions of the four 2-credit elective courses, are offered at least two semesters each academic year, dependent on adequate numbers of enrolled students, to meet the needs of nursing students in the RN to BSN Program.

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 courses. Dr. Leibold’s expertise creating and teaching these courses has benefited the Department of Education in their state licensure needs. Dr. Leibold also authored an OER textbook, *Community Health and Health Promotion*, and transformed the HLTH 370 course into a Z course, meaning all

course textbooks are free. Dr. Leibold completed the second edition of the *Community Health and Health Promotion* OER textbook in the spring of 2021.

Teaching and Learning

During the 2020-21 academic year, the SMSU Department of Nursing followed the Faculty Guidelines for Evaluation. The faculty guidelines were developed last year and updated this academic year. Within those guidelines, the demonstrated ability to teach effectively was defined with the expected outcome, with 100% of faculty/adjuncts engaging 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
Online Learning Consortium (OLC) 2020 Virtual Conference Webinar: Teaching and Learning in a Time of Uncertainty	1 hour	6-17-20
Online Learning Consortium (OLC) 2020 Virtual Conference Webinar: You’re Teaching. Are They Engaging?	1 hour	6-23-20
Online Learning Consortium (OLC) 2020 Virtual Conference Webinar: A Road-Map of How to Inspire Transformational Change in the Areas of Innovation, Online, and Digital Education	1 hour	6-25-20
Online Learning Consortium (OLC) 2020 Virtual Conference Webinar: Diversity, Equity, and Inclusion in Online Course Design and Delivery	1 hour	6-25-20
Online Learning Consortium (OLC) 2020 Virtual Conference Webinar: Building Self-regulated Learning Skills in Distance Education Courses	1 hour	6-25-20
Online Learning Consortium (OLC) 2020 Virtual Conference Webinar: Building Quality Into Your Online Program	1 hour	6-26-20
American Association of Colleges of Nursing (AACN) Webinar: Improving Nurse Preparedness for a Pandemic Response: Implications for U.S. Schools of Nursing	1 hour	6-26-20
D2L Brightspace Webinars: D2L Fusion 2020	4 hours	7-20-20
SMSU Webinar: Why and How to Use the New D2L Content Templates	8 hours	7-29-20
SMSU Professional Development Day	6 hours	8-18-20
MinnState SO-Educational Innovations Webinar: Manage Course Dates on a Single Screen	1 hour	8-19-20
United States Distance Learning Association (USDLA): What it Now Means in the Learning Profession	1 hour	8-21-20

National League for Nursing (NLN) 2020 Education Summit (3 day virtually)	8.5 hours	9/23-9/25/20
AACN 2020 Academic Nursing Leadership Conference (virtual)		10/1-10/20/20
USDLA Webinar: Remote Learning: Turning Obstacles into Opportunities	1 hour	10-2-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Lessons Learned from COVID-19: Shaping the Future for Academic Nursing	1 hour	10-2-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Key to Accelerated Learning and Innovation in Academic Nursing	1 hour	10-8-20
AACN 2020 Academic Nursing Leadership Conference Webinar: 2020 Academic - Practice Partnership Award and New Era for Academic Nursing Award: A Show Case of Excellence	1 hour	10-15-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Enhancing Well-Being: A Strategy that Matters	1 hour	10-15-20
AACN 2020 Academic Nursing Leadership Conference Webinar: New Member Orientation	1 hour	10-16-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Academic-Practice Partnerships: Collaborating to Prepare Nursing Students for Practice	1.25 hour	10-16-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Here to Serve: AACN Updates and Rounds with AACN Leadership	1.25 hour	10-18-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Plenary: The Imperative of Civility and Community in Uncertain Times	1.25 hour	10-18-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Plenary: The Future of Health Care: Finding Common Ground in Divisive Times	1 hour	10-18-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Leadership and Diversity During a Pandemic Disruption	1 hour	10-19-20
AACN 2020 Academic Nursing Leadership Conference Webinar: AACN Essentials: Continuing the Conversation	2.5 hours	10-20-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Plenary: Challenging Assumptions - Innovating Through Chaos	1.25 hour	10-20-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Coffee Talk: Case Study: How South University College of Nursing Simplified Common Challenges of their Clinical Education Program	0.5 hours	10-21-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Solution Circle: Accreditation for Nursing Continuing Professional Development and Interprofessional Continuing Education	1 hour	10-21-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Meaningful Recognition of Faculty: Leveraging the Power in the Academic Setting	0.5 hours	10-23-20
AACN 2020 Academic Nursing Leadership Conference Webinar: Membership Innovation Awards 2020: Recognizing the Re-envisioning Traditional Models for Nursing Education	0.5 hours	10-27-20
MinnState Webinar: What's New is D2L Brightspace 20.20.11	1 hour	11-16-20

ANA Webinar: How to Protect Yourself: Use and Re-Use of PPE (updated)	1 hour	12-7-20
SMSU Professional Development Day	6 hours	1-7-21
Omega Omicron Webinar: No Time to Teach? Tips and Strategies for Busy Nurses, Omega Omicron, Fran London	1 hour	1-21-21
USDLA Webinar: Best Practices for Online Discussions, Dr. Rhonda Blackburn	1 hour	2-10-21
MinnState Webinar: Engaging Students in these Challenging Times, Part 1	1.5 hours	3-23-21
Omega Omicron Chapter Sigma Theta Tau International 2021 Spring Summit - Nursing Leadership: Research, Resiliency, and Change	4 hours	3-30-21
American Psychological Association Webinar: Citing Works in Text Using 7 th Edition APA Style	1 hour	4-13-21
2021 Western Institute of Nursing Conference Webinar: Innovation in Online Nursing Education: Symposium Overview	1.25 hours	4-15-21

- 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	Length or Contact Hours (if awarded)	Date
Minnesota State OER Meeting/Webinar	90 minutes	March 22, 2021
OLC Innovate Conference Online Learning Consortium and MERLOT	1 week	March 15-19, 2021
Intentional Listening Disney Leadership Institute	1 hour	March 4, 2021
Turnitin Pilot and Training SMSU	1.5 hours	February 24, 2021
"Signs of Support: How to identify an employer who practices inclusiveness" Winona State University		February 17, 2021
"Become the Change: How to be an advocate for equity in your workplace" Winona State University		February 17, 2021
Equity Webinar Minnesota State Chancellor Devinder Malhota, presenter	1 hour	February 10, 2021
Badging with D2L Brightspace By D2L Brightspace	1 hour	February 9, 2021

Legal Implications for NPD Practice	1.0 contact hour	January 27, 2021
No Time To Teach? Tips and Strategies for Busy Nurses	1.0 contact hours	January 21, 2021
Power in Diversity Leadership Conference	2 days	January 29-30, 2021
G-Factor Minnesota State Webinar	1 hour	December 17, 2020
What's Next: Reinventing Work in the New Normal	1 hour, 42 minutes	December 12, 2020
Culturally Responsive Pedagogy Certificate Minnesota State	Fall 2020 semester Completed December 4, 2020	Fall 2020 semester
Fostering Belonging as a Leader	31 minutes	December 2, 2020
Confronting Bias: Thriving Across Our Differences	40 minutes	December 2, 2020
Inclusive Mindset LinkedIn Learning	1 hour	November 30, 2020
How to Give Negative Feedback to Senior Colleagues LinkedIn Learning	19 minutes	November 30, 2020
Driving Change and Anti-Racism LinkedIn Learning	23 minutes	November 30, 2020
Transition to RN Practice: Are Pre-licensure Program Graduates Ready? AACN ANCC Provider	1 hour	November 11, 2020
Leadership Essentials: Everyone Can Lead Disney Institute	1 hour	November 10, 2020
Culturally Responsive Pedagogy and Open Education Pedagogy Minnesota State	1 hours	November 10, 2020
Communication Within Teams LinkedIn Learning Course	1 hour	November 9, 2020
Justice and George Floyd Southwest Minnesota State University	90 minutes	November 9, 2020
Leadership Skills for the Future		November 5, 2020
Teaching Techniques: Making Accessible Learning		November 5, 2020
Developing a Diversity, Inclusion, and Belonging Program		November 5, 2020
Creating Winning Teams		November 5, 2020
Diversity, Inclusion, and Belonging		November 4, 2020
Coaching Skills for Leaders and Managers LinkedIn Learning	1 hour	November 3, 2020
Organizational Culture LinkedIn Learning	1 hour	November 3, 2020
Social Justice During COVID-19: The Critical Role Allies Can Play Dismantling Structural Racism AACN	1 contact hour	November 2, 2020
5 Books in 4 Years – How Do We Do It?!		October 29, 2020

Midwestern Higher Education Compact Webinar		
Microsoft Forms Quick Tips Per LinkedIn Learning		October 26, 2020
CRP and Trauma Responsive Pedagogy Webinar Per Minn State, Lisa Bergin	1 hour	October 15, 2020
Microsoft Bookings Tool SMSU, Per Ben Nwachukwu	45 min	October 12, 2020
Instructional Design: Working with SMEs		October 1, 2020
Instructional Design		September 29, 2020
Microsoft Teams Quick Tips Course Per LinkedIn Learning		September 29, 2020
Enhancing Adult Learning with QR Codes Per ANPD	1 hour	September 23, 2020
D2L Fusion Virtual Conference	4 hours	September 21, 2020
Understanding Equity and Inequity Course Through Equity Literacy Institute	4 hours	September 19, 2020
Fighting Gender Bias at Work Per LinkedIn Learning		September 14, 2020
Communicating with Students via Intelligent Agents	1 hour	September 2, 2020
Minn State Culturally Relevant Pedagogy Certificate Course	Fall Semester 2020	Fall Semester 2020
Minn State Creative Commons Community	Multiple meetings and hours	2020-21 Academic Year
A Year with Peter Drucker		August 31, 2020
Instructional Design Essentials: Models of ID Per LinkedIn Learning		August 31, 2020
Unconscious Bias Per LinkedIn Learning		August 25, 2020
Teaching Techniques: Writing Effective Learning Objectives Per LinkedIn Learning		August 18, 2020
Skills for Inclusive Conversations		August 18, 2020
Instructional Design: Adult Learners Per LinkedIn Learning		August 18, 2020
Taking Aim at Good Teaching Inside Higher Education	1 hour	August 14, 2020
Member, Culturally Responsive Pedagogy Minnesota State Member	2020-21 Academic Year	August 12, 2020
Inclusive Mindset for Committed Allies		August 12, 2020
Innovations for Personal Protective Equipment: Guidance for Schools of Nursing		August 11, 2020
D2L Fusion Conference Virtual		August 11, 2020

Per D2L		
Hosting a Virtual White Coat Ceremony Per AACN		August 6, 2020
Engaging Today's Learner with Educational Technology Tools Per ANPD	1 contact hour	July 15, 2020
Advocating for NPD Content in Graduate Nursing Curricula Per ANPD	1 contact hour	July 2, 2020
Instructional Design and Course Planning for OER Per Online Learning Consortium	1 hour	June 10, 2020
Storytelling Rounds Per ANPD	1 contact hour	May 21, 2020
Preparing for Educational Emergencies Per ANPD	1 contact hour	May 20, 2020
Quality Matters Rubric Course Through Minnesota State and Quality Matters Faculty: Renée Cedarberg Community Faculty Metropolitan State University	Two Week Intensive Course	May 19-June 3, 2020
New Directions in IT Faculty Conference	3 days	May 18-20, 2020
Quality Matters Master Recertification Course and Testing		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

- Culturally Responsive Pedagogy Certificate, Minnesota State
- 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 Certified Nurse Educator, National League for Nursing (CNE)
- Certified Master Reviewer, Quality Matters
- International Certified Energy Healing Practitioner
- International Forgiveness Coach Certification

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

Education/Nursing Education Faculty Development

Title of Faculty Development Opportunity and Agency Providing Resource	Hours	Date
We Teach consultation continuing focus on student groups and rubrics by MinnState	1.0 hour	May 14, 2020
culturally responsive pedagogy and trauma responsive pedagogy	1.0 hour	May 28, 2020

Locating and Using OERs and Library Resources	50 minutes	June 9, 2020
Three week course titled Culturally Responsive Pedagogy.	3 week course through MinnState	Summer 2020
Time is an Issue: Using Already Accessible Materials	50 minutes	June 11, 2020
Humanizing Your Course	3 week short course through MinnState	Summer 2020
Annotations in Assignment Submissions	1.0 hour	September 16, 2020
Coffee with Karen focusing on Open Educational Resources	1.0 hour	October 14, 2020
Bright Ideas and Innovations for Working with Nursing Students during COVID 19	1.0 hour	October 20, 2020
Teaching with short videos webinar	40 minutes	February 1, 2021
Assignments in D2L workshop	1.0 hour	February 9, 2021
Quality Matters workshop.	3.5 hours	February 9, 2021
Improving Instructor to Student Interaction	Three week course through MinnState	March 8 - 29, 2021

- **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
Creating a Virtual Disaster Response Team Simulation Learning Experience	1 hour	6-16-20
Healthcare Learning Innovations A Division of American Sentinel University The Best Practices for Online Teaching Webinar	1 hour webinar	6-17-20
Attended Southern Minnesota Perkins Consortia Poverty Training – SWWC	3 hours	8-20-20
Attended American Public Health Association (APHA) Advancing Racial Equity webinar series – Webinar # 1 Racism: The Ultimate Underlying Condition Webinar #2 A Path to Reproductive Justice: Research, Practice and Policies	2 hours	9-29-20
Mental Health Summit for higher education leaders and partners – Presented by the University of Minnesota and Minnesota State	3 hours	10/22/20

American Association of Colleges of Nursing (AACN) Diversity Symposium	9.25 contact hours	12/2/20 to 12/3/20
SMSU Professional Development Day	8 hours	1/7/21
SMSU Assessment Day - SMSU	7 hours	4/14/21
What's new in D2L Brightspace	1 hour	4/12/21
Doctoral of Nursing Practice (DNP) - Practice and Leadership Innovations at Winona State University		Completed graduate courses throughout academic year: Contemporary Leadership (3 cr) and Biostatistics *4 cr) – Fall '21; Epidemiology (3 cr) and NURS Leadership practicum course (3 cr) 180 hours at Winona State University/Bridges Health Virtual Clinic-Spring '21
AACN Webinar Public Vs Population Health in Advanced Nursing Practice: Distinction with A Difference	1 hour	5-11-21

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. Faith Johnson 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
SMSU- Faculty orientation, including training with D2L		Aug 17, 2020
SMSU- Kaltura training		Aug 27, 2020
SMSU- RN to BSN day, including training with IT		Sept 2, 2020
SMSU- Mentoring with Dr. Johansen		Sept 15, 2020
SMSU- Mentoring with Dr. Johansen		Sept 22, 2020

SMSU- Library Review		Oct 28, 2020
SMSU- Mentoring with Dr. Johansen		Nov 17, 2020
Avera- Teaching Strategies	1	Jan 21, 2021
SMSU- Assessment Day		April 14, 2021

Adjunct Faculty	Evidence of Achievement
Laura Hoffman	<ul style="list-style-type: none"> ● February 1, 2021 – attended webinar called “Teaching with Short Videos.” Provided insight on the value of using videos as teaching tools ● February 9, 2021 – attended webinar called “Setting Up and Evaluating Assignments in D2L.” Provided insight on how more easily establish assignments in D2L and link to the other areas within D2L ● March 5, 2021 – Attended webinar called “All Healthcare Professionals Need Healthcare Informatics.” Webinar given by the authors of the textbook that I use for my NURS 330 course. Authors emphasized key points about nursing informatics and how it applies to population health, quality, safety, etc. ● March 30, 2021 – Presented a poster at the Omega Omicron Spring Summit on Health Literacy and Patient Education ● May 11, 2021 – The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity webinar
Laura Stoks	<ul style="list-style-type: none"> ● May 20, 2021 - Laerdal Manikin Training – Training on using the simulation manikin to provide high-fidelity simulation to nursing students. Learned to utilize features and capabilities to produce real-life patient scenarios in to prepare students for their nursing careers. Also learned software and maintenance of equipment ● April 13, 2021 - Changing Your Mindset for Cultural Responsiveness – Presented by LuAnn Wood, the Chair of the Reading and Student Success Department at Century College, this course provided faculty with information on how to be sure our classrooms are set up in a way that is conducive to the needs of all students.
Darcy Nelson	<ul style="list-style-type: none"> ● Attended Holistic Stress Management Teaching certification course ● Attended the AACN diversity training in December 2020. ● Holistic Nursing CE’s
Jennifer Thiel	<ul style="list-style-type: none"> ● Watched Nurse Tim webinars and Facebook live on effective teaching strategies ● Currently working on the MN State course of Philosophy of Community and Technical College Education <hr/> <ul style="list-style-type: none"> ● Learned D2L Brightspace.

Loronda Schuler	<ul style="list-style-type: none"> • Learned how to use Zoom attending and setting up meetings. • Completed the D2L annotation training. • Completed the “Preparing for the Next Generation NCLEX(NGN) test items: A Best Practice Approach Across the Curriculum workshop” • Completed the workshop “Faculty Presence to Support Engagement Online”
------------------------	--

Scholarly/Creative Activity

During the 2020-21 academic year, the SMSU Department of Nursing followed the Faculty Guidelines for Evaluation for assessment and evaluation of faculty outcomes. The advancement of knowledge and education calls for many kinds of scholarship/creative activity/research. In the Department of Nursing, fulltime faculty are generally expected to contribute one scholarly activity, creative achievement, or research activity annually. Part-time faculty (75% or more) (not adjuncts) are generally expected to contribute one scholarly activity, creative achievement, or research activity every two years. Part-time faculty (50%) (not adjuncts) are encouraged, but not expected, to contribute one scholarly activity, creative achievement, or research activity every two years. 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:**

Podium Presentation

Date	Presenter	Title	Organization
1-7-21	Pat Carmody, Sarah Schmuhl, Laurie Johansen,	Grad Planner – Part 2	SMSU Professional Development Day

Peer Reviewed Poster Presentations

Date	Author(s)	Title	Conference
4/14 – 4/16/21	Laurie Johansen	Trust that Nurse: Rural Nurses Poster Presentation	2021 Western Institute of Nursing Conference: Better Together, Integration of Research, Practice, and Education

Invited Presenter

Date	Author(s)	Title	Conference
-------------	------------------	--------------	-------------------

11-2-20	Laurie Johansen	Introductions to the Profession of Nursing	SMSU EXSC 110: Introductions to Health Professions with Dr. Kris Cleveland
2-9-21	Laurie Johansen	Informational session about the profession of nursing and nursing at SMSU	SMSU LEP 101 with Dr. Sheila Tabaka

Accreditation Reports

Date	Agency	Report
7-16-20	American Association of Colleges of Nursing (AACN)	2020 AACN Faculty Vacancy Survey
10-21-20	American Association of Colleges of Nursing (AACN)	2020 AACN Annual Report
1-8-21	Minnesota Board of Nursing	2020 Annual Graduation Data Report
4-13-21	Commission on Collegiate Nursing Education (CCNE) Substantive Change Report	CCNE Substantive Change Report

Additional Reports

Date	Agency	Report
2-3-21	Southwest Health and Human Services	Created MinnState Healthcare Student/Faculty COVID-19 Vaccination Survey to report Phase 1A priority list

Professional Grant

- SMSU Faculty Improvement Grant (FIG) – October 14, 2021 for the National Nurses Association Virtual Education Summit: \$550
- SMSU Faculty Improvement Grant (FIG) – March 1, 2021 for the 2021 Western Institute of Nursing (WIN) Conference: \$250

Professional Stipend

- AgriSafe Stipend Award – 3-24-21 for the AgriSafe Nurse Scholar Program: \$250

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

Books

Leibold, N. (in press, due out May 2021). *Holistic Nursing and Culture: Body, Mind, and Soul*. Creative Commons License: BY NC. Nanza Publications.

Leibold, N. (in press, due out May 2021). *Holistic Nursing and Healing Environments*. Creative Commons License: BY NC. Nanza Publications.

Leibold, N. (in press, due out May 2021). *Community Health and Health Promotion*. (2nd ed.). Creative Commons License: BY NC. Nanza Publications.

Leibold, N. (2020). *Community Health and Health Promotion*. Creative Commons License: BY NC. Nanza Publications.
<https://softchalkcloud.com/lesson/serve/l6CK8VJOTluaw/html>

Book Chapters

Leibold, N. (in progress—due out in 2022). Mindfulness and Forest Bathing Vignette for Nursing Leadership Textbook Chapter. Editor: Mary Bemker, DEStech Publications, Inc.

Leibold, N. (in progress—due out in 2021—COVID delay in printing per publisher). 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)

Leibold, N. (2021). Nurse Scholar Café Website 6.0. (Creator, Director, and Editor) (Note: also published at MERLOT) This website includes a variety of resources and information in nursing and nursing education. Revised (6.0 edition). Creative Commons License: BY NC.
<http://nursescholarcafe.com/>

Leibold, N. (2021). Introduction to comprehensive school health program. Edition 3.0. (Note: This lesson was awarded “Lesson of the Week” in May 2018 by SoftChalk!) Creative Commons License: BY NC. (Note: also published at MERLOT).
<https://www.softchalkcloud.com/lesson/serve/lEi3TtfXNmWmH2/html>

Leibold, N. (2021). Planet Earth Grounding Meditation Lesson Plan. CC BY NC.
<https://softchalkcloud.com/lesson/serve/jkbMTdJeRPI2OG/html>

Leibold, N. (2021). Planet Earth Grounding Meditation. [Video]. CC BY NC. <https://screencast-o-matic.com/watch/creV02WCO>

Leibold, N. (2021). Introduction to epidemiology. Edition 2.0. Creative Commons License: BY NC. SA. <https://softchalkcloud.com/lesson/serve/tOx7sLWTfEQ5P3/html>

- Leibold, N. (2021). Grounding Mini-Meditation with Aromatherapy Lesson Plan. CC BY NC.
<https://www.softchalkcloud.com/lesson/serve/mQe7tw2bT3l9Zr/html>
- Leibold, N. (2021). Grounding Mini-Meditation with Aromatherapy. [Video]. CC BY NC.
<https://screencast-o-matic.com/watch/crVXrVPC9g>
- Leibold, N. (2021). Belonging Meditation Lesson Plan. CC BY NC.
<https://www.softchalkcloud.com/lesson/serve/V6Jwlsx079HWjo/html>
- Leibold, N. (2021). Belonging Meditation. [Video]. CC BY NC. <https://screencast-o-matic.com/watch/crVXFdPC>
- Leibold, N. (2020). Creative Commons Licenses Faculty Development Programs. Authored MERLOT Content as OER. CC BY.
<https://www.merlot.org/merlot/viewSite.htm?id=9162163>
- Leibold, N. (2020). S.T.O.P. and Self-Care. Authored Lesson Plan Exercise Published at MERLOT II as OER. <https://www.merlot.org/merlot/viewAssignment.htm?id=1362989>
- Leibold, N. (2020). Loving-Kindness Mindfulness Meditation. Authored Lesson Plan Exercise Published at MERLOT II as OER.
<https://www.merlot.org/merlot/viewAssignment.htm?id=1362988>
- Leibold, N. (2020). Nurse Scholar Café Website 4.3. (Creator, Director, and Editor) (Note: also published at MERLOT) This website includes a variety of resources and information in nursing and nursing education. Revised (4.3 edition). Creative Commons License: BY NC.
<http://nursescholarcafe.com/>
- Leibold, N. (2020). 7th Edition APA Format Lab Version 1.0. Creative Commons License: BY NC.
<https://softchalkcloud.com/lesson/serve/s4LNqcvutodhGW/html>
- Leibold, N. (2020). Omega Omicron Chapter, Sigma Theta Tau International Websites at
<http://omegaomicron.org/>
<http://omegaomicron.sigmanursing.org/omegaomicron/home>

Invited Presentations

- Leibold, N. (2021). Forest bathing and nature therapy. Invited presentation at Winona State University. IP Summit at Virtual Bridges on February 18, 2021.
<https://doi.org/10.13140/RG.2.2.27467.11044>

Competitive Peer Reviewed Podium Presentation

International:

Leibold, N. & Bemker, M. (2021). *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 23rd-25th, 2021. Bemidji, MN. (Accepted Abstract for 2020 conference, but Conference post phoned until September 2021 due to Covid19)

Bemker, M. & **Leibold, N.** (2021). *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 23rd-25th, 2021. Bemidji, MN. (Accepted Abstract for 2020 conference, but Conference post phoned until September 2021 due to Covid19)

National Level Presentation:

Leibold, N. (2021). *The creative commons licenses game show for nurse educators!* Accepted abstract for Podium Presentation at the Annual Professional Nurse Educators Group (PNEG) National Conference: Innovate. Educate. Motivate. on September 30, 2021-October 1, 2021.

Leibold, N. Schwarz, L, & Gordon, D. (2021). *Variety is the Spice of Giving Feedback to Students!* Podium Presentation at the 2020 Nurse Educator Conference in the Rockies, Copper Mountain, CO. July 2021. (Accepted Abstract for 2020 conference, but Conference post phoned until July 2021 due to Covid19)

Schwarz, L. & **Leibold, N.** (2021). *You Let Students do What?! Discussion Self-Grading*, Podium Presentation at the 2020 Nurse Educator Conference in the Rockies, Copper Mountain, CO. July 2021. (Accepted Abstract for 2020 conference, but Conference post phoned until July 2021 due to Covid19)

Regional Level Presentation:

Johansen, L. J. & **Leibold, N.** (2021). *Advise: Always Develop Valuable & Important Student Experiences*. Oral Presentation at the 2021 Higher Education Innovation Summit. June 3 & 4, 2021. Rochester, MN. (Accepted 2020 Abstract, but conference rescheduled for Virtual Format in 2021 due to Covid19)

Poster Presentations

Leibold, N. & Johansen, L. (2021). *BSN Education and Statistics as a Required Course or Not: Perspectives and Contemplations*. Professional Nurses Educator Group (PNEG) Conference at the Mayo Clinic on September 30 and October 1, 2021. Accepted Abstract.

Leibold, N. (2021). *Forest Bathing and the Effect on Anxiety Levels in Adults*. 2021 Spring Summit by Omega Omicron Chapter of Sigma Theta Tau International. March 23, 2021.

Leibold, N. (2021). *Looking Back at Omega Omicron 2020-21*. 2021 Spring Summit by Omega Omicron Chapter of Sigma Theta Tau International. March 23, 2021.

Grants and Awards

2021 Rising Star Award, MERLOT (Multimedia Educational Resource for Learning and Online Teaching), Health Sciences Editorial Board, Editor

2021 MERLOT House Cup Award, MERLOT (Multimedia Educational Resource for Learning and Online Teaching), Health Sciences Editorial Board, Editor

2021 MERLOT (Multimedia Educational Resource for Learning and Online Teaching) Peer Reviewer Extraordinaire Award.

2021 Faculty Improvement Grant (FIG). Awarded monies for faculty development to attend two workshops in holistic nursing, a Disney leadership course, and textbooks. Southwest Minnesota State University.

2020 MERLOT (Multimedia Educational Resource for Learning and Online Teaching) Gold Contributor Award. This is the highest contribution award at MERLOT OER Library for submitting OER textbooks, materials, and engaging in the OER library.

2020 MERLOT (Multimedia Educational Resource for Learning and Online Teaching) Peer Reviewer Award for Dedication to Peer Reviews

Journal/Book Publications Reviewer

2020 to present Editor, MERLOT Health Sciences Editorial Board (International Open Education Resource Repository)

2018 to present Journal Manuscript Reviewer, Journal of Nursing Scholarship

2015 to present Journal Manuscript Reviewer, Journal of Effective Teaching

2013 to present Review Board, Internet Journal of Allied Health Sciences and Practice

2021 Book Reviewer, *Nursing Pharmacology* by Author: Wisconsin Technical College Open Press. OER at University of Minnesota.

2020 Book Reviewer, *Transitions to Professional Nursing Practice - 2nd Edition* by Author: Jamie Murphy. OER at University of Minnesota.

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

Date	Title	Organization
Fall, 2020	Developed a series of video presentations for staff focusing on care of residents with memory loss and dementia. Video segments covered topics including: types of dementia; communication in dementia; dignity in dementia; behaviors in dementia; and potential for abuse in dementia care. Video presentations utilized in small, socially distanced groups in place of larger group meetings every month during COVID 19 pandemic.	Presbyterian Homes and Services
Fall, 2020	Developed a series of presentations and written exams to allow for nursing assistant training. Presentation topics included: infection control measures; communication with residents, families, and the health care team; preserving dignity; the law and ethics; personal care of residents; mobility of residents; nutrition and hydration; and technical procedures. These materials are used as needed within the facility during the COVID 19 pandemic.	Presbyterian Homes and Services
October 20, 2020	Competency training focusing on technical skills, communication, preservation of dignity, and infection control. Audience included RNs, LPNs, and nursing assistants. Presentation shared so that it could be used repeatedly in small, socially distanced groups during the pandemic.	Presbyterian Homes and Services

- **Lindsay Rohlik contributed to SMSU, the Department of Nursing, and the profession of nursing through the following scholarly activities:**

Peer Reviewed Manuscript

Date	Author(s)	Title	Organization
August 2020	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
6/2021	Lindsay Rohlik &	Promoting Health of Families and Communities Through	15th International Family Nursing Conference (IFNC15),

	Kelly Krumwiede	Public Service Announcements and Societal Health Construct Poster Project for Undergraduate Students	<i>"Family Nursing throughout the Life Course."</i>
4/15/2021	Lindsay Rohlik, Nameera Mellesmoen, & Sydney Plohasz	Virtual Bridges	Community Creative Achievement Day 2021– A Prism of Possibilities During a Pandemic - Winona State University
6/2020		Transforming learning: A poster project as an active-learning strategy in undergraduate public health curriculum	ACHNE Annual Institute Virtual Conference

Poster Presentations

Date	Presenter	Title	Organization
10/24/20 to 10/28/20	Lindsay Rohlik	Abstract: A scoping review: School-based adolescent suicide prevention programs	American Association of Public Health Nurses (APHA) 2020 Annual Meeting and Expo - Creating the Healthiest Nation: Preventing Violence (Addressing Social and Emotional Health in School Settings)

Faith Johnson

- **Dr. Faith Johnson contributed to nursing through the following scholarly activities:**

Date	Title	Organization
8/25/2020	ATI/TEAS National Entrance Exam Blueprint	ATI/TEAS: Participated in norming a portion of the national entrance exam. My expertise was sought in the area of anatomy/physiology and sciences. The ATI/TEAS test is used nationally by

		many pre-licensure programs as an entrance requirement to the nursing program.
--	--	--

Oral Presentations

Date	Presenter	Title	Organization
3-30-21	Faith Johnson	Embracing and Surviving Change	Sigma Theta Tau International: Omega Omicron Spring Summit Objectives: Why do we initiate change? How do we initiate change? How do we survive the change process?

Poster Presentations

Date	Presenter	Title	Organization
3-30-21	Faith Johnson	MANE: A Grassroots change in Nursing Education	Sigma Theta Tau International: Omega Omicron Spring Summit Presentation of dissertation

Professional Development

During the 2020-21 academic year, the SMSU Department of Nursing followed the Faculty Guidelines for Evaluation to assess and evaluate faculty outcomes. 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
American Heart Association Basic Life Support Provider Training, Pam Baker	4 hours	6-25-20

American Association of Colleges of Nursing (AACN) Webinar: Improving Nurse Preparedness for a Pandemic Response: Implications for U.S. Schools of Nursing	1 hour	6-26-20
Minnesota Hospital Association Webinar: Bringing High Reliability to the Workplace and Bedside in the Midst of a Pandemic	1 hour	7-14-20
Prince George's County Memorial Library System Webinar: How to Be an Antiracist by Ibram X. Kendi	1.5 hours	7-20-20
Minnesota Department of Human Services Online courses (8 courses): Handling MN Information Securely	2 hours	7-21-20
American Nurses Association (ANA) Webinar: How <u>You</u> Can Have a Direct Impact on Reducing The Devastating Racial Disparities of COVID-19	1 hour	7-21-20
MinnState Webinar: Minnesota State COVID-19 Return to Campus/Work Preparedness Plan Training course	0.5 hours	7-21-20
SMSU Webinar: Microsoft Bookings	1 hour	7-27-20
American Society of Safety Professionals Webinar: The Fight Against COVID-19, Understanding and Overcoming Cultural Challenges Among Hispanic	1 hour	8-12-20
SMSU Campus Security Authority Training	0.5 hours	8-25-20
SMSU Video: Run, Hide, Fight – Surviving an Active Shooter Event	0.5 hours	9-21-20
SMSU Webinar: SMSU All Employees Training Program FY 21	3 hours	9-28-20
ANA Webinar: How to Respond to Ethical Challenges and Moral Distress during the COVID-19 Pandemic	1 hour	10-28-20
ANA Webinar: Be Confident Protecting Yourself and Providing the Best Care to Your Patients during this COVID-19 Pandemic	1 hour	10-28-20
ANA Webinar: Racial Disparities of COVID-19	1 hour	11-6-20
USDLA Webinar: The Broadband State of Your State	1 hour	11-12-20
ANA Webinar: Everything You Need to Know about Your Responsibilities when Your Staff is Under Investigation or Disciplinary Action by the SBON, Edie Brous, JD, MS, MPH, RN	1 hour	11-12-20
Minnesota Department of Health, Minnesota Rural Health Conference Podcast: Rural Health IS a Health Equity Issue, Jan Malcolm, Commissioner	0.5 hours	11-18-20
2020 AACN Fall Faculty Forum (virtual)		12/7-12/9/20
2020 AACN Fall Faculty Forum Webinar: Oral Health Hot Topics: You Can't Have Good Overall Health Without Good Oral Health	1 hour	12-7-20
ANA Webinar: How to Ace Difficult Conversations with Patients, Families, and Coworkers	1 hour	12-8-20
2020 AACN Fall Faculty Forum Webinar: Professional Identity Formation: Beyond Competencies	1 hour	12-9-20
2020 AACN Fall Faculty Forum Webinar: Evolution of the AACN Essentials	0.75 hours	12-11-20
2020 AACN Fall Faculty Forum Webinar: Disruptions and Innovation in Healthcare: Building the Nursing Workforce of the Future	1 hour	12-11-20
2020 AACN Fall Faculty Forum Webinar: Competency Based Education: Beginning with the Learner	1 hour	12-14-20

2020 AACN Fall Faculty Forum Webinar: Emerging Technologies: Navigating Disruptive Innovation	1 hour	12-16-20
2020 AACN Fall Faculty Forum Webinar: Nursing Practice within a Population Context: Exemplars in Practice and Education	1 hour	12-16-20
AACN Webinar: The State of COVID-19 Vaccine Development: What You Need to Know	1 hour	1-8-21
MinnState Webinar: Equity 2030 Update: Spring 2021, Chancellor Devinder Malhotra	1 hour	2-10-21
Agrisafe Network Webinar: Dispelling Misinformation about the COVID19 Vaccine: What Agricultural Producers Need to Know, Dr. Lisa Morici	1 hour	2-12-21
Agrisafe Network Webinar: Tools for Healthcare Professionals Working in Agricultural Communities	1 hour	2-19-21
SMSU Academic & Student Affairs and Office of Equity and Inclusion Webinar: Equity Lens to Policy Review Refresher	1.5 hours	2-25-21
AACN Webinar: The Re-Envisioned AACN Essentials	1 hour	3-3-21
2021 AACN Deans Annual Meeting		3/21-3/23/21
2021 AACN Deans Annual Meeting Webinar: COVID-19: Transforming the Nursing Workforce in the New Paradigm of Care	1 hour	3-19-21
2021 AACN Deans Annual Meeting Webinar: Nursing CAS Overview: A Demonstration of the Student Application and University Management Portal	1 hour	3-19-21
2021 AACN Deans Annual Meeting Webinar: Drilling into 2021 Essentials' Level 2 Sub-Competencies: Evaluation and Analyses Made Easy	1 hour	3-19-21
2021 AACN Deans Annual Meeting Webinar: Art and Science of Securing Impactful Gifts	1 hour	3-19-21
2021 AACN Deans Annual Meeting Webinar: Nursing and Health Equity: Structures, Institutions and Individuals	1 hour	3-19-21
2021 AACN Deans Annual Meeting Webinar: The Sharing Economy, Rapid Cycle Innovation, and Disruption: Lessons for Academia from Start Ups and Innovators	1 hour	3-19-21
2021 AACN Deans Annual Meeting Webinar: Vaccines, Therapeutics, and Crisis Standards of Care: Winning the Fight Against COVID-19	1 hour	3-19-21
2021 AACN Deans Annual Meeting Webinar: Here to Serve: Rounds with AACN Leadership	1 hour	3-21-21
2021 AACN Deans Annual Meeting Webinar: Plenary: The Moral Determinants of Health	1 hour	3-21-21
2021 AACN Deans Annual Meeting Webinar: Coffee and Conversations Session: Peer-to-Peer Dialogue: Issues of the Day	0.75 hours	3-22-21
AACN Deans Annual Meeting Webinar: Plenary: Impacting Community with Informed Advocacy	1 hour	3-22-21
AACN Deans Annual Meeting Webinar: Advocacy in Action: AACN's Legislative Priorities for Virtual Capitol Hill Visits	1.25 hours	3-22-21
AACN Deans Annual Meeting Webinar: Human Trafficking and the Systems Impact of COVID-19	1 hour	3-22-21

AACN Deans Annual Meeting Webinar: AACN Essentials - Re-Envisioning the Future of Nursing Education	1 hour	3-23-21
AACN Deans Annual Meeting Webinar: Closing Plenary: Leading Inclusive Excellence	1 hour	3-23-21
AACN Deans Annual Meeting Webinar: Investing in Your Health: Wellness for Academic Nursing Leaders or Advancing Self-Care and Wellness in Academic Nursing	1 hour	3-23-21
ANA Webinar: Seven Important Facts to Know about Your Nursing License to Stay in Good Standing	1 hour	3-31-21
Western Institute of Nursing Webinar: WIN Critical Conversations: Frankie Manning - A Black Nurse Pioneer	1.5 hours	4-2-21
SMSU Assessment Day – Equity and Assessment Presentation	1 hour	4-14-21
2021 Western Institute of Nursing Conference: Better Together, Integration of Research, Practice, and Education		4/14-4/16/21
2021 Western Institute of Nursing Conference Opening Session and Keynote Address: Emerging from the Parallel Pandemics: Restoring Well-Being in the Era of COVID-19, WIN Conference	1.25 hours	4-14-21
2021 Western Institute of Nursing Conference Webinar: Health and Culture: Diverse Perspectives	1.5 hours	4-14-21
2021 Western Institute of Nursing Conference Webinar: Distinguished Research Lectureship: Two Decades of Growth and Transformation: Making a Difference in Nursing and Healthcare	1 hour	4-14-21
2021 Western Institute of Nursing Conference Webinar: NINR Updates for Trainees and New Investigators	1 hour	4-15-21
2021 Western Institute of Nursing Conference Webinar: Western Academy of Nurses Panel: Strategies for Accelerating Diversity in Nursing Research, Practice, and Education in the West	1 hour	4-15-21
2021 Western Institute of Nursing Conference Webinar: Workforce Challenges and Opportunities in Today's Nursing Environment	1.5 hours	4-15-21
2021 Western Institute of Nursing Conference Webinar: State of the Science Address in Research: The Evolution of Research on Staffing and Outcomes and Lessons for Moving Research Forward	1 hour	4-15-21
2021 Western Institute of Nursing Conference Webinar: NINR Updates	1 hour	4-15-21
2021 Western Institute of Nursing Conference Webinar: State of the Science Address in Education: Current and Future Trends to Inform Nursing Education Research	1 hour	4-16-21
2021 Western Institute of Nursing Conference Webinar: Envisioning the Future of Nursing	1.5 hours	4-16-21
2021 Western Institute of Nursing Conference Webinar: State of the Science Address in Practice: Advancing Nursing Practice in the Largest Integrated U.S. Healthcare System	1 hour	4-16-21
MinnState Equity 2030 Series: Equity 2030 Chancellor's Fellow for Metrics & Evaluation Recommendations	1 hour	5-3-21

National Academy of Medicine: The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity	1.5 hours	5-11-21
American Nurses Association: Redefining Nursing – Reaffirming Our Practice: Introducing the Nursing Scope and Standards of Practice, Fourth Edition	1 hour	5-19-21
MinnState Equity 2030 webinar series: You are receiving this email because you registered for our fourth webinar, Equity 2030 Chancellor’s Fellow for Predictive Analytics Recommendations	1 hour	5-24-21

1. Continued involvement in professional organizations with involvement including:
 - a. Membership in Sigma Theta Tau International Phi Chapter
 - b. Membership in the American Nurses Association and membership in Minnesota Organization of Registered Nurses
 - c. Membership in the Western Institute of Nursing
 - d. Membership in the Sigma Theta Tau International Omega Omicron Chapter
 - e. Membership in Rural Nurse Organization
 - f. Membership in NLN
 - g. Membership in USDLA
2. American Heart Association Basic Life Support Provider CPR certification
3. Counselor/Governance Committee Chair of the Sigma Theta Tau International Omega Omicron Chapter
4. Minnesota Board of Nursing Licensure
5. South Dakota Board of Nursing Licensure
6. Certified Nurse Educator, National League for Nursing
7. Minnesota Public Health Nursing Certification

- **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
Key Considerations for Managing Patients With Bipolar Disorder: What the PCP Needs to Know		April 5, 2021
Spring Summit – Nursing Leadership: Research, Resiliency, and Change Omega Omicron Chapter	4 contact hours	March 30, 2021
Florence Nightingale Comes Home Royal College of Nursing, England	1 hour	January 21, 2021

Combating Burnout, Depression, and Suicide in Nurses: Evidence-Based Strategies to Enhance Person Health and Well-Being Omega Omicron and Avera	1 contact hour	November 17, 2020
Mindsets and Mindfulness During the COVID-19 Pandemic AACN Webinar	1 contact hour	November 10, 2020
The State of COVID 19 Vaccine Development: What You Need to Know ANCC Per American Nurses Association	1 contact hour	October 27, 2020
School Health Index: A Self-Assessment and Planning Guide	1.5 contact hours	October 23, 2020
Embracing Change Per LinkedIn Learning		October 21, 2020
Managing Your Time Per LinkedIn Learning		October 21, 2020
Caring: The Essence of Nursing ANCC Per Relias, nurse.com	1 contact hour	July 2, 2020
Infuse Joy: A Call to Action in Healthcare ANCC Per Sigma Theta Tau International	1 contact hour	May 14, 2020

**Professional Development in Holistic Nursing Topics 2020-21
(Reverse Chronological Order)**

Title of Holistic Professional Development/Continuing Education	Contact Hours (if awarded)	Date
Enriching Self-Care Practices Minnesota Holistic Nursing Association	1.5 hours	March 6, 2021
Meditation to Guide Others Certificate	1.5 hours	February 21, 2021
Reducing Clinician Stress, Anxiety, and Depression with MINDBODYSTRONG ANCC 1 contact hour	1 hour	February 10, 2021
Holistic Approaches to Adrenal Health	1 hour	February 10, 2021
Connecting Spirit to Spirit: Modeling and Role-Modeling Theory as a Foundation for Energy-Based Nursing	1.0 contact hour	January 31, 2021
The 5 Element Theory (Traditional Chinese Medicine)	1.5 contact hours	January 16, 2021
Acupressure Masterclass	2.5 contact hours	December 21, 2020
Accredited Reflexology Course-All Body Systems	1.5 contact hour	December 19, 2020
Acupressure for Physical, Mental, and Emotional Health	1.0 contact hour	December 21. 2020
Introduction to Herbs and Botanicals American Nurses Credentialing Center (ANCC) Approved	1 contact hour	December 15, 2020

Making a Spiritual Assessment American Nurses Credentialing Center (ANCC) Approved	1 contact hour	December 15, 2020
Pet Therapy American Nurses Credentialing Center (ANCC) Approved	1 contact hour	December 15, 2020
Meditation Spirituality Encounter		December 14, 2020
Soul Lightening Retreat Workshop	4 hours	December 6, 2020
Self-Compassion: The Proven Power of Being Kind to Yourself LinkedIn Learning Course		November 30, 2020
Meditation Spirituality Encounter With Simone Cable, Meditation Leader		November 23, 2020
A View of Caring Within Practice in Holistic Nursing ANCC Per American Holistic Nurses Association	1.4 contact hours	October 26, 2020
Examining the Evidence of Aromatherapy Practice in Nursing and its Most Prevalent Applications ANCC Per American Holistic Nurses Association	1.4 contact hours	October 26, 2020
Forest Bathing and its Benefits for Nurses and their Families ANCC Per American Holistic Nurses Association	1.1 contact hours	October 23, 2020
Forgiveness Coach/Practitioner Certificate	2 contact hours	October 23, 2020
Stop Stressing and Keep Moving Forward Per LinkedIn Learning		October 21, 2020
Managing Stress Per LinkedIn Learning		October 21, 2020
De-Stress: Meditation and Movement for Stress Management Per LinkedIn Learning		September 14, 2020
The Power of Song ANCC Per ANPD	1 contact hour	July 11, 2020
Creating Joy in the Workplace Through Resiliency Building ANCC Per ANPD	1 contact hour	July 2, 2020

**Faculty Development 2020-21
(Reverse Chronological Order)**

Title of Faculty Development Activity	Length or Contact Hours (if awarded)	Date
Open Education Network Webinar		March 22, 2021

OLC Innovate Conference	1 week	March 15-19, 2021
Intentional Listening Disney Leadership Institute	1 hour	March 4, 2021
Turnitin Pilot and Training SMSU	1.5 hours	February 24, 2021
"Signs of Support: How to identify an employer who practices inclusiveness" Winona State University		February 17, 2021
"Become the Change: How to be an advocate for equity in your workplace" Winona State University		February 17, 2021
Equity Webinar Minnesota State Chancellor Devinder Malhota, presenter	1 hour	February 10, 2021
Badging with D2L Brightspace By D2L Brightspace	1 hour	February 9, 2021
Legal Implications for NPD Practice	1.0 contact hour	January 27, 2021
No Time To Teach? Tips and Strategies for Busy Nurses	1.0 contact hours	January 21, 2021
Power in Diversity Leadership Conference	2 days	January 29-30, 2021
G-Factor Minnesota State Webinar	1 hour	December 17, 2020
What's Next: Reinventing Work in the New Normal	1 hour, 42 minutes	December 12, 2020
Culturally Responsive Pedagogy Certificate Minnesota State	Fall 2020 semester Completed December 4, 2020	Fall 2020 semester
Fostering Belonging as a Leader	31 minutes	December 2, 2020
Confronting Bias: Thriving Across Our Differences	40 minutes	December 2, 2020
Inclusive Mindset LinkedIn Learning	1 hour	November 30, 2020
How to Give Negative Feedback to Senior Colleagues LinkedIn Learning	19 minutes	November 30, 2020
Driving Change and Anti-Racism LinkedIn Learning	23 minutes	November 30, 2020
Transition to RN Practice: Are Pre-licensure Program Graduates Ready? AACN ANCC Provider	1 hour	November 11, 2020
Leadership Essentials: Everyone Can Lead Disney Institute	1 hour	November 10, 2020

Culturally Responsive Pedagogy and Open Education Pedagogy Minnesota State	1 hours	November 10, 2020
Communication Within Teams LinkedIn Learning Course	1 hour	November 9, 2020
Justice and George Floyd Southwest Minnesota State University	90 minutes	November 9, 2020
Leadership Skills for the Future		November 5, 2020
Teaching Techniques: Making Accessible Learning		November 5, 2020
Developing a Diversity, Inclusion, and Belonging Program		November 5, 2020
Creating Winning Teams		November 5, 2020
Diversity, Inclusion, and Belonging		November 4, 2020
Coaching Skills for Leaders and Managers LinkedIn Learning	1 hour	November 3, 2020
Organizational Culture LinkedIn Learning	1 hour	November 3, 2020
Social Justice During COVID-19: The Critical Role Allies Can Play Dismantling Structural Racism AACN	1 contact hour	November 2, 2020
5 Books in 4 Years – How Do We Do It?! Midwestern Higher Education Compact Webinar		October 29, 2020
Microsoft Forms Quick Tips Per LinkedIn Learning		October 26, 2020
CRP and Trauma Responsive Pedagogy Webinar Per Minn State, Lisa Bergin	1 hour	October 15, 2020
Microsoft Bookings Tool SMSU, Per Ben Nwachukwu	45 min	October 12, 2020
Instructional Design: Working with SMEs		October 1, 2020
Instructional Design		September 29, 2020
Microsoft Teams Quick Tips Course Per LinkedIn Learning		September 29, 2020
Enhancing Adult Learning with QR Codes Per ANPD	1 hour	September 23, 2020
D2L Fusion Virtual Conference	4 hours	September 21, 2020
Understanding Equity and Inequity Course Through Equity Literacy Institute	4 hours	September 19, 2020
Fighting Gender Bias at Work Per LinkedIn Learning		September 14, 2020
Communicating with Students via Intelligent Agents	1 hour	September 2, 2020

Minn State Culturally Relevant Pedagogy Certificate Course	Fall Semester 2020	Fall Semester 2020
Minn State Creative Commons Community	Multiple meetings and hours	2020-21 Academic Year
A Year with Peter Drucker		August 31, 2020
Instructional Design Essentials: Models of ID Per LinkedIn Learning		August 31, 2020
Unconscious Bias Per LinkedIn Learning		August 25, 2020
Teaching Techniques: Writing Effective Learning Objectives Per LinkedIn Learning		August 18, 2020
Skills for Inclusive Conversations		August 18, 2020
Instructional Design: Adult Learners Per LinkedIn Learning		August 18, 2020
Taking Aim at Good Teaching Inside Higher Education	1 hour	August 14, 2020
Member, Culturally Responsive Pedagogy Minnesota State Member	2020-21 Academic Year	August 12, 2020
Inclusive Mindset for Committed Allies		August 12, 2020
Innovations for Personal Protective Equipment: Guidance for Schools of Nursing		August 11, 2020
D2L Fusion Conference Virtual Per D2L		August 11, 2020
Hosting a Virtual White Coat Ceremony Per AACN		August 6, 2020
Engaging Today's Learner with Educational Technology Tools Per ANPD	1 contact hour	July 15, 2020
Advocating for NPD Content in Graduate Nursing Curricula Per ANPD	1 contact hour	July 2, 2020
Instructional Design and Course Planning for OER Per Online Learning Consortium	1 hour	June 10, 2020
Storytelling Rounds Per ANPD	1 contact hour	May 21, 2020
Preparing for Educational Emergencies Per ANPD	1 contact hour	May 20, 2020
Quality Matters Rubric Course Through Minnesota State and Quality Matters Faculty: Renée Cedarberg Community Faculty	Two Week Intensive Course	May 19- June 3, 2020

Metropolitan State University		
New Directions in IT Faculty Conference	3 days	May 18-20, 2020
Quality Matters Master Recertification Course and Testing		April 30, 2020

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

- a. WebMaster, Archivist, and Governance Chair in the Omega Omicron Sigma Nursing Honor Society
- b. Member of membership committee of 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 Review 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. Nurse Faculty Member (Sage Member) of Watson Caring Science Institute
- u. Member, The Society for the Advancement of Modeling and Role Modeling
- v. Member, Minnesota Holistic Nursing Association

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

Title of Professional Development/Continuing Education	Contact Hours	Date
The Role of Genetics in Clinical Care	50 minutes	May 14, 2020
Stress First Aid: This is Tough and You are Not Alone. The Role of Stress for Nurses During Covid 19	1.0 hour	May 16, 2020
Gateway to Joy for Healing Professionals webinar	90 minutes	May 28, 2020
Disparities in COVID 19's Impact in Racial and Ethnic Groups	90 minutes	Oct. 6, 2020

How to Survive the Pandemic with an Unbroken Spirit: Actions to Take to Stay Strong and Focused.	1.0 hour	Oct.13, 2020
How to Respond to Ethical Challenges and Moral Distress During the COVID 19 Pandemic	50 minutes	Oct. 13, 2020
COVID 19 and Mental Health in the Workplace: Solutions for Employers and Employees	90 minutes	Oct. 19, 2020
Caring for Patients with COVID 19: Disease Progression and Nursing Interventions You Need to Know	70 minutes	Oct. 21, 2020
Combatting Burnout, Depression and Suicide in Nurses: Evidence Based Strategies to Enhance Personal Health and Wellness.	1.0 hour	Nov.17, 2020
COVID 19 Vaccines at Warp Speed. What You Should Know	90 minutes	Nov. 18, 2020
Improving Rural Health: Access to Care, Affordability, and Quality	1.0 hour	Nov. 19, 2020
The Path Forward: Combatting COVID 19	30 minutes	Nov. 23, 2020
Post COVID 19 Syndrome: Treating the Long Haulers	50 minutes	Nov. 24, 2020
COVID 19: Basic Law and Ethics for Nurses During COVID 19	50 minutes	Nov. 30, 2020
Dealing with Fatigue: Strategies for Nurse Leaders.	1.0 hour	Dec. 1, 2020
American Association of Colleges of Nursing Diversity Symposium: Diversity - Essential for Inclusive Excellence	4.5 hours	Dec. 2 & 3, 2020
Inflammation, Chronic Illness, and the Brain	6.0 hours	Dec. 30, 2020
SAVE Education through the Veteran's Administration	1.0 hour	Jan. 13, 2021
No Time to Teach? Tips and Strategies for Busy Nurses	1.0 hour	Jan. 21, 2021
Power in Diversity Leadership Conference (seven hours).	7.0 hours	Jan. 29 & 30, 2021
Coping with Chronic Pain	6.0 hours	Feb. 1, 2021
Mental Health First Aid	6.17 hours	March 23, 2021
Omega Omicron Spring Summit focusing on nursing leadership; change; research; and resiliency	4.0 hours	March 30, 2021

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

Title of Professional Development/Continuing Education	Contact Hours (if awarded)	Date
ACHNE 42 nd Annual Institute: Building a Vibrant Path to Population Health: Emerging Trends & Opportunities	8.58 contact hours	6/4/20 to 6/5/20
National Academy of Medicine and American Public Health Association:	1 hour	9-16-20

Until We Have a Vaccine: Surveillance, Testing, and Contact Tracing		
The Office of National Coordinator for Health Information Technology: "Advancing Interoperability: Social Determinants of Health"	1 hour	9-21-20
Combating Burnout, Depression, and Suicide in Nurses: Evidence-Based Strategies to Enhance Personal Health and Wellbeing – Hosted by Omega Omicron Chapter	1 hour	11-18-20
Attended APHA Health Equity 101: Shining a Light on Advocates of Change	1 hour	10-1-20
No Time to Teach? Tips and Strategies for Busy Nurses Hosted by Omega Omicron Chapter	1 hour	1-22-21
2021 AACN Virtual Student Policy Summit	8.25 hours	3/2021
Attended SMSU Nursing Honor Society (Omega Omicron's) Spring 2021 Summit	4 hours	3-30-21
IFO Delegate Assembly	9-5p	4/16/21
The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity Webinar A Consensus Study from the National Academy of Medicine	2-3:30 pm	5/11/21

Lindsay Rohlik's continued membership involvement in professional nursing organizations includes:

- Minnesota Public Health Association (MPHA)
- Minnesota Organization of Leaders in Nursing (MOLN)
- Association for Prevention Teaching and Research (APTR)
- AACN Graduate Nursing Student Academy (GNSA)
- Sigma Theta Tau International Omega Omicron #565 Chapter member
- Member in the National League for Nursing
- Membership in the Association of Community Health Nurse Educators (ACHNE)
- Membership American Association of Colleges of Nursing (AACN)
- Membership in the American Public Health Association (APHA)
- Treasurer/Secretary Omega Omicron Chapter
- Minnesota Board of Nursing Licensure RN licensure
- Minnesota Public Health Nursing Certification
- Henry Street Consortium Member of Minnesota

- **Dr. Faith Johnson continued to advance her professional development through the following means:**

Title of Professional Development/Continuing Education	Contact Hours (if awarded)	Date
MDH- Contact Tracing training		9/21/20
MDH- Case Investigation Office Hours		10/7/20
MDH- Case Investigator Shadowing		10/15/20

SMSU- COVID and Mental Health		10/19/20
MDH- MEDSS Practice Session		10/20/20
MDH- Mock interview training		10/21/20
PESI- Geriatric Care Certification Course	14	11/8/20
Avera Health- Combatting Burnout	1	11/17/20
MDH- Mandatory Meeting		12/8/20
SMSU- Omega Omicron Spring Summit	4	3/30/21

Dr. Johnson’s continued membership in the following organizations advances her professional development:

Maintain CNE, current through December 2026.

Maintain membership in Sigma Theta Tau International

Member of local chapters of STTI, Chi Omega and Omega Omicron (SMSU chapter)

Leadership Succession leader for Omega Omicron (SMSU chapter)

Adjunct Faculty	Evidence of Achievement
Laura Hoffman	<ul style="list-style-type: none"> ● November 17, 2020 – Attended Omega Omicron sponsored webinar “Combatting Burnout, Depression, and Suicide in Nurses: Evidence-Based Strategies to Enhance Personal Health and Wellbeing.” 1 Contact Hour ● January 19, 2021 – Attended Omega Omicron sponsored webinar “No Time to Teach? Tips and Tricks for Busy Nurses.” 1 Contact Hour ● March 30, 2021 – Attended Omega Omicron Spring Summit titled “Nursing Leadership: Research, Resiliency, and Change.” 4 Contact Hours
Laura Stoks	<ul style="list-style-type: none"> ● December 29, 2021 - SAFE Training - Provided training for universal relationship and reliability skills. The training focused on patient safety, the patient experience, thinking and high reliability, culture, human error, and non-technical skills to build Sanford Accountability for Excellence. ● April 13, 2021 - Changing Your Mindset for Cultural Responsiveness – Presented by LuAnn Wood, the Chair of the Reading and Student Success Department at Century College, this course provided faculty with information on how to be sure our classrooms are set up in a way that is conducive to the needs of all students.
Darcy Nelson	<ul style="list-style-type: none"> ● AACN Diversity training ● Holistic Stress Management Teaching Certification Course ● NURSE Tim Next Gen conference ● ACEN Conference summer 2021 ● WLN Fall Virtual Conference
Jennifer Thiel	<ul style="list-style-type: none"> ● Taking DNP courses Summer/Fall 20 ● Currently working on the MN State course of Philosophy of Community and Technical College Education

Loronda Schuler	<ul style="list-style-type: none"> • Completed the John Hopkins Contact Tracing training • Completed the workshop “Upstream Thinking to Improve Flu Vaccine Rates” • Completed the workshop “Corona Virus the Disease” • Completed “Drug Diversion Training”
------------------------	--

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/zoom/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 initiated the use of the newly developed Student Academic Planner, as well as the Department of Nursing 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 NURS course offerings. With the addition of the Nursing Student Services Coordinator, students inquiring about the RN to BSN Program, and applying to the program, are contacted by Stella Nwachukwu to welcome and assist them with course planning.

The Department of Nursing hosted our first virtual Nurse Pinning Ceremony on May 7th, 2021. Due to the COVID-19 pandemic, the on-campus Spring 2020 pinning ceremony was postponed. Thus, there had not been a pinning ceremony since the on campus ceremony during Spring 2019 semester. For our virtual 2021 Nurse Pinning Ceremony, the honored guests were our nursing alumni who had graduated since Summer 19 through the students graduating in the Spring 21 semester, along with their family and friends. Our honored guests were greeted by President Jayasuriya, Provost Wastvedt, and Dean Onyeaghala. Additionally, they were privileged to have Dr. Marge Hegge as a guest speaker via video recording. Dr. Hegge is a distinguished professor emeritus of nursing at South Dakota State University who has a strong interest in Florence Nightingale. She has devoted much time studying the life and philosophy of Nightingale and has collected memorabilia on Nightingale’s life for two decades. She continues to be inspired by Florence Nightingale’s courage, passion and perseverance. Dr. Hegge portrayed Florence Nightingale during our ceremony, providing an inspirational message for our honored guests.

The use of SMSU Department of Nursing Student Representatives continues with Student Representatives being included in department team meetings and Nursing Program Advisory Council meetings. Governance of the RN to BSN Program is strengthened through 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, our communities of interest. The NPAC met during the Fall 2020 semester and again during the Spring 21 semester. 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.

In planning for the future, the Department of Nursing created a task force this academic year to plan for a possible future Master of Science in Nursing Program, focused on the Nurse Educator. A needs assessment was completed and weekly task force meetings occurred throughout half of the academic year, planning the mission, goals, student learning outcomes, and proposed curriculum for such a program.

Dr. Laurie Johansen supported nursing students through varying means of service. This service included:

- Advising students towards academic success
- Initiating and leading an SMSU campaign during the COVID19 pandemic to reach out to all of our nursing students and alumni. The *Gratitude To Those Protecting Us From COVID-19* campaign included sending 336 handmade masks along with notes of gratitude from SMSU faculty and staff to all of our nursing students and alumni. Along with organizing this campaign, I was able to personally cover the shipping expenses for the campaign.
- Participated in a leading role in the initiation of the Grad Planner at SMSU, which was highlighted in the Minnesota State Transfer and Audit Support Newsletter, Oct. 20
- Meeting with the SMSU Admissions Department on 11-2-20 to educate the admissions team about RN to BSN Program and options for students to become nurses
- Attending the St. Mary's University of Minnesota Online Informational Session for Recruitment of RN to BSN Program Students on 11-10-21
- Attending two Marshall Area Technical & Educational Center (MATEC) collaborative virtual meetings with Minnesota West to share the academic nursing options available to prospective nursing students enrolled in the Nursing Assistant course at MATEC
- Creating and leading the Department of Nursing Pinning Committee to provide our first virtual 2021 Nurse Pinning Ceremony

- Sending Certificates of Recognition to all my advisees who were on the SMSU Fall 20 Dean's Honor List
- Collaborating with Jessica Anderson to keep the nursing scholarship list current with new scholarships like the AACN Castlebranch scholarship
- Leading the Department of Nursing Assessment Day – Spring 21
- Working with the SMSU McFarland Library to decrease book costs for our students by making American Nurses Association books free of cost to students
- Attending the panel discussion about the Derek Chauvin trial via an SMSU Zoom session
- Creating and utilizing a formative assessment in my courses, in the form of an anonymous survey, to assess my ability to meet student orientation needs in my course, get to know my students, and create an inclusive learning environment
- Creating Striving for Success Plans for students in need of guidance in NURS courses
- Continuing the use of a recruitment reward policy, awarding any current nursing students or alumni with an SMSU Nursing t-shirt for the referral of a new student admitted to the RN to BSN Program
- Updating 'Talking Points' to create consistency recruitment messages within Department of Nursing
- Editing the December 2020 and May 2021 RN to BSN Program newsletters, including creating articles for the newsletters
- Submitting an application to the Academic Technology Committee for Turn-it-In under the Instructional Software Fund Program
- Updating the Department of Nursing Student Handbook, making it available to all nursing students, and prospective nursing students
- Leading the National Faculty Meeting to provide the American Association of Colleges of Nursing (AACN) feedback from our team regarding the proposed changes to the Essentials document, including all SMSU nursing faculty and the MNWest Dean of Science and Nursing
- Working with the Community Engagement & Partnership Coordinators (CEPCs), Laura Kunstelban and Jonathan Feiock from St. Cloud and SF VA, to integrate SAVE training into RN to BSN Day at SMSU
- Assisting many alumni with processes to register to be a Public Health Nurse through the Minnesota Board of Nursing
- Assisting many students/alumni with referrals as needed for professional opportunities

Dr. Nancyruth Leibold supports student success. During the 2020-21 academic year, she was on sabbatical leave and did not teach courses, advise, or recruit. However, she did work with many SMSU students and alum by writing letters of recommendations for employment, admission to graduate school, and scholarships.

Dr. Ruth Van Heukelom supports student success by advising students toward academic success.

- Role as Advisor performing individual student advising and ongoing advising of all assigned RN to BSN nursing/prospective students
- Contacting prospective students/advisees, sharing information about the RN to BSN Program
- Creating Plans of Study for each advisee/student by utilizing MinnState Uachieve program

Ms. Lindsay Rohlik supports student success/service to prospective students in the following ways:

- Advisor/Advising role while performing individual student and ongoing advising of all assigned RN to BSN nursing/prospective students
- Emailed/called prospective students/advisees, sharing information about the RN to BSN Program
- Create Plan of Study for reach advisee/student by utilizing MinnState UAchieve
- Discuss and share with students SMSU and departmental resources (i.e, Writing Center, Tutor.com, Early Alert System, McFarland library, student handbook, etc.)
- Formulate Striving for Success plans as needed
- Continually provide RN to BSN Program students with program and course information in a timely fashion via email or phone
- Attend and participate in student recruiting events as designated or recommended:
 - CNA course at MATEC in Marshall on 12/9/20
- Assisted with revisions of Department of Nursing Student Handbook updates and made available to all nursing students as well as prospective students
- Assisted students/alumni with referrals as needed for job/educational opportunities as well as providing letters or recommendation

Dr. Faith Johnson supports student success by advising students toward academic success.

- Oriented to the role as Advisor to prepare to perform individual student advising and ongoing advising of all assigned RN to BSN Program nursing/prospective students starting Fall 21
- Attended the SMSU New Faculty Orientation to Advising Training on 10-6-20
- Attended the Department of Nursing Advising Meetings on 1-27-21 & 2-17-21
- Attended advising mentoring sessions with Dr. Laurie Johansen on 1-28-21 & 2-4-21

Ms. Stella Nwachukwu supports student success by advising all pre-nursing students as they apply, and enter, the RN to BSN Program. This level of individualized, prompt attention is truly a frontline means of service to our students.

Service to the University

During the 2020-21 academic year, the SMSU Department of Nursing followed the Faculty Guidelines for Evaluation. 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 is to have a participation average of 50% attendance at the Department of Nursing Team Meetings. An attendance average of 80% was found in the 2020-21 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. Participation in the Academic Affairs Ad Hoc Committee, Graduation with Honor Policy, leading to the revision of the SMSU Honors Policy
6. Leadership of the SMSU Nursing Program Advisory Council
7. Leadership of SMSU Department of Nursing Team Meetings
8. Program Assessment Leader (PAL) for Department of Nursing
9. Leader of the Department of Nursing ongoing assessments and evaluations
10. Attended New Faculty Orientation as Mentor at SMSU New Faculty Orientation – participated in Faculty Panel, 8-17-20
11. Leader of orientation and mentoring of new faculty
12. Leader of Department of Nursing advising orientation and mentored new faculty advisors
13. Leader of Department of Nursing MSN Task Force
14. Continued to develop Curriculum Tracker for nursing advisor use
15. Leader of planning committee for the RN to BSN Day at SMSU
16. Guest TV speaker for the SMSU Southwest Connections: Episode 10: Dr. Laurie Johansen, hosted by Bill Mulso on 3-1-21
17. Guest Radio speaker for the KMHL SMSU Campus Update, hosted by Jim Tate on 3-2-21
18. Attended the AACN Deans Annual Meeting: Like-Schools Focused Discussions of Small/Liberal Arts Colleges 3-23-21
19. SMSU Mustang Booster Club member
20. SMSU Friend of the Theatre member
21. IFO Delegate Assembly – delegate 4/16-4/17/21

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

During the 2020-21 academic year, Dr. Nancyruth Leibold was on sabbatical. Dr. Leibold served on the RN to BSN Southwest Minnesota State University, Nursing Advisory Council. Dr. Nancyruth Leibold represented Southwest Minnesota State University at the Minnesota State System as an active member of:

1. Open Educational Resources Community Group

2. Creative Commons Community Group
3. Minnesota State Systemwide Creative Commons Certified Educators and Librarian Group
4. Culturally Responsive Pedagogy Group

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

1. Served as member of the Academic Affairs Committee.
2. Served on Ad Hoc Committee addressing Graduation with Honors Policy
3. Served on the Program Committee for the Omega Omicron Chapter of Sigma Theta Tau
4. Served as member of the Masters of Science in Nursing task force
5. Served as mentor to adjunct faculty teaching NURS 375: Pathophysiology

- **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. Actively participate in quarterly departmental newsletter
4. Actively participate/attend in departmental nursing faculty meetings
5. Attend and participate in SMSU Faculty Professional Development activities to increase performance effectiveness
6. Assisted with and participated in RN to BSN Day at SMSU Fa '20/Sp '21
7. Effectively oriented (co-teach) and mentored adjunct nursing faculty in NURS 400 and NURS 436 course
8. Functioned as a preceptor/mentor for a graduate nurse educator student from Minnesota State University, Moorhead, Fall '20
9. Attend and participate in CIA committee and meetings 20-21 academic year
10. Assisted with planning/ leading MSN Task Force within nursing department Fall 2020

- **Dr. Faith Johnson's service to SMSU included:**

1. Mentoring with Dr. Laurie Johansen for new position and advising on 9-8-20
2. SMSU New Faculty Chat with Dr. Sara Fier from IFO on 9-8-20
3. Attended the Nursing Program Advisory Council Meeting on 9-28-20
4. Attended SMSU New Faculty Onboarding – PDP on 11-6-20
5. Attended the Department of Nursing AACN National Faculty Meeting about proposed Essentials on 12-15-20
6. Attended the SMSU PDR Workshop on 3-24-21
7. Attended the Nursing Program Advisory Council Meeting on 3-28-21

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 Counselor/Governance Committee Chair of the Omega Omicron Honor Society
 5. Nominations made for the Omega Omicron Emerging Nurse Leader Award, Excellence in Nursing Leadership Award, and Outstanding Nursing Student Award
- **Dr. Nancyruth Leibold's service to the community at large included:**
Archivist, Southwest Minnesota Nursing Honor Society
Webmaster, Southwest Minnesota Nursing Honor Society
Member, Omega Omicron Chapter
Member, Membership Committee, Omega Omicron
Member, Newsletter Committee, Omega Omicron Membership Committee
National League for Nursing Summit Planning Committee Member
Sigma Theta Tau International, International Review Committee Member (invited appointment)
Minnesota West Nursing Advisory Board
Sigma Theta Tau International, Heritage Society Member
Editor and Peer Reviewer, MERLOT Health Sciences
 - **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.
 3. Served as mentor for two Marshall High School students interested in healthcare careers.
 4. Assisted with local COVID 19 vaccination clinic.
 5. Served as member of Minnesota West Community and Technical Colleges Nursing Advisory Board
 - **Lindsay Rohlik's service to the community at large included:**
Served as board member/leadership position as Treasurer and Secretary on behalf of Omega Omicron Chapter 565
 1. Participated in Sigma Theta Tau International educational webinars to help support Treasurer/Secretary role
 2. Attended Board of Directors Meetings: 9/10/20, 11/12/20, 2/11/21, 5/13/21
 3. Attended Omega Omicron Fall Induction Ceremony on 11/12/20 and Spring Summit on 3/30/21
 4. Attended Omega Omicron Educational Webinars on 11/17/20 and 1/21/21
 5. Attended SMSU Commencement Ceremony 5/8/21
 - **Dr. Faith Johnson's service to the community at large included:**
 1. Participated in simulation and presentation at neighboring community college, December 2020

2. Attended Department of Nursing Virtual Pinning Ceremony on 5-7-21
3. Attended SMSU Commencement Ceremony on campus on 5/8/21

Assessment and Evaluation

Assessment and evaluation of the SMSU RN to BSN Program is an ongoing process 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 also provides a framework for a continuous cycle of comprehensive assessments, evaluations, and adaptations within the RN to BSN Program to provide a quality RN to BSN Program to our current and future nursing students. The PASL includes plans for:

- 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)
- evaluations of NURS courses and NURS course pass rates
- evaluations of the Department of Nursing Goals
- evaluations of RN to BSN Program graduation rates
- evaluations of RN to BSN Program student/alumni satisfaction
- evaluations of RN to BSN Program graduate/alumni employment rates
- evaluations of RN to BSN Program alumni employer satisfaction
- evaluations of RN to BSN Program alumni progression
- evaluations of RN to BSN Program documents and publications
- evaluations of SMSU Liberal Education Program (LEP) Student Learning Outcomes
- evaluations of the mission/values/goals/outcomes/objectives of the RN to BSN Program
- evaluations of Department of Nursing faculty outcomes
- a Department of Nursing RN to BSN Program Evaluation
- an Overall Program Evaluation of the RN to BSN Program
- evaluations of the actual PASL itself as a complete assessment/evaluation plan

The PASL guides the Department of Nursing's assessment/evaluation plan and includes summaries of the analysis of evaluations. During the 2020-21 academic year, the following assessment and evaluation activities have occurred:

- Evaluation of the Department of Nursing Goal 2 - *Provide Competent and Meaningful Care to Clients and Communities Who are Healthy, Ill, or Dying*- through NURS 320 and NURS 400. Included evaluation of course descriptions, student learning outcomes, student learning objectives and assignments throughout courses (see Appendix 1 – PASL).

- Faculty/adjunct course evaluations following the completion of every NURS course. Included assessments of the Essentials, QSEN Competencies, Portfolios, and LEP SLOs for applicable courses (results woven into multiple assessments).
- SMSU LEP Critical Thinking assessments (Nursing faculty have established assessment measures/tools for data collection and are in the initial data collection stages in selected NURS courses).
- Curricular Mapping/Curricular Matrix/Portfolios/RN to BSN Program Teaching-Learning Strategies (see Appendix 1 – PASL).
- Evaluated Faculty/Adjunct Outcomes following the Department of Nursing Faculty Guidelines for evaluation as well as using Professional Development Plans/Reports per Master Agreement schedule and Department of Nursing team meeting data (previously referenced in this annual report).
- Reviewed/updated SMSU RN to BSN Program documents and publications, including the SMSU Department of Nursing Student Handbook, Preceptor Handbook, website, course catalog, brochures, and student letters (see Appendix 1 – PASL).
- Evaluated satisfaction of nursing student graduates through individual interviews (offered interviews to all graduating nursing students) (see Appendix 2 - Analysis of RN to BSN Program Nursing Student Graduate Interviews June 2019 – May 2021).
- Evaluated satisfaction of graduating nursing students, alumni, and alumni employers through surveys sent to all graduating nursing students, one-year and three-year alumni, and the employers of one-year and three-year alumni. Preliminary data is provided below. A detailed evaluation of survey data, including comparative data from previous surveys, is currently being compiled and will be shared in next year's annual report.
 - Graduating nursing student satisfaction from June 14, 2019 through June 11, 2021 met our goal of >80% satisfaction at a 4 or above on a 5 point scale for satisfaction items on the Graduating Nurse Survey, with mean score of all items >4.
 - One-year alumni satisfaction from June 14, 2019 through June 11, 2021 met our goal of 75% satisfaction assessing the alumni being adequately prepared for the role of a BSN prepared nurse. When participants were asked to rate how well their educational experience prepared them to demonstrate each student learning outcomes (SLO) on a 5-point scale, the mean score each SLO was >4. When asked specifically if the SMSU RN to BSN Program adequately prepared them for their role as a BSN prepared nurse, 98% replied yes.
 - Three-year alumni satisfaction from June 14, 2019 through June 11, 2021 met our goal of 75% satisfaction assessing the alumni being adequately prepared for the role of a BSN prepared nurse. When participants were asked to rate how well their educational experience prepared them to demonstrate each student learning outcomes (SLO) on a 5-point scale, the mean score each SLO was >4. When asked specifically if the SMSU RN to BSN Program adequately prepared them for their role as a BSN prepared nurse, 100% replied yes.

- Employer satisfaction from June 14, 2019 through June 11, 2021 met our goal of >80% employer satisfaction rates, assessed through the question “Based on your experiences, would you hire another SMSU nurse graduate?” Evaluating our one-year and three-year alumni employer surveys during this timeframe, 100% of employers stated they would hire another SMSU nurse graduate.
- Evaluated graduation/completion rates (see Appendix 1 – PASL).
- Evaluated employment rates of graduating nursing students/one-year alumni/three-year alumni. Our expected outcome is >90% employment at one year – which was met using the following data.
- Analyzing the Nursing Student Graduate Interview data from June 2019 – May 2021, results revealed that five participants were not employed (one due to illness; two due to COVID-19; and three with unknown reasons) with the remaining 79 participants being employed. Thus, 92% were employed.
- Analyzing the Graduating Nurse Surveys, One-year Alumni Surveys, and Three-year Alumni Surveys from June 14, 2019 – June 11, 2021, 100% of participants were employed.
- Analyzing the SMSU 2019 Annual Employment Report (most recent report available), 100% of nursing graduates were employed.
- Evaluated alumni progression through our One-year and Three-year Alumni Surveys from June 14, 2019 – June 11, 2021. An expected outcome of 15% of graduates being enrolled in graduate studies within three years of graduation has been met when averaging the following data.
- Analyzing the One-year Alumni Surveys from June 14, 2019 through June 11, 2021, 24% of participants were currently enrolled in an additional educational program, including certificate, master’s, and graduate programs and/or graduate courses.
- Analyzing the Three-year Alumni Surveys from June 14, 2019 through June 11, 2021, 11% of participants were currently enrolled in an additional educational program, including master’s and graduate programs and/or graduate courses.

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 17-49

Additionally, due to the importance of continued accreditation of the RN to BSN Program, the Department of Nursing will be submitting accreditation reports in the future.

This concludes the Department of Nursing 2020-21 Academic Year Annual Report.