



College of
Business, Education, and Professional Studies

Dr. Raphael Onyeaghala, Dean

Annual Report 2017-2018

Department Chairpersons:

Dr. Susan Jones, Chair of Accounting, Finance and Legal Studies

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

Dr. Sonya Vierstraete, Chair of Education

Dr. Doug Simon, Chair of Management and Marketing

Laurie Johansen, Chair of Nursing

Table of Contents

Accounting, Finance and Legal Studies	3
Agriculture, Culinology® and Hospitality Management	13
Education.....	59
Management	106
Nursing	117



Department of Accounting, Finance, and Legal Studies:

**Annual Report for the
2017—2018 Academic Year**

Department Faculty Members:

Dr. Glenn Bayerkohler, Accounting
Dr. Lamine Conteh, Accounting and Finance
Dr. Mark Goodenow, Legal Studies
Dr. Susan Jones, Finance and Chair
Dr. Will Thomas, Accounting
Dr. Matt Walker, Finance

Prepared:
August 5, 2018

The 2017—18 academic year was a year of transition for the Department of Accounting, Finance, and Legal Studies (AFLS), as we added a new faculty member to our Department: Dr. Lamine Conteh. Dr. Conteh teaches 50% in the Accounting area and 50% in the Finance area. During the 2017—18 academic year, the AFLS Department consisted of six full-time faculty members, along with an adjunct Finance faculty member: Dr. Lawrence Muzinga.

In the following sections of this report for the AFLS Department, the key accomplishments for the 2017—18 academic year will be highlighted. These accomplishments will be sub-divided into two sections: 1) Quantitative; and 2) Qualitative. The Annual Report section of this report will then conclude with a prospective view on future goals which the AFLS Department hopes to accomplish in both the short-term and the long-term.

Quantitative Information: Accounting Program

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the www.smsu.edu Web site.)

Using the latest information posted to the “Data Management and Institutional Research Department” link at the SMSU Web site, the number of Accounting majors enrolled during each term of the 2017—2018 academic year is as follows:

Term	# of Accounting Majors
Fall 2017	69
Spring 2018	58
Summer 2018	15

The Accounting Program typically offers “Principles of Accounting I” (ACCT 211) and “Principles of Accounting II” (ACCT 212) during each semester, including the summer term. ACCT 211 and ACCT 212 are pre-requisite courses for the upper-level Accounting courses. ACCT 211 and ACCT 212 are also part of the Business Core courses for several other business-area majors, including Finance and Marketing and Management.

In total, 12 students graduated with a Bachelor of Science degree in Accounting in the 2017—18 academic year. Two students earned a minor in Accounting.

The head-count in the Accounting courses by term during the 2017—2018 academic year is as follows:

Term	Student Head-Count
Fall 2017	183
Spring 2018	163
Summer 2018	22

During the 2017—18 academic year, 19 Accounting courses were offered, as follows:

Term	Accounting Courses Offered
Fall 2017	9
Spring 2018	8
Summer 2018	2

Quantitative Information: Finance Program

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the www.smsu.edu Web site.)

Again using the latest information posted to the “Data Management and Institutional Research Department” link at the SMSU Web site, the number of Finance majors enrolled during each term of the 2017—2018 academic year is as follows:

Term	# of Finance Majors
Fall 2017	63
Spring 2018	63
Summer 2018	14

The number of Finance majors during fall semester 2017 is identical to the number of Finance majors enrolled during fall semester 2016. Enrollment of Finance majors during summer term 2017 and summer term 2018 are also identical, at 14 students each summer.

The Finance Department typically offers “Business Statistics I” (FIN 230) and “Managerial Finance” (FIN 350) during each semester, including the summer term. This may have contributed to the fairly steady

level of majors in the Finance program, as “Managerial Finance” is a pre-requisite course for the upper-level Finance courses. “Business Statistics I” and “Managerial Finance” are also part of the Business Core for several other business-area majors, including Management and Marketing.

In total, 18 students graduated with a Bachelor of Science degree in Finance in the 2017—18 academic year; 3 students earned a minor in Finance. This represents a total of 21 graduates with either a major or a minor in Finance.

The head-count in the Finance courses by term during the 2017—2018 academic year is as follows:

Term	Student Head-Count
Fall 2017	220
Spring 2018	212
Summer 2018	43

The head-count in spring semester 2018 particularly showed an increase over the prior academic year – 3 more students or an increase of 1.44%.

During the 2017—18 academic year, 20 Finance courses were offered, as follows:

Term	Finance Courses Offered
Fall 2017	9
Spring 2018	9
Summer 2018	2

Quantitative Information: Legal Studies Courses

(Source: Course enrollment information found at the E-Services link at the www.smsu.edu Web site.)

Although Legal Studies is not a separate program area or major area, information about enrollment in the legal studies courses is found under the “Business Law” heading at the E-Services link at the SMSU course Web site.

The head-count in the Business Law (i.e., legal studies) courses by term during the 2017—2018 academic year is as follows:

Term	Student Head-Count
Fall 2017	42
Spring 2018	53
Summer 2018	16

BLAW 305 “Business Law is a required course in the Business Core for several business-area majors, including Accounting, Finance, Management, and Marketing.

Qualitative Activities and Accomplishments: Accounting Program

During the 2017—2018 academic year, the Accounting Program and its faculty had several very notable accomplishments. Accounting faculty and students were very active, both on campus and in the community and region. These accomplishments are described in the following section of this report.

- The Accounting Club had a very active, rewarding year. Under the direction of the Club officers, several speakers were invited to present at Accounting Club meetings. For example, Mr. Michael Wells of the Institute of Internal Auditors in Minneapolis spoke to the Accounting Club on March 27, 2018. Outside speakers provided Accounting Club members with insight into the profession and suggestions on how to prepare for a career in Accounting.
- Tax Clinic: As part of the ACCT 445 “Accounting Capstone” course, students assisted with the IRS VITA Tax Clinic in cooperation with United Community Action Partnership. This is the 12th consecutive year that Dr. Thomas’ students have participated and assisted clients at this Tax Clinic.
- City Council: Accounting faculty member, Glenn Bayerkohler, sits on the Marshall City Council.
- Adult Literacy Program: Accounting faculty member, Will Thomas, assists with the Adult Literacy Program in the Marshall community.
- Accounting and Auditing Conference: Dr. Will Thomas and Dr. Lamine Conteh took 14 SMSU students to the annual Accounting and Auditing Conference held at the Minneapolis Convention Center in September 2017. This Conference provided students with the opportunity to share their resumes with employers in this industry and to network with Accounting students from other universities in the region, also.
- Continuing Education: Professor Glenn Bayerkohler attended the five-day Western Continuing Professional Education (CPE) Conference in St. George, Utah in May. Topics covered at this Conference included: 1) individual tax issues; 2) business tax issues; 3) accounting updates; 4) revenue recognition standards; 5) lease accounting; and 6) challenges and key risks in financial reporting.

- Accounting Internships: Accounting Internships are offered for credit each semester and summer term. Several students completed internships at various businesses for credit during the 2017—2018 academic year.

Qualitative Activities and Accomplishments: Finance Program

During the 2017—2018 academic year, the Finance Program and its faculty members realized a number of significant accomplishments. These accomplishments are described in the following sections of this report.

- The Southwest Investment Group and Management Association (SIGMA) Club was active throughout the 2017—2018 academic year. The Club regularly met the first and third Thursday of each month at 12 noon. The SIGMA Club met in CH 127 – the Finance Department outer office, which is also the location of the Investment Research and Trading Center (IRTC). This office area contains a wealth of resources which students can use during the SIGMA meetings and also whenever it is convenient for them. During both fall semester and spring semester, the SIGMA Club ran a “Portfolio Challenge” competition. Students wishing to participate in this activity formed teams and then invested money in a portfolio of stocks of their choosing. This activity provided a wonderful opportunity for these student teams to work together toward a common goal – maximizing the value of their investment portfolios. Another activity which the SIGMA members participated in at the club meetings was an “In the News” sharing time. At each meeting, one or more students would share a current news item with the club members. Discussion about this news item would then follow. Several practitioners from the Finance industry were featured guest speakers at SIGMA meetings during the 2017—18 academic year. Among these guest speakers were Mr. Shane Erickson, an SMSU alumnus and a Financial Advisor with Northwestern Mutual Financial Network. Northwestern Mutual also sponsored half the cost of zip-up fleece shirts for the SIGMA Club members. Another key speaker whom the SIGMA Club members enjoyed hearing was Mr. Jacob Fahl, a Financial Advisor with Hitachi Capital America Corporation and also an SMSU alumnus. Mr. Dave Verkinderen, an SMSU alumnus and Vice-President of Equipment Finance at the leasing branch of U.S. Bank located in Marshall, also spoke to the SIGMA Club members in March 2018. The SIGMA Club participated in the annual Relay for Life fundraiser in March 2018, placing second overall in total funds raised.
- The Investment Research and Trading Center (IRTC) located in CH 127 continues to be a great resource for students. There is a three-station computer lab available to students at the IRTC. The Morningstar investment software is available on these lab computers. Also, large-screen viewing of the financial television stations is available in CH 127, as well. A ticker banner provides students with real-time stock quotations so that students can keep abreast of movements in the stock market throughout each trading day. The large table in the IRTC also serves as a very convenient meeting place and work space for students. Whether working on

homework assignments or meeting with a class work team, students found this area to be very convenient and helpful.

- Increased financial software accessibility: In consultation with the University Librarians, Morningstar software is now accessible from the SMSU Library Web page. This allows SMSU students to access and use this software from any location – whether on-campus or off-campus – with their Star ID and password. Also, the on-line version of “The Value Line Investment Survey” database is also now available at the SMSU Library Web page. The annual subscription fees for these software packages will be paid each year by the SMSU Library, using funds available from the McFarland endowment. This software is now accessible in all of the classrooms on campus. Professors wishing to use this software as part of their class presentations can now easily do so in any classroom that has Internet access. Students doing class presentations can also access information from these software packages and display it as part of their presentations to the class. Access to these software packages on-line has proven to be very valuable to both students and professors.
- Finance Internships: Several students completed Finance internships for credit during the 2017—2018 academic year. Per the Finance Internship requirements, students must complete 100 hours of work for each Internship credit for which they register. Among the locations at which students completed Finance internships were: The Schwan Food Company, H & R Block, First Independent Bank, Investors’ Choice, North Star Insurance Company, and Avera Health System.

Finance Program faculty members were also active on campus and in the community during the 2017—2018 academic year. For example:

- Finance faculty member, Dr. Matt Walker, Chairs the Marshall Public Housing Commission.
- Finance faculty member, Dr. Susan Jones, is an officer of the Southwest Coin Club of Marshall.
- Finance faculty member, Dr. Lamine Conteh, assists with the Adult Literacy Program in the Marshall community.

Qualitative Activities and Accomplishments: Legal Studies Area

Several significant accomplishments were made by faculty in the Legal Studies area during the 2017—2018 academic year, both at SMSU and in the surrounding region. These accomplishments are described below.

- Legal Studies faculty member, Mark Goodenow, sits on the Library Board.

- Dr. Goodenow also sits on the Advanced Opportunities Board.
- Dr. Goodenow also lives in a house listed on the National Register of Historic Places, which he coordinates with the Lyon County Historical Society. For the past 28 years, Mark has been restoring the Victorian home in which he lives here in Marshall to its original state. Mark's efforts to restore his home were featured in an April 3, 2018 article in the Marshall *"Independent"* entitled, *"A House Full of Treasures: SMSU Professor Working to Restore His Victorian House to What It Looked Like Back in the Early 1900s."*
- Dr. Mark Goodenow retired at the conclusion of Summer Session One in June 2018, after 30 years of service to SMSU. Dr. Goodenow's many contributions to the students and the university and the community will be greatly missed. Our AFLS Department faculty wishes to express a very sincere "Thank you!" to Dr. Goodenow for his many years of dedicated service!

The AFLS Department and its faculty also together accomplished several notable achievements during the 2017—2018 academic year, as follows:

- Course schedules among the faculty in the Finance and Accounting Programs and the Legal Studies area were coordinated to avoid conflicts between the courses offered in these disciplines. There are quite a few SMSU students who are majoring and/or minoring in both Accounting and Finance.
- Advising is provided to all Accounting and Finance majors and minors, as well as some pre-business students by the AFLS Department faculty. Faculty offer "user-friendly" advising by expanding "Advising Day" to "Advising Week" each semester to accommodate students' schedules. Sign-up sheets for advising meeting times are posted to the office doors of the AFLS faculty members well in advance of "Advising Week."
- Recommendation letters: The AFLS faculty wrote many recommendation letters for students as they pursued employment opportunities and applied to graduate programs of study. The faculty also provided many phone recommendations to prospective employers of graduates.
- Committee service: The AFLS faculty also participated in several campus committees during the 2017—2018 academic year. Dr. Matt Walker served on the Academic Appeals Committee and the Academic Affairs Committee. Dr. Will Thomas served as Chair of the Budget Review Committee. Dr. Mark Goodenow served on the Honors Task Force Committee. Dr. Susan Jones served on the Student Academic Fee Committee.

- Mission Statement: AFLS faculty developed a Mission Statement for the AFLS Department: *To educate students and prepare them for successful professional careers*. This Mission Statement is displayed on the glass outer walls of the Accounting Program office in CH 101 and the Finance Program office in CH 127.
- Assessment: All of the AFLS Department faculty attended the university-wide Assessment Day, which was held on February 2, 2018. Faculty in the Accounting Program and the Finance Program selected Program Assessment Leaders (PAL's) to assist with the University's assessment efforts. Dr. Will Thomas is serving as the Accounting Program PAL; Dr. Susan Jones is serving as the Finance Program PAL. Assessment Reports for these two Program areas are being prepared and will be submitted by the mid-September 2018 deadline.

The AFLS Department – A View Toward the Future:

The addition of Dr. Lamine Conteh to the full-time AFLS Department faculty in fall semester 2017 has allowed additional courses to be offered in the Accounting and Finance Programs. Adding an additional full-time faculty member has also reduced the number of overload courses taught by current AFLS faculty members.

It is hoped that a course in "International Finance" can be added to the Finance curriculum offerings on a regular basis very soon. This course is already listed in the SMSU academic catalog as FIN 475: International Finance.

In conjunction with the SMSU Distance Learning Department, the Finance minor courses are now offered on-line. The Finance minor requires completion of "Corporate Finance I" (FIN 457) and "Corporate Finance II" (FIN 458) and two upper-level Finance courses from among the elective courses listed in the SMSU catalog that count toward the Finance minor. The now-frequent offering of "Financial Management for Small Business" (FIN 330) in collaboration with the Exercise Science Program, has also assisted students wishing to earn a Finance minor on-line. FIN 330 is typically offered on-line each fall semester and summer term, and is an elective course within the Finance minor.

The addition of Dr. Conteh may also allow for the development of new courses in the Accounting Program. Being considered is a forensic Accounting course that could possibly be open to both Accounting and Finance majors. Also, accounting elective courses may be offered with more frequency in upcoming semesters.

The Accounting and Finance Program faculty members are also planning to put more emphasis on their Internship Programs. Internships provide students with the opportunity to experience a work environment in a particular area of accounting and/or finance without having a long-term commitment. Students can complete these internships for credit, so the internship and the grade they earn will

appear on the students' transcripts. It is hoped that perhaps at some point in the future, all or nearly all SMSU Accounting and Finance graduates will have had an internship by the time they graduate from SMSU.

The consolidation of the Finance Program and the Accounting Program and Legal Studies into the new Accounting, Finance, and Legal Studies (AFLS) Department beginning with fall semester 2016 provides the opportunity for greater collaboration between these programs. This combination also facilitates service activities, such as prospective student events and committee service at the university. With more faculty in the Department, a broader range of service can be accomplished.

Conclusion:

The 2017—2018 academic year was a year of transition with the addition of Dr. Lamine Conteh to the full-time faculty in the AFLS Department here at SMSU. Many things were accomplished by the AFLS Department and its faculty during the year which provide an excellent foundation for future growth and expansion of the AFLS Programs and courses. The AFLS faculty members are looking forward to the 2018—2019 academic year. We are very enthusiastic about what our Department has to offer SMSU and its students!

**2017-2018 Annual Report for the
Department of Agriculture, Culinology® and Hospitality Management
within the College of Business, Education and Professional Studies at
Southwest Minnesota State University**

Prepared by
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Department Chair

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

May 18, 2018

Table of Contents

<u>Topic</u>	<u>Page #</u>
Introduction	3
Section I – Structure and Staffing of SMSU’s Department of Agriculture, Culinary® and Hospitality Management (ACHM Department)	3
A. Current Structure of SMSU’s ACHM Department.....	3
B. Staffing Changes for SMSU’s ACHM Department.....	4
C. SMSU On-Campus Locations of ACHM Programs.....	5
D. Identification of ACHM Departmental Programs.....	5
E. Enrollment Trends during 2012-2017 for ACHM Programs.....	6
• <i>Comparing SMSU Student Enrollments for all Majors to ACHM Program Enrollments</i>	7
• <i>Analyzing SMSU Student Enrollments in ACHM Department Majors</i>	9
F. Efforts Aimed at Improving Future ACHM Student Enrollment.....	14
G. Background on the ECON Program within the ACHM Department.....	16
H. ACHM Departmental Budgets and Expenses in 2017-2018.....	16
I. Workforce Demand for ACHM Majors.....	17
Section II - Activities and Accomplishments of SMSU’s Agriculture, Culinary® and Hospitality Management (ACHM) Department in 2017-2018 (AY 2018)	18
A. ACHM Departmental Achievements in 2017-2018.....	18
B. ACHM Departmental Extended Learning Efforts.....	20
C. Cooperative Scheduling.....	21
D. Scholarly and Creative Activity.....	22
E. Professional Development.....	22
F. Service to Students.....	23
G. Service to the University.....	24
H. Service to the Community at Large.....	24
I. Assessment.....	25
Section III - Program Reviews and Long Term Planning	25
A. Program Review Schedule.....	25
B. Long Term Planning.....	26
Sources and References	26
Appendices A – C	27 – 45
Endnotes	46

Introduction

This 2017-2018 Annual Report for SMSU's Agriculture, Culinary[®] and Hospitality Management (ACHM) Department outlines our outcomes and accomplishments during the past academic year (AY 2017-18). We also use this report to identify future plans for the upcoming AY 2018-19.

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

Section II of the report examines successes and accomplishments of our ACHM Department's academic programs and outreach activities during AY 2017-2018. Some of the highlights include:

- Our two teams of SMSU Culinary[®] students were awarded first and second place at the Research Chefs Association (RCA) international competition held in Savannah, Georgia in March 2018.
- More than 700 FFA Students visited our campus for this year's Ralco/SMSU Ag Bowl Scholarship Invitational; thirty different FFA teams competed in fifteen (15) Career Development Events (CDE's) in February 2018.
- We developed articulation agreements for our agricultural programs in cooperation with MN West CTC and Central Lakes College, and are in the midst of connecting our Culinary and Hospitality Management programs for ease of transfer between SMSU, St. Paul College and Normandale Community College.
- We have successes and achievements in the areas of teaching/learning, scholarly/creative activities, professional development, and service to our students, university and community-at-large.
- We continue to make measurable progress in the design and implementation of our program assessment plans.

Section III of the report addresses how our ACHM Department plans to build on our successes and address our challenges. Our purpose is to offer valuable educational benefits for our students and for the Southwest Minnesota Region that we serve.

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 2018. Since our restructure in Fall Semester 2016, our ACHM Department has been a productive team of faculty who teach and advise students in SMSU's Agriculture-related, Culinary[®] and Hospitality Management programs. We provide educational opportunities *'from the farm to the fork.'* Our department also cooperates with the SMSU Admissions Office. We work closely with Ian Wyffels (*Assistant*

Director of Marketing, Recruitment & Outreach for AG, CULG and HOSP) to promote and recruit new students to our programs.

We describe our full-time nine-member ACHM Department faculty below.¹ We have:

- Three (3) professors (Drs. Davis, Jung and Toland) who jointly offer courses in Agribusiness Management, Agricultural Solutions, Economics, and Managerial Economics.
- One (1) professor (Dr. Kovar) who directs courses in Agricultural Education, Agronomy, Agricultural Solutions and Education.
- In the Agronomy Program, we have two (2) Professors (Professors French and Tutt) teaching courses in areas such as Pest Management, Precision Agriculture, Soils and Fertility, and Experimental Design.
- Two (2) Professors (Drs. Hwang and Lim) who supervise our Hospitality Management Program. Dr. Hwang is the overall program coordinator for the Culinology® and Hospitality Management Programs.
- We also have one (1) Professor (Dr. Xiao) who directly oversees and teaches courses in our Culinology® Program.
- We also cooperate with Ian Wyffels (SMSU Admissions Office) to participate and offer input on marketing and recruitment during our department meetings and discussions.

In addition to our direct faculty and staff, we rely heavily on the support of our Administrative Assistant, Linda Baun. Linda helped us greatly in managing our department budgets, filing reports, awarding student scholarships, and many other duties.

During Fall Semester 2017 and Spring Semester 2018, our ACHM Department held regularly scheduled bi-weekly meetings on Tuesdays, Noon to 1 PM.² All programs were represented and participated during these department meetings. We handled pre-announced agenda items as a cohesive group. We generally made decisions via consensus. Votes were taken to make decisions when required.

B. Staffing Changes for SMSU's ACHM Department. Our ACHM Department has benefitted from Ian Wyffels' recruiting and marketing efforts. Ian was newly hired by SMSU in August 2017. In addition to Ian's hire, there are both temporary and permanent changes occurring in our department's faculty membership during Fall 2018 and Spring 2019.

Temporary Changes. Professors Yumi Lim and Zhenlei Xiao will be on parental leave during Fall Semester 2018. We are making progress to arrange for replacement faculty (both overload and adjunct) to teach CULG and HOSP classes this coming fall.

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

² See Appendix B for samples of ACHM Department Meeting Agendas. The samples include department meetings at the beginning of Fall Semester 2017 and Spring Semester 2018.

Permanent Changes. Professors Lee French and Sam Tutt will retire at the conclusion of Spring Semester 2019. This pair of agronomy faculty have provided inestimable service for SMSU and our students. We have a genuine challenge ahead of us, as we search for qualified faculty who can continue to grow and improve this vital program. Our ACHM Department is hopeful that a national search can begin in Fall Semester 2018, so that we will be fully staffed when Fall Semester 2019 commences.

C. SMSU On-Campus Locations of ACHM Programs. Since Summer Session 2016, our multi-program ACHM Department has two logical SMSU on-campus office locations.

Faculty offices for full-time SMSU agriculture-related faculty now reside in SMSU's Science and Technology (ST) Building. Our Ag-Faculty offices are adjacent to Minnesota's Agriculture Utilization Research Institute's (AURI's) offices/laboratories and also the Executive Director's office for the Minnesota Agricultural and Rural Leadership (MARL) Program. We are 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.

Although ACHM is one Department, it makes sense to maintain the current geographic separation of our programs into separate buildings. 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.

D. Identification of ACHM Departmental Programs. In the 2017-2018 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 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.

E. Enrollment Trends during 2012-2017 for ACHM Programs. One measure of the desirability and fitness of an academic program is student enrollment. Fortunately, we have data sources readily available to determine the number of students who are enrolled in SMSU's academic majors from one year to the next. On the SMSU Website, the Office of Enrollment Management and Student Success provides easy access to enrollment reports compiled by SMSU's Office of Data Management and Institutional Research (DMIR).

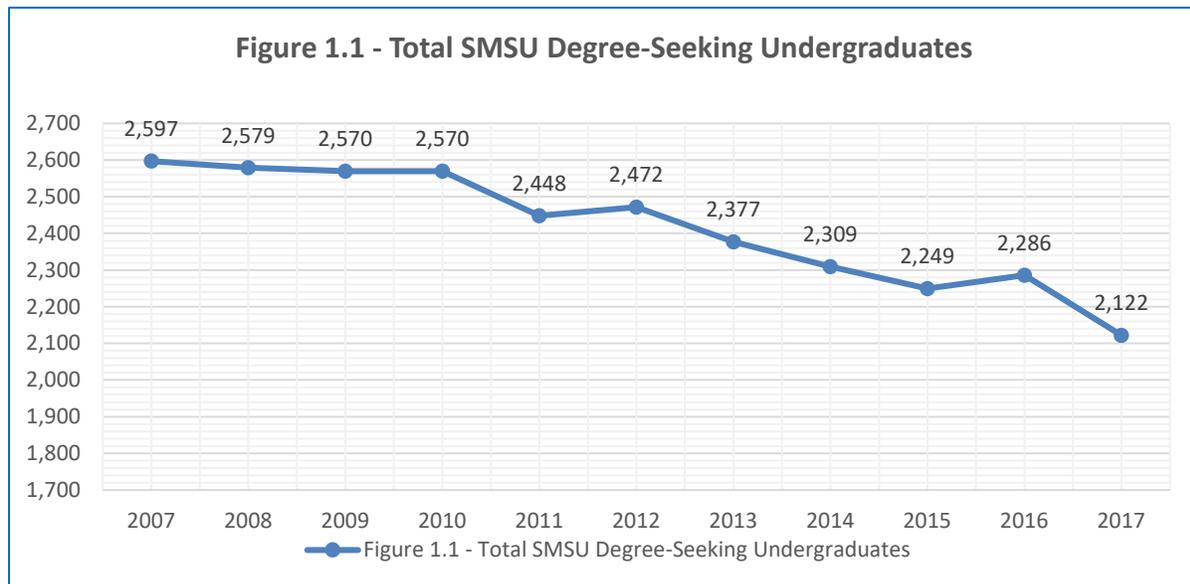
Of particular interest to the ACHM Department are the student enrollment trends in the majors that we offer. We should compare our department's enrollment performance outcomes to the University's enrollment patterns across all majors. We can learn how our department's programs may be influenced by larger-scale demographic patterns, and vice versa.

We also can examine whether there are smaller-scale forces creating distinct or unique enrollment trends in ACHM Department programs. In some cases, our programs may "oppose the general trend" in SMSU enrollments. We can propose plausible explanations or hypotheses to help explain why ACHM program enrollments are sometimes following overall SMSU patterns in some cases, while diverging from these tendencies in other instances.

Using SMSU's DMIR Data, we review the student enrollments in ACHM Majors during the years 2012 to 2017. We organize the enrollment review as follows:

- We examine the student enrollments in all SMSU majors, and examine how changes in ACHM Program enrollments compare to developments in the University's 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 formulate strategies to make improvements in our recruiting and retention efforts as a means to create positive upward trends in our current and future student enrollment.
- The ACHM Department faculty and staff offers numerous incentives for potential students such as competitive tuition rates, diverse class offerings, career opportunities, field experiences, summer jobs, and activities such as AG Club, SHO Club and other functions. An "open door" is maintained. Faculty and students provide support to each other as we pursue mutual educational goals.

Comparing SMSU Student Enrollments for all Majors to ACHM Program Enrollments. In Figure 1.1, we can examine how total SMSU enrollments changed between 2007 and 2017. Unfortunately, SMSU experienced a net decrease of 167 degree-seeking undergraduate students between 2007 and 2017.



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

A variety of factors contributed to reduced SMSU enrollment in the 2017-2018 academic year. 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 During the 2016-2017, the SMSU Admissions Office experienced turnover in its recruitment staff, and the enrollment competition between SMSU and other regional colleges and universities became more intense. Then there is the effect of a resurgent US economy. Our 2017 average national unemployment rate averaged 4.35%; the rate continually improved from a high of 4.8% in January 2017 to a low of 4.1% in December 2017.⁵ As labor markets become tighter,

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://data.bls.gov/timeseries/LNS14000000?amp%253bdata_tool=XGtable&output_view=data&include_graphs=true

and job opportunities become more plentiful, there is a natural tendency for people to delay their college plans and seek full-time employment instead.

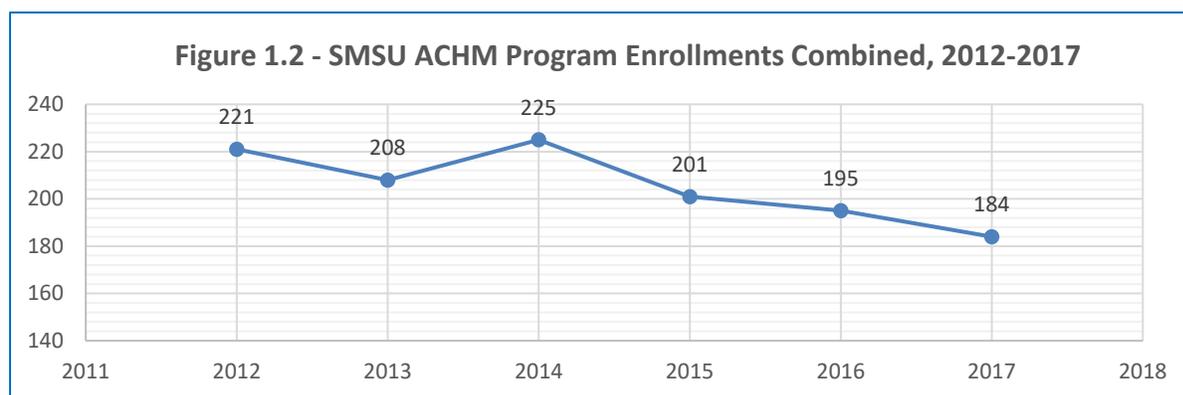
Finally, we have a 2015 MinnState Board of Trustees report indicating longer-term enrollment challenges. The report projects a declining pool of traditional-aged students. The number of high-school graduates in MN is not expected to begin rising again until the year 2024.⁶

Throughout the 2017-2018 Academic Year, SMSU has been making strong efforts to boost its recruitment and retention, and reverse the downward trend. The 2016-2017 enrollment decline also forced SMSU to engage in budget reductions, academic prioritization and curricular revisions.

During 2017-2018, our ACHM Department submitted our academic prioritization plans to the SMSU Administration, and we continue to implement these plans. As part of this endeavor, we made numerous revisions in our curricula to help achieve cost efficiencies while retaining the academic integrity of our programs. Later in this annual report, we specifically describe how the ACHM Department is engaged with curriculum revision and recruitment efforts, as we strive to improve our enrollment and strengthen our programs.

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

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



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

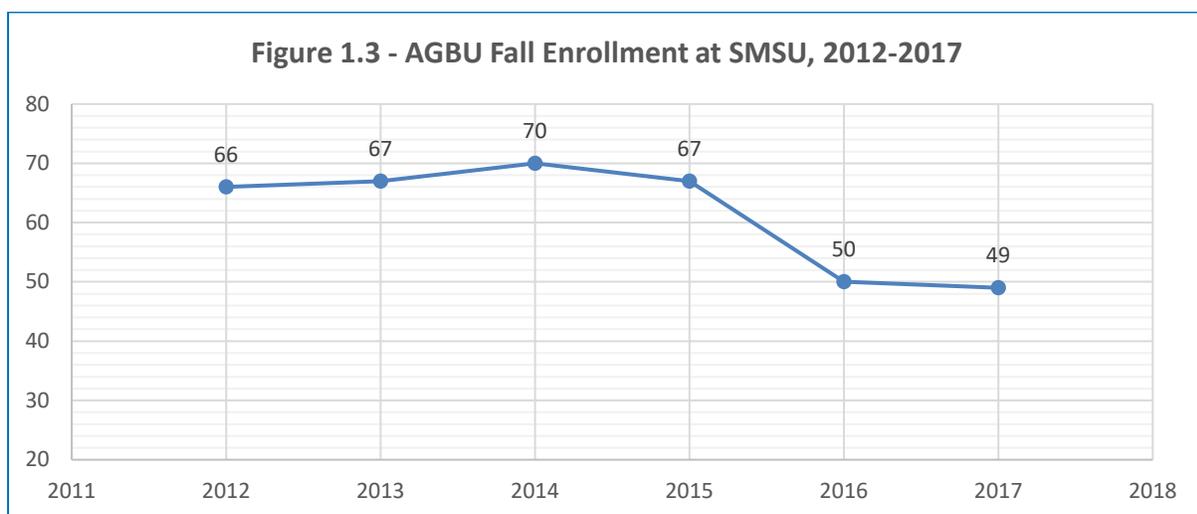
⁶ Minnesota State Colleges and Universities. "Demographic Trends in Minnesota: Implications for Minnesota State Colleges and Universities – Board of Trustees Study Session, March 17, 2015." St. Paul, MN: MNSCU. 2015. Retrieved from https://www.bemidjistate.edu/faculty_staff/faculty_association/senate_agenda_attachments/docs/20150302/population.pdf

When we review the results displayed in Figures 1.1 and 1.2, we note the similar shape of the two trends during the 2012-2017 period. ACHM enrollments reach a temporary peak in 2014, but they decline through 2017, similar to the general SMSU trend of decreasing enrollment. While we know that correlations do not establish causality, we posit that the general factors influencing SMSU's overall enrollment declines are similarly producing decreases in the ACHM Department's collective enrollment.

University-wide enrollment tendencies certainly deserve attention. It is also instructive to determine how individual programs affect the volume of students choosing to pursue specific majors. Within the ACHM Department, it makes sense to review the enrollments in specific Agriculture-related majors. Similarly we can jointly evaluate the Culinology® and Hospitality Management enrollments.

Analyzing SMSU Student Enrollments in ACHM Department Majors. In 2017, SMSU offered six undergraduate majors in Agriculture-related fields. The two largest student-enrolled programs are Agribusiness Management and Agronomy. Growth trends for these two 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, 2012-2017
- Figure 1.4 – Agronomy (AGRO) Enrollment, 2012-2017
- Figure 1.5 – Agricultural Education (AGED) Enrollment,
- Figure 1.6 – Agricultural Solutions (AGSO), BAS in Agriculture (AGRI) , Ag Communication & Leadership (AGCL)
- Figure 1.5 - Enrollment in all SMSU Agriculture Programs



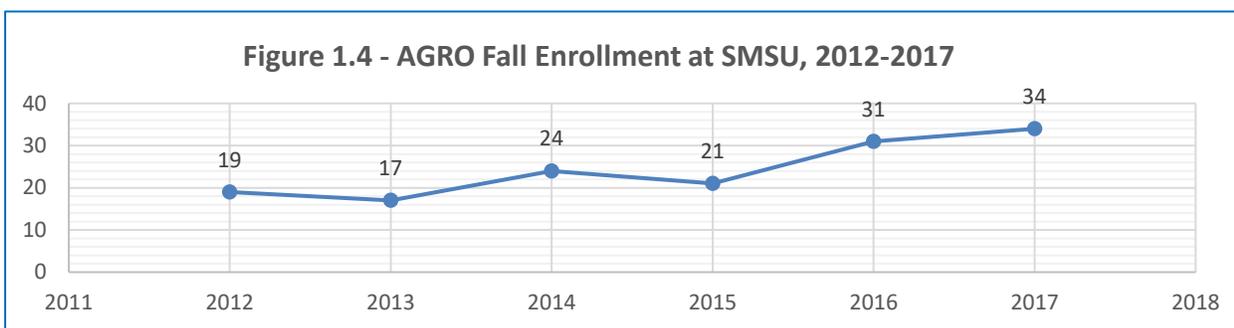
Source: <http://www.smsu.edu/administration/datamanagementinstitutionalresearch/program-data.html>

SMSU's AGBU Program. In Figure 1.3 above, we observe the 2012-2017 enrollments for Agribusiness Management (AGBU), SMSU's longest-standing agricultural major. Similar to the trends cited earlier in this report, the AGBU enrollment pattern shows rising numbers until 2014, and then the trend falters.

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

In addition, we have cooperated with SMSU's Extended Learning Office and have facilitated the development of articulation agreements with MN West CTC and Central Lakes College to help 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. One area where we have a beneficial break from the downward enrollment pattern is the SMSU Agronomy Program. Examine Figure 1.4. Students selecting an Agronomy Major is on an upward trend from 2012 up to the year 2017. Industry demand for college graduates with agronomic training is expanding. SMSU's decision in 2008 to independently offer the major has been rewarded with steady enrollment growth.



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

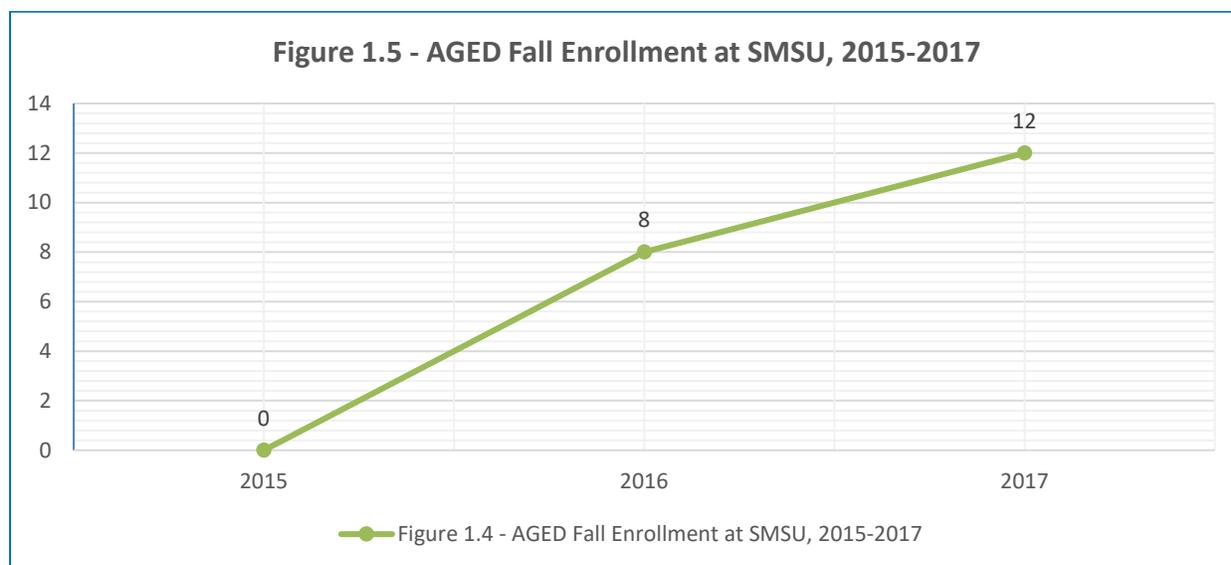
SMSU's Agronomy Program will experience a large transition at the end of Spring Semester 2019. Professors Lee French and Sam Tutt, who have provided the leadership and skills to grow the Agronomy program, will retire. They will assist as SMSU makes the transition to new faculty leadership. While SMSU will surely miss the positive influence of Professors French and Tutt, we can also look forward to the benefits of a "fresh approach" and "new blood" in our agronomy program.

Fortunately, recent decisions made by the SMSU Administration and the SMSU Foundation will allow us to continue our experimental field trials during Summer 2018. Agronomy is one of SMSU's signature programs, and the actions to maintain the field trials this summer is truly a 'smart move'. Thanks to our Agronomy faculty, the SMSU Foundation, the SMSU Administration and Centrol (a Marshall-Area Crop Consulting Firm), SMSU alumnus Tim Moline will be the primary director-manager of SMSU's field trials during May 2018 – November 2018. We are excited about this outcome.

SMSU's field trials serve many important purposes. We are able to perform proprietary field research, hire SMSU interns, generate scholarship funds and create hands-on experiences for our AGRO 341 Pest Management students in Fall Semester 2018. Our ACHM students and faculty are genuinely appreciative of this brilliant effort to create truly productive outcomes for Summer and Fall 2018. Thanks very much!

SMSU's AGED Program. In our SMSU ACHM Department, we have one additional bright spot to highlight, when we are reviewing enrollment trends. 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. We are happy and proud to say that our teacher-licensure program has attracted a growing number of capable and engaged students.

Let's examine the SMSU AGED enrollments during 2015-2017. It is important to remain consistent with the data-range of the enrollment reports from our other ag-related majors. We are pleased to discuss the AGED enrollment results displayed in Figure 1.5.

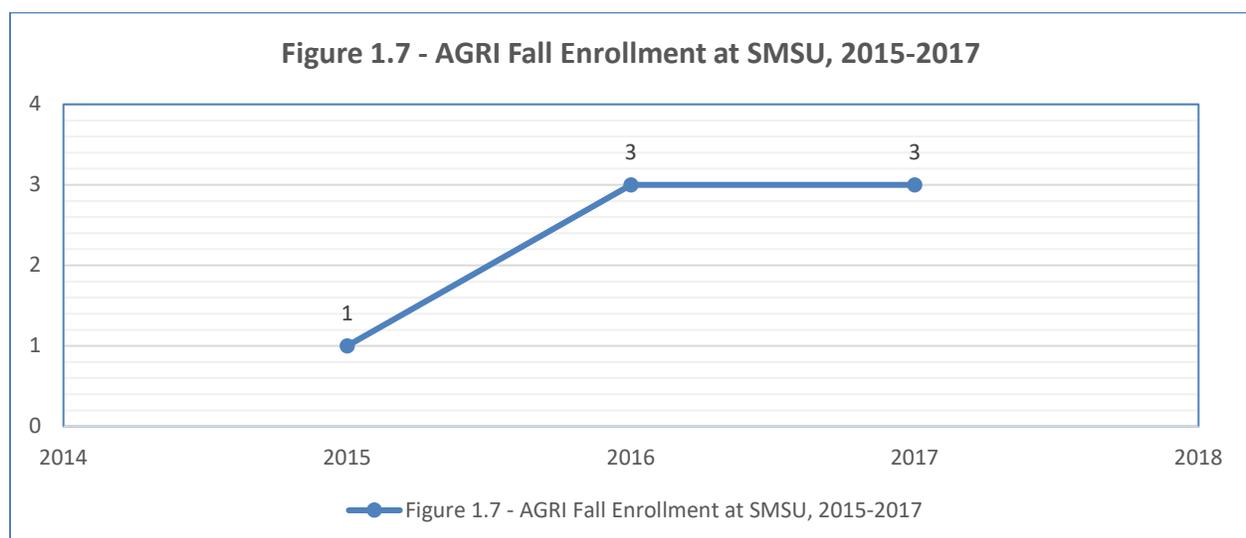
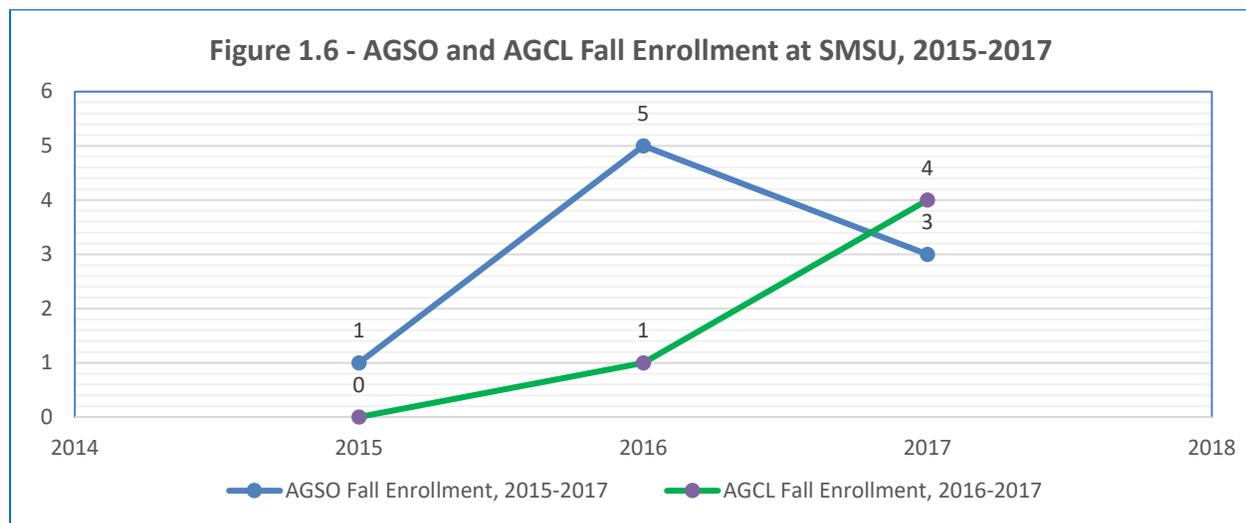


In Figure 1.5 (see above), we observe increased student enrollment in SMSU's BS in Agricultural Education between 2015 and 2017. We can supplement the information in Figure

1.5 with additional enrollment data. Using reports posted on the SMSU t-drive by SMSU's Registration Office, we note the Spring Semester 2018 enrollment in SMSU's AGED program increased to 18 students.

The SMSU Registration Office data shows that 14 students are in the pre-AGED program, and four additional students are AGED majors who have completed and passed statewide licensure requirements. We are heartened by the heightened student interest in our AGED program.

SMSU's AGSO, AGCL and AGRI Programs. Beyond the AGBU, AGRO and AGED programs described above, SMSU offers three additional agriculture-related majors: a BS in Agricultural Solutions (AGSO), a BS in Agricultural Communication and Leadership (AGCL) and a BAS in Agriculture (AGRI). As we make our 2018 annual report, we note that these three supplementary majors have yet to fully attain their enrollment number potentials. See Figures 1.6 and 1.7 below.



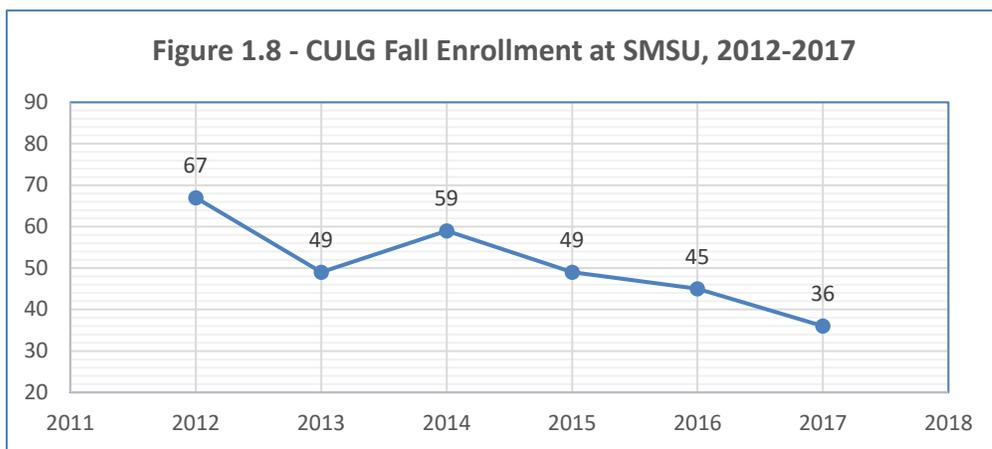
One of the ways to improve enrollment in these relatively-new majors (Figures 1.6 & 1.7) is to improve their academic attractiveness. With respect to the AGSO, AGCL and AGRI programs, we just revised the curricula for each of these three programs during Spring 2018. Starting in Fall Semester 2018, students will discover that these three programs now have course requirements that are more flexible and accessible than in the past. The new requirements maintain academic integrity while allowing students to select courses that are taught on a regular and predictable schedule.⁷ 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.

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

SMSU's CULG and HOSP Programs. To properly interpret the 2012-2017 enrollment trends for SMSU's Culinary (CULG) and Hospitality Management (HOSP) majors, it is important to understand the effects of faculty turnover on these academic programs. Two experienced faculty left SMSU for new positions in FY 2015 and 2016. The sudden faculty transitions reduced the ability of these programs to recruit and retain student majors.

The future of SMSU's HOSP and CULG Programs now fortunately relies upon three very talented professors: Drs. Joyce Hwang, Yumi Lim and Zhenlei Xiao. This trio of faculty are working cooperatively with each other to provide high-quality educational programs. Our CULG and HOSP graduates are in high demand from the culinary and hospitality industries.

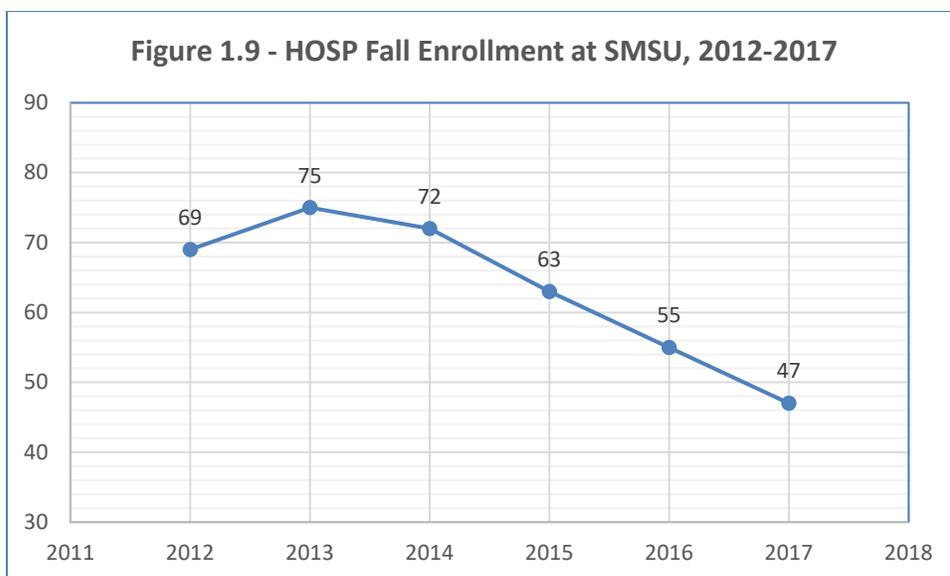
While we know that our HOSP and CULG graduates are competitive, we cannot change the fact that these academic programs face many of the same enrollment challenges that affect SMSU overall. See Figures 1.8 and 1.9 below.



Source for Figure 1.7:

<https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/Majors.pdf>

⁷ See Appendix C, pages 31-41.



Source:

<https://www.smsu.edu/resources/webspaces/administration/datamanagementinstitutionalresearch/Factbook/Majors.pdf>

The downward trend during 2012-2017 for CULG and HOSP reflects the dual factors of faculty turnover and SMSU's overall enrollment decline. The enrollment losses do not reflect on the actions of the current CULG and HOSP faculty. Their faculty impacts on program enrollment of their efforts are in the future, not the past.

Similar to their departmental ag-faculty colleagues, the CULG and HOSP faculty have been working hard to recruit and retain their majors. They are very active in contacting admitted students, and are fully participating in every SMSU recruiting event. Both the HOSP and CULG major course requirements were revised during Fall 2017-Spring 2018, and the new curricula will take effect in Fall 2018.⁸ Most recently, our CULG and HOSP faculty have cooperated with SMSU's Extended Learning Office to develop articulation agreements with St. Paul College and Normandale Community College.

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

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

In 2017-2018, we revised the curricula of all of our academic majors to offer the kinds of programs that are truly "in-demand". In the coming 2018-2019 academic year, we will increase

⁸ See Appendix C, pages 42-45.

our efforts to recruit and retain students in our programs. There is no automatic escalator that improves student enrollment. Proactive effort is needed.

In this report, we just completed a review of ACHM program enrollment patterns during 2012-2017. While there are some promising trends, there are also some difficulties to overcome in the years ahead.

We have work to do, if we are to offset or reverse the drops in enrollment that some of our programs have recently experienced. One major challenge is to figure out how to counter the negative demographic patterns expected to dominate the pool of traditional-aged MN students through the year 2024.

In the upcoming 2018-2019 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 will 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.
- Our ACHM Department will participate in all scheduled recruitment events and activities, and cooperate with the 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:
 - Provide accessible and accurate academic and related advice to our student majors and minors.
 - Actively participate as faculty advisors to the SMSU 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.
 - Encourage our ACHM students to participate in major SMSU events such as the Undergraduate Research Conference, Agriculture Career Fair, Homecoming, Ag-Bowl Football Weekend, 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 be assessing 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 began providing 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.

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 goal, and we are thankful to Dr. Davis and his colleagues for their efforts to make transfer of economic courses and credits more efficient.⁹

H. ACHM Departmental Budgets and Expenses in 2017-2018. 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.

⁹ See Appendix E (Page 33) for Email Notification from MinnState coordinators of approved Economics Transfer Pathway.

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 2017-2018 fiscal year:

<u>Account Number</u>	<u>Academic Program</u>	<u>Beginning Balance, 7/1/17</u>	<u>2017-2018 Expenditures</u>	<u>Ending Balance, by 4/30/18</u>
210108	Agribus.Mgmt.	\$1,323.00	\$1123.40	\$199.60*
210109	Ag Education	\$10,000.00	\$2,219.06	\$7,780.94**
210110	Agronomy	\$1,462.00	\$590.05	\$871.95*
210107	Economics	\$822.00	\$349.78	\$472.22*
210300	HospitalityMgmt.	\$15,000.00	\$13,727.94	\$1,272.06*
210360	Culinology®Equip.	\$9,700.00	\$9,813.79	\$(.73)*
210380	Culinology®	\$26,600.00	\$29,468.26	\$(2,838.26)***

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

**March and April copy costs, plus Dr. Kristin Kovar's conference travel, and advertising have not been taken out yet.

***There are still encumbrances to Hy-Vee and Reinhart that are waiting for the final invoices. When those are complete, and the encumbrances are released, there will be a positive balance in 210380.

The above table indicates that spending within our programs primarily stayed within our annual budget allocations. 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 2016 Annual Employment Reportⁱ, graduates of our Agribusiness Management, Agronomy, Culinology® and Hospitality Management programs were 100% employed in their chosen fields. In addition, Minnesota State's *Agcentric.org*ⁱⁱ and *Centerofagriculture.org*ⁱⁱⁱ websites publish a career pathways booklet indicating that:

- 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.^{iv}

Section II - Activities and Accomplishments of SMSU's Agriculture, Culinology® and Hospitality Management (ACHM) Department in 2017-2018 (AY 2018)

A. ACHM Departmental Achievements in 2017-2018. Listed below is a summary of ACHM Department projects, accomplishments, and related items that occurred during the 2017-2018 Academic Year:

- In Fall Semester 2017, our ACHM Department cooperated with SMSU Office of Career Services, to offer the **Fifth Annual SMSU Ag Career Fair** on September 20, 2017. This event saw 30 different organizations come to campus to recruit for internships and full-time job positions, and approximately 100 students participated in the event. The next SMSU Ag Career Fair for Fall Semester 2018 is scheduled for Wednesday, September 19th.
- **Experimental Agronomic Field Plots and Trials.** During the Spring 2017 Planting Season, SMSU cooperated with private industry firms to initiate field trials/plots and then study the crop responses to a variety of field treatments during the entire growing season. On a small acreage (10-15 acres) north of the University, Professor Lee French and his agronomy students managed the trials throughout the summer of 2017. The crops were harvested during Fall Semester 2017. Some crops were intentionally planted late to enable SMSU students in the Fall Semester 2017 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.
- **New Leadership for SMSU's 2018 Field Trials.** SMSU will see the leadership for field trial supervision pass from Professor Lee French to Tim Moline, an SMSU alum. Tim works for Centrol, and thanks to Tim's volunteerism and Centrol's genuine cooperation, SMSU will continue to conduct field research and provide hands-on experience for our students. Aspect Ag and AgXplore are two agribusinesses that have asked SMSU to conduct field trial research. It is likely that the total acres for the field research will increase compared to last year.
- **Professor Lee French, and SMSU Students Jakob Hicks and Cameron Henning presented their field trial research results at the International Plant Resistance to Insects (IPRI) Conference this past March 2018 in England** – When SMSU participated in this year's IPRI conference, our research quality and excellent presentations were very well received. Jakob Hicks has now been invited to join the graduate program at Kansas State University this coming Fall Semester 2018.
- The SMSU Athletics Department and Ralco, in cooperation with the SMSU Ag Club and the ACHM Department, celebrated the importance of agriculture in our region with the **SMSU/Ralco AG Bowl** football game and associated festivities on

Saturday, September 16, 2017. The next SMSU/Ralco Ag Bowl in 2018 is set for Saturday, September 8th.

- **Successful SMSU/Ralco Ag Bowl Scholarship Invitational** – On February 16, 2018, over 700 FFA Students from over 30 different schools competed in 15 CDE's. Three of the CDE's were regional qualifiers. It was an exciting day for these FFA Students and good opportunity for SMSU to recruit future enrollees.
- **National Professional Agricultural Students (PAS) Conference** – This national PAS event was held in Louisville, KY, during March 13-16th. Of the more than 600 participants, SMSU had 9 students in attendance. The event was held to unite education and industry in support of agriculture.
 - Four past Minnesota officers, Asa Nelson, Amanda Stafford, Ashle Benson, and Shantel Koering attended.
 - Past National Secretary Amy Marquette also attended on behalf of SMSU. Other national competitors included MacKenzie Schultz, Ashley Eisenbraun, Ryan Riebel and Melissa Downing.
 - We are proud to announce that Ashle 'Lukes' Benson was elected as National PAS Secretary and Asa Nelson was elected as National PAS Vice President.
- **SMSU Ag Club Trip** – During Dec. 12-21, 2017, our Ag Club traveled to Texas. Their itinerary included stays in Fort Worth, San Antonio and Corpus Christi. They visited stockyards and a rodeo in the Fort Worth area, the Alamo and the Cascade Caverns near San Antonio, and finally the USS Lexington, Lagoon Madre and Mustang Island State Park in the Corpus Christi area before returning home. It was a well-planned and enjoyable journey.
- **Ag House continues to offer opportunities in the SMSU Residence Halls**
 - Students with an interest in agriculture room together in the same residence hall.
 - Sponsor Ag-related co-curricular activities & build friendships and study together.
- **35th Annual SMSU Foundation Farm Outlook Seminar:** On February 14, 2018, our Farm Seminar featured Jim Emter (Market Analyst, Van Ahn & Company), Ken Franzky (Crop Advisor, Centrol) and Paul Lanoue (Farm Financial Analysis, MNWest Dean of Agriculture and Business).
- **Ag Scholarship Banquet** – At the 2018 Ag Club Scholarship banquet, we awarded \$33,075 in Ag Scholarships to 33 recipients. The **Ag Club Officers** for 2018-2019 were also announced at the banquet:
 - Ashle Benson, President
 - Ashley Eisenbraun, Vice President
 - Ashely Johnson, Secretary
 - Gabby Power, Treasurer
 - Luis Gaona and Melissa Downing, Banquet Co-Chairs

- **Animal Science at SMSU** – This coming Fall Semester 2018, SMSU will offer its first course in Animal Science. We expect strong enrollment in the course. Dr. Scott Kuecker will be the professor for the course, and we are excited about this new opportunity.
- **Culinary Kudos!** – Late last month, SMSU sent two Culinary teams to the national Research Chefs Association Conference held in Savannah, Georgia, and SMSU took both **First and Second Place** in this national culinary competition. Congratulations to our Culinary Students and Faculty!
- On April 5, 2018, SMSU acted as a host for the **Culinary Skills Challenge Event** that is jointly sponsored by the SouthWest/WestCentral (SWWC) Cooperative and the Schwan Food Company. Our ACHM Faculty act as judges for this event. The Challenge features high school students demonstrating artistic and scientific skills through hands-on competition.
- **Hospitality Management (HOSP) Student Events in Fall Semester 2017:**
 - Attended MN Hospitality Expo
 - Market Study Competition – entered by the Lodging class as a project. Finalist teams will be invited to conference in November.
 - Field trip to Prairie's Edge Casino – will be taken by Intro to Hospitality class
 - Analytics class participated in SMSU Undergraduate Research Conference
 - IHG Workshop in the Twin Cities – HOSP student group attended in **November in the Twin Cities**
- **Culinary (CULG) Student Events in Fall Semester 2017:**
 - CULG/HOSP Alumni Reception - Culinary Club prepared the appetizers
 - IFT Supplier's Expo – CULG students attended 10/26/ in Minneapolis
 - Field trips in November 2017 – Monogram Foods' meat snack processing plant and Schwan's baking plant

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 2018:

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

- **ECON 201** – Principles of Microeconomics - Asynchronous Online - Offered in Summer Semester 2017 (based on level of student demand)
- **ECON 380** - Public Finance - Asynchronous Online - To be offered in Fall 2018 (pending sufficient enrollment).

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:
 - Lakeview High School - Cottonwood, MN
 - Windom High School - Windom, MN
 - Atwater-Cosmos-Grove City – ACGC
 - New Richland, Hartland, Ellendale, Geneva – NRHEG
 - Fillmore Central High School
 - Caledonia High School
 - Gibbon-Fairfax-Winthrop High School
 - Willmar High School

- **ECON 202** - Principles of Macroeconomics - College Now Offering - with approved supervision, and adequate enrollment at the following MN high school:
 - Dassel-Cokato High School - Dassel, MN
 - Hutchinson High School - Hutchinson, MN
 - Jefferson High School - Alexandria, MN
 - Sleepy Eye High School - Sleepy Eye, MN
 - Walker/Hackensack/Akeley(WHA) High School - Walker, MN

On- and Off-Campus MBA Cohort Programs:

- **MBA 684** - Managerial Economics - Hybrid Online - for off-campus MBA Cohorts
- **MBA 684** - Managerial Economics – Taiwan Cohort – Spring Semester 2018

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

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

C. Cooperative Scheduling. The ACHM Department worked alongside other SMSU departments in AY 2017 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:

Kovar, Kristin A., Emily Deaver, and Scott Peterson. *Promoting Stewardship through Student Mentoring and River Monitoring*. Innovative Idea Poster. North Central Region Conference of the American Association for Agricultural Education. September 2017. Ames, Iowa.

Kovar, Kristin A., Emily Deaver, and Scott Peterson. *Providing Teaching Opportunities through Student Mentoring and River Monitoring*. Innovative Idea Poster. National Conference for the American Association for Agricultural Education. May 2018. Charleston, South Carolina.

Toland, Gerald D. Jr. and Raphael Onyeaghala. *Analyzing Total Factor Productivity Effects of Agricultural Policies and Climate Change Using Production Function Models*. April 16, 2018. Annual Meeting of the UK's Agricultural Economics Society (AES). University of Warwick, Coventry, UK.

Toland, Gerald D. Jr., William E. Njanje and Raphael Onyeaghala. *Agricultural and Food Policy: Economic Choices and Consequences*. Published Textbook. Routledge Publishing. 2018 Copyright.

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.

Dr. Stephen Davis served as a professional reviewer for a variety of agricultural- and economics-related textbooks. He reviewed Stevenson and Wolfers' forthcoming "**Principles of Economics**" (Macmillan), and

- "**Macroeconomic Principles: A Business Perspective**," by Stephen Rubb and Scott Sumner, (Macmillan, Jan. 2018), and

- “**Farm Management**,” 9/e, (and previously 8/e and 5/e) by Ronald Kay and William Edwards and Patricia Duffy, (McGraw-Hill Education).
- Dr. Davis also developed and reviewed online graphing, testing, and quizzing materials for Feenstra & Taylor’s “**International Economics**,” 4e (Macmillan).

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

- Drs. Kristin Kovar and Cindy Aamlid conducted a workshop on VALUE Rubrics during SMSU’s Professional Development Day, January 4, 2018.
- College Conference on Coops - Annual participants
- SMSU’s Farm Outlook Seminar - Annual participants
- Updating teaching tools through effective use of software applications such as *Desire to Learn*, *Aplia*, *LearnSmart* and *Connect*.
- Professional Teaching Academy Pre-Conference at AAEEA Meetings
- Teaching Economics Conference at ASSA Meetings
- Guest Lecturer for an Interdisciplinary Course, IDST400

F. Service to Students. What are some ways that SMSU ACHM faculty demonstrated their focus on student development in AY 2018? Examples include:

- 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, the Tae Kwon Do 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.
- ACHM Department faculty participated in the Fall Semester *Career Expo Event* in the R/A Facility
- ACHM Department faculty actively participated in the April, June, July and August Registration Days for new SMSU students.
- ACHM Department faculty actively participated in “*Mustang Days*”, “*A Day at SMSU*”, “*Junior Visit Day*”, the “*Spring Semester Getaway*” and all other recruiting events that help attract new students to SMSU.
- ACHM Department faculty actively participated in “*Admitted Student Day*” at SMSU during Fall Semester 2016 and Spring Semester 2017.

- On March 29, 2018, our ACHM faculty offered informational programs to Nigerian visitors from the Bethel American International School.
- ACHM Department faculty provided a SMSU Greenhouse Tour, crop research demonstration, and a Q&A Discussion about SMSU's college programs and career opportunities for 9th-grade students from Marshall High School who visited our campus on April 19, 2018.
- ACHM Department faculty are present at the Spring Commencement ceremonies for students graduating from SMSU.

G. Service to the University. SMSU's ACHM Department faculty have been very active in serving the University during the past year (2017-2018). 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)
- Participants, SMSU's Mini-Grant Program for Program Assessment

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.

Culinary® (CULG) and Hospitality Management faculty cooperate with the *SMSU Culinary® 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.
- SMSU Ag Faculty participate in the FarmFest Event near Redwood Falls every August.
- Our Culinary® and Hospitality faculty open the SMSU restaurant to the general public every Spring Semester; our students also prepare and serve menu items for the SMSU Gala.
- SMSU AG Club actively participates in the Relay for Life fundraiser every year
- 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

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

The SMSU ACHM Department faculty submitted a CIA mini-grant proposal to make progress across the full range of programs that we offer. The SMSU Committee for Institutional Assessment (CIA) accepted and funded our mini-grant proposal. The ACHM Department faculty used the mini-grant funds to provide sustenance and support for a day-long assessment planning and implementation session held on February 2, 2018. During this productive day, ACHM faculty developed Program Goals, Student Learning Outcomes (SLO's) and Alignment Matrices for the following Bachelor of Science Degree Programs:

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

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

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

Section III – Program Reviews and Long Term Planning

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

- Ag Business and Economics
- Culinary® and Hospitality

The Ag Business and Economics faculty completed a program review in the 2013-2014 Academic Year, and the next review will come due in the 2018-2019 Academic Year.

The Culinary and Hospitality Management faculty completed a program review in the 2012-2013 Academic Year, and the next review will take place in the upcoming 2017-2018 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.
- 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

2016 -2017 Annual Report for the Department of Agriculture, Culinology® and Hospitality Management, Southwest Minnesota State University (SMSU).

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

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

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

Dr. Stephen Davis
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Office Location: ST 259
Office Phone: 507-537-7122
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Assistant Professor of Agronomy
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Dr. Sangyeol Jung
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Dr. Kristin Kovar
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Dr. Gerald Toland
Chair & Professor of Agribusiness/Economics
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Mr. Ian Wyffels
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Adj. Prof. Samuel Tutt
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Dr. Joyce Hwang
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Dr. Yumi Lim
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Dr. Zhenlei Xiao
Assistant Professor of Culinology®
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SMSU AG Club:

President: Ashle Benson
SMSU Email Address for Ag Club President: Ashle.Lukes@my.smsu.edu
The SMSU Ag Club meets on Thursdays, Noon to 1PM.

SMSU SHO Club:

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

SMSU Culinology® Club:

Primary Contact: Joshua Bernin
SMSU Email Address: Joshua.Bernin@my.smsu.edu
The SMSU Culinology® Club meets on Thursdays, Noon to 1PM.

**Appendix B – Samples of ACHM Department Meeting Agendas
During the 2017-2018 Academic Year:**

- **September 19, 2017 ACHM Meeting Agenda (Page 29)**
- **January 23, 2018 ACHM Meeting Agenda (Page 30)**



Department of Agriculture, Culinology® and Hospitality Management

Department Meeting

Tuesday, Sept. 19, 2017

12 Noon to 1:15 PM, ST 102

Agenda

- **Visit to our Department Meeting** – Dr. Onyeaghala, our BEPS Dean
- **Program Updates**
 - Agribusiness Management, Ag Solutions, Agriculture – Drs. Davis and Jung
 - Agricultural Education, Ag Leadership – Dr. Kovar
 - Agronomy – Prof. French, Adjunct Prof. Tutt
 - Culinology and Hospitality Management – Drs. Hwang, Lim and Xiao
 - Recruitment, Outreach and Marketing – Ian Wyffels
 - Report from September 12th Department Chairs' Meeting – Dr. Toland
 - See attached SMSU Student Perceptions Survey for 2016-2017
 - See attached Sample 4-year plans produced by Pat Carmody and Christy Westfield.
- **Planning Schedule of Spring Semester 2018 Classes** – Second draft will be released – Review this draft, make needed changes, then forward the corrected second draft to Linda Baun. Thanks.
- **Any Curriculum Items?**
- **Upcoming Scheduled Events**
 - September 16, 2017 (Sat.) – SMSU/Ralco Ag Bowl
 - September 20, 2017 (Wed.) – SMSU Ag Career Fair
 - September 21, 2017 (Thursday) – SMSU *Agriculture Advisory Council (AAC)* Meeting, 3:00 PM – 5:00 PM, Lower Level Conference Center)
 - September 29, 2017 (Fri.) – SMSU Gala
 - September 30, 2017 (Sat.) – SMSU Homecoming. 50th SMSU Anniversary. Parade and Football Game. Our department has tables reserved at the Red Baron to meet Alumni after the football game.
 - SWSC Coop – Career Expo – Tuesday, Oct. 3rd. Held in the SMSU RA Facility
 - Fall Break is Oct. 9, 10 (Mon., Tues.)
 - October 20, 2017 (Friday) – *Culinology and Hospitality Mgmt. Advisory Council Mtg.*
 - February 16, 2018 (Fri.) – SMSU/Ralco Ag Bowl Scholarship Invitational
 - Spring Semester 2018 – Restaurant Operation and Good Food!
 - For the Good of the Order: Should we plan a “holiday season” get-together?
- **Other Agenda Items?**
- **Tentative Schedule for next Department Meeting:** Tuesday, Noon-1:15PM, 10/2/17, ST 102.



Department of Agriculture, Culinary[®] and Hospitality Management

Department Meeting

Tuesday, January 23, 2018

12 Noon to 1:10 PM, Room: ST 102, then ST 101

Agenda

- **Program Updates** – News from any/all department programs.
- **Tenure and Promotion Presentation** – Dr. Joyce Hwang is applying for tenure and promotion this year. Part of that process includes a presentation to our department, followed by a vote. Dr. Hwang will make her presentation at our meeting today, and then we will take the vote.

- **Upcoming Scheduled Events through 5/5/2018:**

<ul style="list-style-type: none"> ○ Feb. 2nd (Friday) – Assessment Day, no classes ○ February 3rd (Saturday) – Prospective Student Visit Day & SMSU Hawaiian Night ○ Feb. 9th (Friday) – Admitted Student Day for Freshmen ○ Feb. 14th – SMSU Foundation Farm Seminar ○ Feb. 16th (Friday) – Ag Bowl Scholarship Invitational & FFA Competition ○ Feb. 19th (Monday) – Presidents’ Day, no classes ○ Feb. 23rd (Friday) – Admitted Student Day for Transfer Students ○ March 5th to March 9th – Spring Break, no classes ○ March 22nd (Thursday) – All Student Advising – No daytime classes 	<ul style="list-style-type: none"> ○ March 24th (Saturday) – Junior Visit Day at SMSU ○ March 26th – March 28th – RCA Competition in Savannah, GA ○ April 5th – Culinary Skills Challenge – Minnesota ProStart Student Invitational ○ April 6th (Friday) – Transfer Student Priority Registration for Fall 2018; Ag Banquet ○ April 9, 10 and April 16, 20 – April Days Registration for Fall 2018 ○ April 10 – last day to drop with a “W” ○ April 13 – CULG & HOSP Advisory Council ○ April 27 – last day of classes in Spring 2018 ○ April 30 – May 3: Final Exams for Spring 2018 ○ May 5 (Saturday) – Commencement
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- **Reminders:** Course Outlines, Assessment Planning, Program Reviews, Advisory Councils
- **Other Agenda Items?**
- **Tentative schedule for next department meeting:**
Tuesday, January 30, Noon-1:15PM, Place: ST 102

**Appendix C – Revised Major Curricula in the ACHM Department
Taking Effect in Fall Semester 2018**

- BS and an AS Degrees in Agribusiness Management
- BS Degree in Agronomy
- BAS Degree in Agriculture (*transfer program for 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

Bachelor of Science: Agribusiness Management (AGBU) (59 – 60 Credits). A minimum GPA of 2.35 within the total credits of the Agribusiness Management major is required for graduation.

DESCRIPTION AND RATIONALE: SMSU's AGBU Major creates academic and practical experiences designed to produce SMSU graduates who are competent analysts, effective communicators, critical thinkers and ethical decision-makers. AGBU Students choose to take either: (a) the Farm Management & Marketing Concentration or (b) the Agricultural Finance Concentration to complete the major. AGBU majors consult closely with their faculty academic advisor to select Liberal Education Program (LEP) courses and 300-400 level Credits that complement the AGBU major.

I. Agribusiness Management Core: (26 Credits)

ECON 201: Principles of Microeconomics (LEP) -----3
ECON 210: Intro to Cooperatives -----3
AGBU 101: Seminar I: Career Devt. & Portfolio Des.--1
AGBU 350: Ag.Law & Env't or **BLAW 305** Bus.Law-3
AGBU 360: Agricultural Finance -----3
AGBU 365: Farm & Ranch Management I-----3
AGBU 440: Agricultural Marketing-----3
AGBU 475: Agric. & Food Policy (capstone) -----3
AGBU 495: Seminar II: Car.Readiness&Port.Asmt.--1
Select one of the following two courses:
AGBU 400: Int'l Agricultural Development-----3 OR
ECON 390: Economic Development-----3

II. Business Core: (15 Credits)

ACCT 211: Principles of Accounting I-----3
ACCT 212: Principles of Accounting II-----3
ECON 202: Principles of Macroeconomics-----3
FIN230 BusStats, or **MATH200** IntroStats, or **PSYC200** StatsBeh-3
MGMT 221: Computer Concepts & Applications-----3

III. Math & Science Core: (9 - 10 Credits)

**MATH 110, or MATH 115, or MATH 135, or any
College-Level Calculus Course** -----3
ENVS 301: Basic Soil Science-----3
Select one of the following three courses:
AGRO 132: Principles & Practices of Crop Prod-----4
AGRO 212: Grain & Forage Crop Management -----3
ANSC 101: Introduction to Animal Science -----3

IV. AGBU Concentrations (9 Credits)

Select one (1) of the following two concentrations:

A. Farm Mgmt. & Marketing Concentration

AGBU 330: Commodity Futures & Options-----3
MGMT 300: Management Principles-----3
In consultation with your academic advisor, choose one (1) of the following elective courses below:
AGBU 331: Financial Futures & Options Trading---3
AGBU 366: Farm and Ranch Management II-----3
AGBU 410: Cooperative & Agribus. Mgmt. -----3
AGSO 490: Agricultural and Rural Leadership-----3
ENG 331: Business Communications -----3
MKTG 301: Principles of Marketing -----3
MKTG 331: Professional Selling -----3
AGBU 499: Internship -----3

B. Agricultural Finance Concentration

FIN 350: Managerial Finance -----	3
ECON 328: Money and Banking -----	3

In consultation with your academic advisor, choose one (1) of the following elective courses below:

AGBU 330: Commodity Futures & Options-----	3
AGBU 331: Financial Futures & Options Trading-----	3
AGRO 390: Intro to Precision Agriculture-----	3
BADM 360: Insurance and Risk Mgmt-----	3
ENG 331: Business Communications -----	3
FIN 365: Personal Financial Planning-----	3
FIN 375: Investments-----	3
AGSO 490: Agricultural and Rural Leadership-----	3
AGBU 499: Internship-----	3

Tally - BS Program: AGBU Major

AGBU Core -----	26
Business Core -----	15
Math & Science Core -----	9-10
AGBU Concentration -----	9
Total Credits -----	59-60

V. IDST 400 – Contemp. Issues Seminar-----3

Note: # upper-division credits in AGBU Major + LEP400 = 19 + 3 + 9 + 3 = 34 semester credits at 300-400 Level. A bachelor's degree in MinnState requires a minimum of 40 credits of upper division courses.

VI. Recommended LEP Electives

As SMSU Agribusiness Management (AGBU) Majors complete their Liberal Education Program (LEP) Curriculum at SMSU, they are encouraged (but not required) to consider taking the following courses. AGBU Majors should consult with their academic advisors as they make choices within SMSU's LEP course-work:

BIOL 100 & 100L: Biology in Mod.World & Lab-----	4
ENVS 180 & 180L: Environmental Sci.& Lab-----	4
CHEM 121 & 121L: Basic Chemistry and Lab-----	4
COMM 230: Interpers. & Cross-Cultural Comm.-----	3
GEOG 101: Intro to Geography -----	3
LIT 150: Literature: Global Perspective-----	3
LIT 170: Literature: People and the Environment-----	3
LIT 200: Literature: The Rural/Regional Experience---	3
PHIL 103: Ethics-----	3
PHIL 107: Environmental Ethics -----	3
POL 117: Intro. to Gov't and Politics-----	3

BS in Agronomy – Updated Curriculum for Fall 2018	
	<u># Credits</u>
Total Credits Needed to Complete the newly-proposed Agronomy Major =	66
	<u># Credits</u>
I. Science, Math and Related Requirements: Total Credits =	27
BIOL 200 & 200Lab <i>Cell Biology and Lab - Cat.#3 in LEP</i>	4
BIOL 201 & 201Lab <i>Biodiversity & Evolution & Lab - Cat. #3 & #10 in LEP</i>	4
BIOL 302 & 302Lab <i>Botany & Botany Lab</i>	4
ENVS 107 <i>Intro to ArcGIS</i>	2
ENVS 301 <i>Soil Science and Lab</i>	4
MATH 110, or MATH 115; MATH 140; MATH 150/151 - <i>Cat.#4 in LEP</i>	3
MATH 200 <i>Intro to Statistics - Cat.#4 in LEP</i>	3
AGBU 350 <i>Ag Law and Env't. or BLAW 305 <i>Legal Env't. & Contract Law</i></i>	3
	<u># Credits</u>
II. Agronomy Core Requirements: Total Credits =	21
AGRO 115 <i>Professional Development in Agriculture: Orientation & Career</i>	1
AGRO 132 <i>Principles & Practices of Crop Production</i>	4
AGRO 212 <i>Grain & Forage Crop Management</i>	3
AGRO 315 <i>Professional Development in Agriculture: Internship</i>	4
AGRO 341 <i>Principles of Pest Management</i>	4
AGRO 390 <i>Intro to Precision Agriculture</i>	3
AGRO 415 <i>Professional Development in Agriculture: Senior Seminar</i>	2
	<u># Credits</u>
III. Agronomy & Related Electives (Menu Below), Minimum Total Credits =	18
AGRO 312 <i>Agroecology</i>	3
AGRO 320 <i>Soil Chemistry</i>	3
AGRO 325 <i>Seed Science and Grain Grading</i>	4
AGRO 332 <i>Crop Quality, Traits & Utilization</i>	2
AGRO 422 <i>Principles of Weed Science</i>	3
AGRO 440 <i>Plant Breeding</i>	3
AGRO 450 <i>Issues in Sustainable Agriculture</i>	2
AGRO 454 <i>Experimental Design in Agriculture</i>	3
AGRO 494 <i>Independent Study</i>	1 to 3
AGSO 315 <i>Soil and Plant Analysis</i>	3
ENVS 115 or LEP 100 - <i>Redwood River Monitoring</i>	3
ENVS 320 <i>Soils and Fertility</i>	3
Recommended LEP Courses for Agronomy Majors	<u># Credits</u>
ENVS 180 + 180Lab - <i>Intro to Environ. Science - LEP Category #10</i>	4
ECON 210 - <i>Intro to Coops - LEP Category #9</i>	3
CHEM 121 + 121 Lab - <i>Basic Chemistry - LEP Category #3</i>	4
PHIL 107 - <i>Environmental Ethics - LEP Category #9 & #10</i>	3
ECON 201 - <i>Microeconomics Principles - LEP Category #5</i>	3

BAS in Agriculture – Updated Curriculum for Fall 2018

- 1) Prior to entry in to SMSU's **BAS in Agriculture**, a student is required to complete an **AAS or AS Degree**. Preference will be given to AAS and AS Degrees with majors in agricultural-related areas.

- 2) Completion of a BAS in Agriculture must meet the regular requirements for a bachelor's degree from all state universities in Minnesota:
 - a. Completion of the **Minnesota Transfer Curriculum** (MTC), with a minimum of 40 semester credit hours in the 10 MTC categories. After earning an AAS or AS Degree, a student should consult with his/her SMSU Advisor, and take courses to officially complete the MTC.

 - b. Meet SMSU's LEP graduation course requirements by successful completion of:
 - i. **LEP 400** – Contemporary Issues Seminar
 - ii. An *approved upper-division course* that meets the Communication requirements (this course is part of major requirements)
 - iii. **Major Capstone Course** (this course is part of major requirements)

 - c. Completion of a *minimum of 40 semester credit hours at the 300- to 400-level* courses. This is the upper division requirement of a bachelor's degree in Minnesota.

- 3) A minimum of **30 semester credit hours** through Southwest Minnesota State University.

- 4) Completion of the **Agriculture Major** with a minimum 2.35 GPA, including all required and/or elective courses within the Agriculture Major.

BAS in Agriculture – New Curriculum For Fall 2018

Agricultural Resource Management

<u>Courses</u>	<u>Credits</u>
AGRO 132 – Principles & Practices of Crop Production.....	4
AGRO 341 – Principles of Pest Management.....	4
AGRO 390 – Precision Agriculture.....	3
ANSC 101 – Introduction to Animal Science.....	3
AGRO 450 – Issues in Sustainable Agriculture.....	2
AGSO 499 – Internship Field Experience.....	2
ENVS 107 – Introduction to ArcGIS.....	2
ENVS 301 – Basic Soil Science and Lab.....	4
MATH 110, MATH 115, MATH 135 or any College Calculus Course (LEP Cat. #4)...	3
Total Credits.....	27

Agricultural Business and Economics

<u>Courses</u>	<u>Credits</u>
ECON 210 – Introduction to Cooperatives (LEP Cat. # 9).....	3
ECON 201 – Principles of Microeconomics (LEP Cat. #6).....	3
AGBU 350 – Agricultural Law and Environment or BLAW 305 Business Law.....	3
AGBU 475 – Agricultural and Food Policy or AGBU 440 – Agric. Marketing.....	3
Total Credits.....	12

Communications, Management, and Leadership

<u>Courses</u>	<u>Credits</u>
ENG 331 - Business Comm. or ENG 360 – Scientific & Technical Writing.....	3
MGMT 300 – Management Principles.....	3
AGSO 490 - Agricultural and Rural Leadership.....	3
Total Credits.....	9

BAS in Agriculture – Proposed Curriculum Changes

	<u>Credits</u>
Agricultural Resource Management.....	27
Agricultural Business and Economics.....	12
<u>Communications, Management and Leadership.....</u>	<u>9</u>
Total Credits with the Agriculture Major.....	48

Minimum Credits Transferred from AAS Degree.....60

of upper division credits within the major = 30

of LEP credits within the major = 9

Minimum Elective Credits.....12

Minimum Credits for a Bachelor Degree.....120

Recommended LEP Electives

As SMSU BAS in Agriculture Majors complete their Liberal Education Program (LEP) Curriculum at SMSU, they are encouraged (but not required) to consider taking the following courses. BAS in Agriculture Majors should consult with their academic advisors as they make choices within SMSU’s LEP course-work:

BIOL 100 & 100L: Biology in Mod.World & Lab-----	4
BIOL 200 & 200L: Cell Biology and Lab-----	4
ENVS 180 & 180L: Environmental Science and Lab-----	4
CHEM 121 & 121L: Basic Chemistry and Lab-----	4
COMM 230: Interpers. & Cross-Cultural Comm.-----	3
HIST 221: Early America-----	3
HIST 222: Modern America-----	3
LIT 100: Literature: Diversity-----	3
LIT 150: Literature: Global Perspective-----	3
LIT 170: Literature: People and the Environment-----	3
LIT 200: Literature: The Rural/Regional Experience----	3
PHIL 103: Ethics-----	3
POL 117: Intro. to Gov’t and Politics-----	3

BS in Agricultural Solutions (AGSO) – Updated Curriculum for Fall 2018

Agricultural Resource Management

<u>Courses</u>	<u>Credits</u>
ACCT 211 – Principles of Accounting I.....	3
AGRI 2221 or AGRI 2222 @ MNWest CTC – Current Technical Competencies.....	3
AGRO 115 – Prof. Devel. in Agriculture: Orientation and Career Planning.....	1
AGRO 132 – Principles and Practices of Crop Production (w/lab).....	4
AGRO 341 – Principles of Pest Management.....	4
AGRO 390 – Introduction to Precision Agriculture.....	3
AGSO 499 – Internship Field Experience.....	2
ANSC 101 – Introduction to Animal Science.....	3
CHEM 121 and 121L – Basic Chemistry and Lab (LEP Cat. #3).....	4
ENVS 107 – Introduction to ArcGIS.....	2
MATH 110, MATH 115, MATH 135 or any College Calculus Course (LEP Cat. #4)....	3
Total Credits.....	32

Environmental Science and Sustainability

<u>Courses</u>	<u>Credits</u>
AGRO 450 – Issues in Sustainable Agriculture.....	2
ENVS 115 – Red. River Monitoring or LEP 100 Red. River Monitor. (LEP Cat. #2)...	2 - 3
ENVS 180 – Environmental Science: Introduction and Lab (LEP Cat. #3 & #10).....	4
ENVS 301 & 301L – Basic Soil Science w/lab.....	4
ENVS 320 – Soils and Fertility or AGSO 315 – Soil and Plant Analysis.....	3
Total Credits.....	15-16

Agricultural Economics, Communications and Leadership

<u>Courses</u>	<u>Credits</u>
AGSO 490 - Agricultural and Rural Leadership.....	3
COMM 200 – Small Group Communication.....	3
ECON 201 – Principles of Microeconomics (LEP Cat. #6).....	3
ECON 210 – Introduction to Cooperatives (LEP Cat. #9).....	3
ENG 331 - Business Communications or ENG 360 – Scientific and Technical Writing.....	3
Total Credits.....	15

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Tally: Credits for BS in Ag Solutions (AGSO)

Agricultural Resource Management.....	32
Environmental Science & Sustainability.....	15-16
<u>Agricultural Economics, Leadership and Communication.....</u>	<u>15</u>
Total Credits within AGSO Major.....	62-63
# of upper division credits within the AGSO Major =	24
# of LEP credits within the AGSO Major =	17
Remaining LEP Credits and LEP 400.....	28
<u>Electives (Take 16 Credits of 300-400, and/or a minor).....</u>	<u>29</u>
Total Credits.....	120

BS in Agricultural Education (Old Program)	New BS in Agricultural Education (Fall 2018)
MnTC	MnTC
Goal 1: ENG 151 (4) COMM 110 (3) ENG 251 or PHIL 303 (3)	Goal 1: ENG 151 (4) COMM 110 (3) ENG 251 or PHIL 303 (3)
Goal 2: LEP 100 or PHIL 101 (3)	Goal 2: LEP 100 or PHIL 101 (3)
Goal 3: ENVS 180 & Lab (4) Goal 3 approved course (4)	Goal 3: ENVS 180 & Lab (4) Goal 3 approved course (4)
Goal 4: MATH 110 or above (3)	Goal 4: MATH 110 or above (3)
Goal 5: ECON 201 (3) PSYC 101 (3)	Goal 5: ECON 201 (3) PSYC 101 (3)
Goal 6: Goal 6 approved course (3) Goal 6 approved course (3)	Goal 6: Goal 6 approved course (3) Goal 6 approved course (3)
Goal 7: SOC 212 (3)	Goal 7: SOC 212 (3)
Goal 8: Goal 8 approved course (3)	Goal 8: Goal 8 approved course (3)
Goal 9: ECON 210 (3)	Goal 9: ECON 210 or Goal 9 approved course (3)
Goal 10: ENVS 180 (0)	Goal 10: ENVS 180 (0)
Credits: As few as 42 or total of 45	Credits: As few as 42 or total of 45
Education	Education
ED 101 (3)	ED 101 (3)
ED 102 (2)	ED 102 (2)
ED 301 (3)	ED 301 (3)
ED 304 (1)	ED 304 (1)
ED 407 (3)	ED 407 (3)
ED 430 (2)	ED 430 (2)
ED 469 (12)	ED 469 (12)

PSYC 341 (3)	PSYC 341 (3)
SPED 290 (3)	SPED 290 (3)
SOCI 212 (0)	SOCI 212 (0)
Credits: 32	Credits: 32
Agricultural Education	Agricultural Education
AGED 201 (1)	AGED 201 (1)
AGED 301(1)	AGED 301(1)
AGED 351 (1)	AGED 351 (1)
AGED 401 (2)	AGED 401 (2)
Credits: 5	Credits: 5
Core Courses	Core Courses
ACCT 211 (3)	ACCT 211 (3)
AGBU 365 (3)	AGBU 365 (3)
AGBU 400 (3)	AGBU 400 (3)
AGBU 440 (3)	AGBU 440 (3)
AGRO 115 (1)	AGRO 115 (1)
AGRO 132 (4)	AGRO 132 (4)
AGRO 312 (3)	
AGRO 390 (3)	AGRO 390 (3)
ECON 210 (0)	
ENVS 301 (3)	ENVS 301 & L (4)
HOSP 120 (1)	HOSP 120 (1)
LEP 400 (3)	LEP 400 (3)
Credits: 30	
Articulated Courses	Articulated Courses

Ag Mechanics 1 (2-3)	AGRI 2220 (3)
Ag Mechanics 2 (3)	AGRO 2222 (3)
Animal Science (3)	ANSC 101 (3)
RNEW 1300 (3)	
Credits: 11-12	Credits: 37
TOTAL CREDITS: 124	TOTAL CREDITS: 119
Or 121 credits with 42 MnTC credits	Or 116 with 42 MnTC credits

Bachelor of Science: Agricultural Education
Minimize

I. Core Courses (44 Credits)

▶	ACCT 211	Principles of Accounting I	Credits: 3
▶	AGBU 365	Farm and Ranch Management I	Credits: 3
▶	AGBU 400	International Agricultural Development	Credits: 3
▶	AGBU 440	Agricultural Marketing	Credits: 3
▶	AGED 201	Communication & Leadership Skills for Agricultural Educators	Credits: 1
▶	AGED 301	Advising Youth Organization & Supervising Work Experiences	Credits: 1
▶	AGED 351	Prof. Development in Agricultural Education: Internship & Job Shadowing	Credits: 1
▶	AGED 401	Agricultural Education: 5-12 Methods	Credits: 2
▶	AGRI XXX	Machinery Maintenance Course	Credits: 3
▶	AGRI XXX	Animal Science Course	Credits: 3
▶	AGRI XXX	Electricity OR Facilities Course	Credits: 2
▶	AGRO 115	Professional Development in Agriculture: Orientation & Career Planning	Credits: 1
▶	AGRO 132	Principles & Practices of Crop Production	Credits: 4
▶	AGRO 312	Agroecology	Credits: 3
▶	AGRO 390	Introduction to Precision Agriculture	Credits: 3
▶	ECON 210	Introduction to Cooperatives	Credits: 3
▶	ENVS 301	Basic Soil Science	Credits: 3
▶	HOSP 120	Food Sanitation and Safety	Credits: 1
▶	RNEW XXX	Intro to Traditional and Renewable Energy	Credits: 3

Bachelor of Science: Agricultural Education Notes:

* NOTE: The student must fulfill the K-12 professional education requirements for licensure; see the [Education Department](#) regarding these requirements.

Total Credits for Bachelor of Science: Agricultural Education: 44

BS in Agricultural Communication and Leadership
Updated Curriculum for Fall 2018

Communication

<u>Courses</u>	<u>Credits</u>
COMM 200 – Small Group Communication	3
COMM 210 – Intro to Public Relations.....	3
COMM 230 – Interpersonal & Cross-Cultural Comm. (LEP Cat. #7).....	3
ENG 331 - Business Communications.....	3
ENG 360 – Scientific & Technical Writing.....	3
Total Credits.....	15

Marketing, Management and Leadership

<u>Courses</u>	<u>Credits</u>
MKTG 301 – Marketing Principles.....	3
MKTG 411 – Integ. Mktg Communications or AGBU 440 Agric.Mktg.....	3
MGMT 300 – Management Principles.....	3
AGSO 490 – Agricultural and Rural Leadership.....	3
Total Credits.....	12

Agricultural Business, Economics and Education

<u>Courses</u>	<u>Credits</u>
AGRO 115 – Prof. Devt. in Agriculture: Orientation & Career Planning.....	1
AGED 201 – Comm.and Leadership Skills for Agricultural Educators.....	1
AGED 351 – Prof. Devt. in Ag. Education: Internship & Job Shadowing.....	1
ANSC 101 – Introduction to Animal Science.....	3
AGRO 132 – Principles and Practices of Crop Production.....	4
AGRO 390 – Introduction to Precision Agriculture.....	3
AGRO 450 – Issues in Sustainable Agriculture.....	2
ECON 210 – Introduction to Cooperatives (LEP Cat. #9).....	3
ECON 201 – Principles of Microeconomics (LEP Cat. #5).....	3
Total Credits.....	21

Tally Credits for BS in Ag Comm. & Leadership – Proposed Curriculum Change

<u>Agricultural Communications and Leadership (AGCL)</u>	<u>Credits</u>
Communications.....	15
Marketing, Management and Leadership.....	12
<u>Agriculture Business, Economics and Education.....</u>	<u>21</u>
Total Credits within AGCL Major.....	48
# of upper division credits within the major = 22	
# of LEP credits within the AGCL Major = 9	
<u>Electives (Take 18 Credits of 300-400, and/or a minor).....</u>	36
<u>Remaining SMSU LEP Courses and LEP 400.....</u>	36
Total Credits.....	120

BS in Culinary Curriculum Change			
Current Curriculum		New Fall 2018 Curriculum	
Math and Science Courses		Math and Science Courses	
Current Program		New	
BIOL 200 Introduction to Cellular Biology	4	BIOL 200 Introduction to Cellular Biology	4
BIOL 303 Microbiology	3	BIOL 303 Microbiology	3
BIOL 377 Principles of Nutrition	3	BIOL 377 Principles of Nutrition	3
CHEM 121 and 121L Basic Chemistry and Lab	4	CHEM 121 and 121L Basic Chemistry and Lab	4
CHEM 122 & 122L Introduction to Organic/ Biochemistry and Lab	4	CHEM 122 & 122L Introduction to Organic/ Biochemistry and Lab	4
Math 110 College Algebra	3	Math 110 College	3
MATH 200 Intro to Statistics	3	MATH 200 Intro to Statistics	3
<i>13+11 LEP</i>	24	<i>13+11 LEP</i>	24
Culinology Core Curriculum		Culinology Core Curriculum	
Current Program		New	
CULG 100 Introduction to Culinary	1	CULG 100 Introduction to Culinary	1
CULG 200 Culinary Arts Fundamentals	4	CULG 200 Culinary Arts Fundamentals	4
CULG 210 Advanced Culinary Arts	4	CULG 210 Advanced Culinary Arts	4
CULG 310 Introduction to Food Science	3	CULG 310 Introduction to Food Science	3
CULGj 350 Aromatics & Flavors	3		
CULG 360 Food Sensory Analysis	3	CULG 360 Food Sensory Analysis	3
CULG 390 Food Product Development 1	3	CULG 390 Food Product Development 1	3
CULG 400 Culinary Trends and Innovations	2		
CULG 410 Food Chemistry and Analysis	3	CULG 410 Food Chemistry and Analysis	3
CULG 430 Unit Operations in Food Processing	3	CULG 430 Unit Operations in Food Processing	3
		CULG 440 Food Legislation and Regulatory	3
CULG 450 Technical & Functional Ingredients in Food	3	CULG 450 Technical & Functional Ingredients in Food	3
CULG 470 Food Safety and HACCP	2	CULG 480 Food Safety and Quality	3
CULG 490 Food Product Development II	3	CULG 490 Food Product Development II	3
CULG 498 Internship	1-9	CULG 498 Internship	1-9
CULG 499 Internship	1-9	CULG 499 Internship	1-9
37 + internships	37	36 + internships	36
Hospitality Courses		Hospitality Courses	
Current Program		New	
HOSP 120 Food Sanitation and Safety	1	HOSP 120 Food Sanitation and Safety	1
HOSP 205 Hospitality Purchasing	3	HOSP 205 Hospitality Purchasing	3
HOSP 301 & 301L Restaurant Food Operations & Lab	5	HOSP 301 & 301L Restaurant Food Operations & Lab	5
		ACCT 211 Principles of Accounting 1	3
	9		12
Culinology Elective (select 1 course)		Culinology Elective (select 1 course)	
Current Program		New	
CULG 250 Introduction to Baking & Pastry	3	CULG 250 Introduction to Baking & Pastry	3
CULG 440 Food Legislation and Regulatory	3		

CULG 460 Quality Assurance of Food Products	3	CULG 300 International Cuisine	3
HOSP 300 Hospitality Analytics	3		
HOSP 325 Menu Design & Service Management	3		
Total: 73 + internship	73	Total: 75 + internship	75

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Hospitality Management Curriculum - Two Concentrations - Fall 2018

Core			Hotel & Event Management			Culinary Management		
	Courses	Cr		Courses	Cr		Courses	Cr
Business Core	ACCT 211 Principles of Accounting I	3	HOSP 120 SevSafe		1	HOSP 120 Food Sanitation and Safety		1
	ACCT 212 Principles of Accounting II	3	HOSP 200 Foundations of Lodging MGT		3	CULG 200 Culinary Arts Fundamentals		4
	MGMT 221 Computer Concepts&Applications	3	HOSP 310 Expositions and Events MGT		3	CULG 210 Advanced Culinary Arts		4
	MGMT 300 management Principles	3	HOSP 400 Sales & Convention Mgt.		3	HOSP 205 Hospitality Purchasing		3
	MKTG 301 Principles of Marketing	3	HOSP 405 Catering/Banquet MGT		3	HOSP 301 Restaurant Food Operations		2
	MGMT 350 Human Resources	3	HOSP 430 Hotel/Resort Management Seminar		3	HOSP 301L Restaurant Food Operations Lab		3
	Business Core Credits Total	18						
Hospitality Core	HOSP 100 Intro to Hospitality MGT	3	Select two elective courses from below			Select two elective courses from below		
	HOSP 300 Hospitality Analytics	3	CLUG 200 Culinary Arts Fundamentals		4	HOSP200 Foundation of Lodging		3
	HOSP 320 Hospitality Law	3	HOSP 205 Hospitality Purchasing		3	CLUG 300 International Cuisine		3
	HOSP 325 Service Management	3	HOSP 410 Beverage Management		3	HOSP 405 Catering/Banquet Mgt.		3
	HOSP 420 Hospitality Revenue Management	3	MGMT 450 Diversity Management		3	HOSP 410 Beverage Management		3
	HOSP 460 Hospitality Operations and Policy	3				MGMT 450 Diversity Management		3
	HOSP 498 Hospitlaity Internship II	1				CULG 250 Intro to Baking & Pastry		3
	HOSP 499 Hospitality Internship III	1						
	MGMT 460 Leadership	3						
Hospitality Core Credit Total (23~27 credits)	23	Hotel and Event Mgmt Credits Total (22~23 credits)	22	Culinary Mgmt Credits Total	23			
Core Credits Total	41	Hotel Admi. Major Credit Total	63	Culinary Mgt. Major Credits Total	64			
LEP courses minimun credits	42	Total credits including LEP	105	Total credits including LEP	106			
Eliminated	HOSP 497 Hospitality Internship I	HOSP 330 Lodging Service MGT		HOSP 340 Hospitlaity Property Layout& Design				
		HOSP 380 Restaurant Concepts		HOSP 380 Restaurant Concepts				

Endnotes

ⁱ Survey results based on SMSU graduates who responded to survey and are employed in chosen career field (full/part-time).

<http://www.smsu.edu/resources/webspaces/campuslife/careerservices/Graduate%20Follow%20Up/2016-annual-report.pdf>

ⁱⁱ <http://www.agcentric.org/about/>

ⁱⁱⁱ <http://www.centerofagriculture.org/about>

^{iv} <http://www.agcentric.org/wp-content/uploads/2016/01/Ag-Career-Pathways-Booklet2-1.pdf>

School of Education
Undergraduate & Graduate Programs
AY2017-2018



Section I. Department Description & Overview

The School of Education plays a vital role at Southwest Minnesota State University and in the region, preparing educators and professionals to positively impact the fields of education and physical education. Being a dynamic school within SMSU, the Education department has experienced changes in the 2017-2018 academic year. The faculty in the Education and Physical Education programs moved forward to enhance growth in our current programs and to develop new and improve existing programs at both the undergraduate and graduate levels.

The *Education Programs* have developed the following mission and vision statements, along with the programs' core values. The Conceptual Framework was reviewed and faculty assisted in updating supporting research this academic year.

Mission: The mission of the Professional Education Program at SMSU is to create 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 education.

Vision: 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.

The coaching certificate was made available to students for the first time in 2015-2016. The certificate is fewer credits than the minor, and provides MSHSL – Minnesota State High School League certification. SMSU is currently the only higher education institution in partnership with the MSHSL. In 2016-2017 year, a course was developed in collaboration with the MSHSL to provide a train-the-trainer model for athletic administrators to work with coaches to be successful, which continued to be offered via collaboration with the MSHSL in the 2017-2018 academic year.

Faculty and Staff in the School of Education:

During the 2017-2018 academic year, members of the School of Education included 17 full-time faculty, 10 coaches, and several adjunct faculty. Additionally, there are five key support staff – two administrative assistants, one coordinator, and two directors as well as one graduate assistant, and two student workers.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Debbie Van Overbeke, Director of Graduate Education – On Campus & Online
- Dr. Tanya Yerigan, Director of Graduate Education – Off Campus/Learning Communities
- Dr. Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Matt Loyd, Director of Assessment & Accreditation (including edTPA and Livetext); mentored by Dr. Rhonda Bonnstetter, former Director of Assessment & Accreditation
- Dr. Amy Christensen, Director of Placement & Licensure

Faculty: The following were members of the faculty of the School of Education in 2017-2018:

- Dr. Francis Albitz – taught in the Physical Education – Teaching program & PECS – Physical Education: Coaching of Sport
- Dr. Chris J. Anderson – taught in the Special Education program, specifically courses for and the Para-to-Sped undergraduate program
- Dr. Michelle Beach – taught in the 2 + 2 Early Childhood Distance program and Early Childhood Special Education
- Dr. Rhonda Bonnstetter – taught in undergraduate and graduate programs
- Dr. John Engstrom – taught in the off-campus graduate program
- Ms. JoAnne Hinckley - taught in the undergraduate and on-campus graduate SPED program
- Dr. Sharon Kabes - taught in both the on- and off-campus graduate programs
- Dr. Dennis Lamb – taught in the off-campus graduate program
- Dr. Lon Richardson - taught in the off-campus graduate program
- Dr. Mary Risacher – taught and acted as Director for the 2 + 2 Early Childhood Distance Education program, and also taught in the undergraduate ECE and ELED programs
- Dr. Wendy Schoolmeester – taught in the undergraduate ELED & ECE programs both on campus and online/distance 2+2
- Dr. Paulette Stefanick - taught in the undergraduate ECE & ELED programs with a focus on Reading as well as on-campus graduate programs
- Ms. Marilyn Strate –taught in the Physical Education-nonteaching program
- Ms. LeAnne Syring – taught in the undergraduate SPED, ECSE, ECE programs
- Dr. Debbie Van Overbeke - taught in the undergraduate ECE & ELED programs as well as on-campus graduate programs; served as Director of Graduate Education for on-campus and online learners.
- Dr. Sonya Vierstraete – completed her fourth year serving as department chairperson, and has taught in the undergraduate and on-campus graduate programs with focus on ELED, ECE, TESL, and PECs.
- Dr. Tanya Yerigan - taught in the off-campus graduate program as well as off campus graduate

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

- Daniel Allen – Physical Education & Cross Country/Track & Field Coach
- Brad Bigler – Physical Education & Men’s Basketball Coach
- Paul Blanchard – Physical Education & Baseball Coach
- Terry Culhane – Education, Physical Education, & Volleyball Coach

Jamie Dunn – Education, Physical Education, & Softball Coach
 Erin Kasmarik-Mallett – Physical Education & Soccer Coach
 Tom Webb – Physical Education & Women’s Basketball Coach
 Jesse Nelson – Physical Education & Wrestling Coach
 Cory Sauter – Physical Education & Head Football Coach
 Brian Frana – Physical Education & Assistant Football Coach (Fall 2017 only)

Staff: The following were staff members of the School of Education in 2017-2018:

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

Dr. Matt Loyd – Director of Assessment & Accreditation

In the Office of Placement & Licensure:

Dr. Amy Christensen - Director of Placement and Licensure, supervised these positions:

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

Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior (~70%)

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

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

The licensure areas include:

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

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

Secondary Education provides licensure to teach students in four 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**, **Mathematics Education** (grades 5-12), **Social Sciences** (grades 5-12).

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

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

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

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

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

Teacher Education Programmatic Updates for 2017-2018:

The Director of Assessment and Accreditation for the School of Education was hired in August of 2017. Dr. Matt Loyd was hired in this role and assumed the responsibility of programmatic assessment, PELSB accreditation, edTPA, and LiveText coordinator.

In November of 2017, the SMSU School of Education Teacher Education Program (TEP) hosted the Professional Educator Licensing and Standards Board (PELSB) review team for a site visit. The TEP was granted continual unit approval until 2023 with a focus report due in April 2019 to address standards 2J and 3C.

The dual licensure PE/Health application was approved by the Professional Educator Licensing and Standards Board (PELSB) in the spring of 2018. The purpose of this dual licensure program is to better prepare physical education teacher candidates for teaching health, which is especially important in small, rural districts where PE teachers also serve as health teachers.

The Para-to-Sped program was developed over the past three years by request and in collaboration with SouthWest/WestCentral Service Cooperative, and with legislative funding. This program has been designed with paraprofessionals in mind who are working full-time in the field of special education, and have experience working with this specific population of learners. The student teaching requirement includes a year-long placement with a licensed classroom mentor to guide them while they are continuing to work in their own position. The nonconventional program has been officially approved by the Professional Educator Licensing and Standards Board (PELSB) in June of 2018.

There are approximately 1,200 declared undergraduate education majors, with some double or triple majors declared.

Academic Year 2017-2018	
AGED	39
ARED	20
BIED	18
CAED	23
CHED	9
COCC	12
CSED	4
ECE	321
ECSE	54
EDST	52
EDUP	16
ELED	257
MAED	28
MUED	22
PE	84
PETE	92
SPED	113
SSED	77
TESL	21
TOTAL	1262

During the 2017-2018 academic year, there were 72 student teachers and 1 licensure-only candidate per Title II reporting. Areas of focus included: *Early Childhood Education and/or Elementary Education - 45, TESL (Teachers of English as a Second Language) - 2, K-12 PE - 6, Social Sciences - 5, Math - 1, Early Childhood Special Education - 3, K-12 SPED ABS (Academic Behavioral Specialist) - 11, Communication Arts - 3, Biology - 3, Chemistry - 2, Music - 1, and Art - 1. *A considerable number of candidates choose to double major in ECE/ELED with student teaching overlapping grade levels - thus the rationale for combining the numbers.

The [Institutional Report for Teacher Education](#) is posted on the School of Education website, and includes the Conceptual Framework, serving as the foundation for both undergraduate and graduate education programs.

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 Teachers of 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.

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

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

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.

School of Education. The School of Education has created a policy handbook throughout the 2017-2018 academic year. The handbook was updated monthly with full department approvals. Although not complete, the policy handbook continues to evolve and be a 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 Early Childhood Education handbook.

Section II – Faculty Involvement & Activities Highlights

Please find the following professional development highlights as submitted by individual faculty members. The faculty are dedicated with many identifiable accomplishments. Please note that this is a brief summary of 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. Francis Albitz included more of the edTPA process in PE Methods classes as well as started the process of using music in activity classes. She researched, and has adopted a new textbook for activity classes as well as PE Methods classes.

Dr. Michelle Beach integrated several types of accessibility features into her online courses to meet the needs of students with disabilities as well as to meet federal guidelines for online courses and provide student options for different types of learning styles. Dr. Beach evaluated her curriculum and integrated improvements into her online courses using Quality Matters rubrics. Additionally, Dr. Beach integrated new videos and Web 2.0 tools to update her courses and keep the materials fresh and engaging. Dr. Beach redeveloped ECSE 441- Assessment in Early Childhood Special Education (4 credits).

Dr. Rhonda Bonnstetter developed screencasts for each lesson in her ED 102 Technology sections and led training for Education faculty and others across campus in learning how to use Kaltura MediaSpace for making screencasts. Dr. Bonnstetter mentored Dr. Matt Loyd, newly hired Director of Assessment & Accreditation. She provided leadership for the Para-to-Sped grant reporting, and accreditation for the dual PE/HLTH Education licensure program.

Dr. Dennis Lamb was the lead facilitator for two learning communities during the AY2017-2018. Student feedback for Dr. Lamb from evaluations (Facilitator, Professional Development, Learning Environment) on all criteria are 4.0 or higher (on a five-point scale) for each of the past four years. Dr. Lamb also offered a wide variety of AE graduate credits to elementary teachers connected to the STEAM grant sponsored by the National Joint Powers Alliance and Region 5 schools.

Dr. Mary Risacher continued to advocate and serve as the Director of Early Childhood Extended Learning. She taught all but one course in dual teaching format online and face-to-face.

Dr. Wendy Schoolmeester organized the 2018 Spring Action Research Conference held at the Schwan's Regional Event Center as part of the Action Research courses that she teaches. Teacher candidates shared their results with an audience. Dr. Wendy made improvements to her Children's Literature online using many current online tools such as Powtoon, Animoto, Book Creator, and Flipgrid.

Dr. Paulette Stefanick taught undergraduate and graduate courses, both online and face-to-face. Her main areas of teaching expertise are Reading/Literacy courses and Kindergarten Methods, with approximately three-fifths of her teaching is in an online format. Per the requests of teacher candidates, all of SMSU's previously face-to-face reading licensure courses are now offered completely online. This project required an extensive time commitment and diligent work, with goals of meeting student needs and growing the program.

Ms. LeAnne Syring taught courses in ECE, ECSE, and SPED: ABS. Shas updated syllabi for all of her courses this year. She examined textbooks to locate appropriate and up-to-date information and has reviewed course evaluations and applied suggestions to spring courses.

Dr. Debbie Van Overbeke taught undergrad courses including ED 361, ED 275, ED 430 and ED 450. In her undergrad courses, she modeled the flipped learning technique where students read and completed interactive notes with the material read prior to class. During in-class sessions, students engaged with the content they had read prior to class. This engagement included anticipation guide discussions, Socratic Seminars, Save the Last Word for Me discussions, jigsawing of material, speakers to expand on the topics, etc. Dr. Van Overbeke also taught the following research sequence grad courses including ED 622, ED 624, ED 627, and PE 602 and the reading assessment course, ED 550. This spring she converted ED 550 to an online course in order to increase enrollment from students throughout the state. Students in the course have commented they have learned a great deal from the course as the text is a practitioner text with relevant reading assessments and the assignments have been practical and useful. In addition, Dr. Van Overbeke served as the oncampus graduate director. Accomplishments included making changes in the portfolio completion for the PECS program, where students will submit portfolio entries in LiveText throughout the program and making changes in the master's program: added certificates in Reading, TESL, and SPED areas. Debbie helped facilitate the change in the math course from four 4-credit courses to six 3-credit courses that allows students completing their 18 College Now credits from another university can

petition the credits to SMSU and complete the Masters in Education through SMSU.

Dr. Sonya Vierstraete served as the Chairperson for the School of Education for the fourth year, and has been nominated and voted by the department to continue in this role for the next 3-year term. She teaches and advises undergraduate and graduate students with a focus on elementary education, TESL, and literacy. She also served as SMSU's Faculty Athletics Representative.

Dr. Tanya Yerigan revised her syllabi to reflect the learning communities spiraling curriculum and updated texts/resources. This year, Dr. Yerigan offered 22 professional development AE graduate credits. These courses were offered at the request of area educators as a means of advancing their learning beyond the master's degree. Additionally, Dr. Yerigan serves as the School of Education's Off-Campus Graduate Director.

B. Scholarly and Creative Activity Highlights

Education Department 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. Frankie Albitz participated in the HLC Evaluation process for the PE Teaching and the PECS Programs.

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 board members. Dr. Beach was also an invited editor and reviewer for an introductory special education textbook. She has published and presented various levels and times this year, for example:

Beach, M., Stefanick, P., & Van Overbeke, D. (2018). Student Perceptions of Features that Contribute to Their Success in Online Courses. *In Proceedings of Society for Information Technology & Teacher Education International Conference 2018* (Mar 26, 2018) pp. 1317-1321.
When Great Teaching Is Not Enough: Utilizing Student Perception to Increase Retention in Online Learning. EdMedia World Conference on Educational Media and Technology. Amsterdam, Netherlands, June 2018.

Dr. Rhonda Bonnstetter has written an update for *Teaching with Technology: A Guide for Pre-Service Educators*, 2nd Ed., which will be released in August 2018. Dr. Bonnstetter has been contracted to co-author a textbook on POWERFUL Teaching with Dr.

Wendy Schoolmeester, Dr. Mary Risacher, and Dr. Sonya Vierstraete, to be published in Spring 2019 by Kendall Hunt Publishing Co.

Dr. Dennis Lamb presented twice at the national CSI conference in Savannah, GA with Dr. John Engstrom and Dr. Tanya Yerigan on April 9-12, 2018. Dr. Lamb also serves as the Editor-in-Chief for the Center of Scholastic Inquiry (CSI), a three-year term as a member of the Editorial Board for CSI. He presented, *Graduate Learning Communities: An Effective Model for Transformative Learning* with Dr. John Engstrom at the Center for Scholastic Inquiry International Academic Research Conference in Savannah, GA April 10-12, 2018. He presented, *What's All the Hype with Comment, Share, and Like* with Dr. Tanya Yerigan at the Center for Scholastic Inquiry International Academic Research Conference in Savannah, GA April 10-12, 2018.

Dr. Mary Risacher signed a publishing agreement in partnership with Dr. Schoolmeester, Dr. Bonnstetter, and Dr. Vierstraete with Kendall Hunt entitled, *Powerful Teaching Strategies for the Reflective Practitioner*. Dr. Risacher has applied to present ASCD Spring 2019 in Chicago, IL, and she has applied to present at the Minnesota Rural Education Association conference in the fall of 2018 in Brainerd, MN.

Dr. Wendy Schoolmeester is contracted to publish *POWERFUL Teaching for the Reflective Practitioner* with Kendall-Hunt Publishing for spring 2019. She has presented a number of times this year:

2018 - *iPhone Photography 101: How to Use it in Your Classroom*, Two 60-minute sessions. MELT Conference, Lac Qu Parle, MN. January 15.

2017 - *Taking a Leap of Faith: Our Journey from Principal to Professor*. Article in Principal Magazine September/October 2017 Publication with Dr. Sonya Vierstraete. http://www.nxtbook.com/ygsreprints/NAESP/principal_20170910/index.php#/52

2017 - *My Life...It's All About the F Word(s)* Presentation to Middle School then High School Students, Pipestone Area Schools, 9/27/17.

Dr. Paulette Stefanick had numerous presentations and publications, including:
Beach, M., Stefanick, P., & Van Overbeke, D. (2018). Student Perceptions of Features that Contribute to Their Successes in Online Courses. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1317-1321). Washington, DC, United States: Association for the Advancement of Computing in Education (AACE).

Dr. Debbie Van Overbeke published and presented this year, including:
Beach, M., Stefanick, P., & Van Overbeke, D. (2017). Student Perceptions of Features that Contribute to Their Success in Online Courses. In *Proceedings of*

Society for Information Technology & Teacher Education International Conference 2018.
Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Dr. Sonya Vierstraete co-authors 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. She also presented at the SWWC Workshop on culturally responsive teaching and literacy for ELs in October, 2017. Dr. V. published *Taking a Leap of Faith: Our Journey from Principal to Professor*. Article in *Principal Magazine* September/October 2017 Publication with Dr. Wendy Schoolmeester.

http://www.nxtbook.com/ygsreprints/NAESP/principal_20170910/index.php#/52

Additionally, Dr. V. is contracted to co-author a text about POWERFUL teaching with colleagues, Drs. Wendy Schoolmeester, Rhonda Bonnstetter, and Mary Risacher to be published by Kendall Hunt in the spring of 2019.

Dr. Tanya Yerigan founded and directs a research organization that has continued to publish refereed and scholarly journals, fund and offer research endowments to colleagues across the nation, and organize/offer an annual international academic research conference. This year, she brought together 115 higher education doctors from three countries, 36 states, and 83 institutions. Additionally, Dr. Yerigan continued to conduct original research and presented internationally on the topic of Facebook Marketing along with Dr. Dennis Lamb. Further, she continues to focus on her long-term research projects which include childhood trauma, toxic stress, teacher sexual misconduct, facilitated learning, and reflective practice. Dr. Yerigan remained active accepting several invitations to present on various topics of relevance. A few presentations she has given include:

What's All the Hype with Comment, Share, & Like, April 2018, Savannah, GA.

Education's Silent Opponent: Toxic Stress...Changing Everything, March 2018, Aitkin Public Schools; November 2017 at Minnesota Rural Education Association Annual Conference; November 2017 at Brainerd Learning Community.

KEYNOTE: *Good Grief! The Journey Back to Living Again*, October 11, 2017, Senior Expo, Montevideo, MN

Graduate Education: The SMSU Learning Communities, August 2017, Pipestone Public Schools

Don't Hate the Messenger: Educator Misconduct...Media Hype or Epidemic?, August 2017, Lakeview Schools, Cottonwood, MN

Education's Silent Opponent: Toxic Stress...Changing Everything, August 2017, Browns Valley Schools.

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. Francis Albitz* continues to stay current with the Dartfish software program as it is a required component of the online Master of Science Degree in Physical Education: Coaching of Sport Program. Frankie serves as the lead facilitator of this program. Dr. Albitz attended the SHAPE National Conference, and continues to incorporate new ideas into her classes. Although she aimed to complete edTPA Scorer Training for PE, she was unable to complete this, and will move plans to complete this upcoming year.
- Dr. Michelle Beach* attended a number of conferences and professional development opportunities during the 2017–2018 academic, including: the International Literacy Association 2017 Conference, Orlando, Florida, the 4th Annual AAPS NDSU Research Symposium, Fargo, North Dakota in September 2017, The Council for Exceptional Children Autism, Developmental Disabilities Conference (CEC DADD), St. Petersburg, Florida in January 2018, and the Society for the Integration of Technology and Teacher Education, Washington, D.C. in March 2018. Additionally, Dr. Beach has participated in opportunities on the SMSU campus, such as the Professional Development Days, Assessment Day, and the Quality Matters Regional Coordinators Meeting in September 2017 with Kate Borowski.
- Dr. Rhonda Bonnstetter* attended the ASCD Empower 18 conference in Boston, MA, with Drs. Mary Risacher and Amy Christensen. Additionally, she attended the Summer Technology Institute in Norfolk, NE with Dr. Wendy Schoolmeester to see Matt Miller (Ditch that Textbook) and other presenters. Dr. Bonnstetter attended multiple webinars to keep her current in her field, including Qualities of Effective Teachers by ASCD and Six Steps to Phenomenal Co-Teaching.
- Dr. Dennis Lamb* collaboratively facilitated and participated in the Graduate Learning Conference at SMSU. Dr. Lamb presented and attended CSI Conference in Savannah, Georgia in April 2018. Additionally, Dr. Lamb is part of the STEAM Grant Initiative with Tech Mobile/Region 5.
- Dr. Mary Risacher* attended the *Ditch That Textbook ~ Ditch Summit* 12 hour technology online conference; integrating several new strategies into her courses. She attended the ASCD Conference in Boston Massachusetts in March of 2018. Dr. Risacher connected with published author Michael Matera, who agreed to speak to the ED 315 class in the fall of 2018.
- Dr. Wendy Schoolmeester* attended the NEA/EMSP (National Education Association/Education MN Student Program) Meeting, August 2017 with Professor LeAnne Syring. Dr. Wendy became a MREA (MN Rural Education Association) Board Member, attending meetings five times a year including the MREA Annual Conference in

November of 2017. Additionally, she attended the MSBA (MN School Board Association) Conference in January of 2018 as well as the MESPA (MN Elementary School Principal Association) Conference in February of 2018.

Dr. Paulette Stefanick attended a variety of conferences and workshops, including: Professional Development and Assessment Days on campus as well as the Technology Professional Development Sessions. Dr. Stefanick attended the Suicide Prevention seminar hosted by the SMSU School of Education in December of 2017. Additionally, she attended the Society for Information Technology & Teacher Education (SITE) conference in Washington, DC. In March of 2018.

Ms. LeAnne Syring attended the Council for Exceptional Children Autism, Developmental Disabilities Conference (CEC DADD), St. Petersburg, Florida in January 2018.

Dr. Debbie VanOverbeke attended the following professional development opportunities during AY2018, highlighting, the SMSU Professional Development and Assessment Days at SMSU, the MOQI Webinar: Learning Objectives: What, Why, Where & How on August 4, 2017. Dr. Van Overbeke attended the Suicide Prevention seminar hosted by the SMSU School of Education for classroom mentor teachers as well as the Society for Information Technology & Teacher Education International Conference 2018 in Washington D.C. in March of 2018. Additionally, she attended the Positive Behavior Intervention & Supports (PBIS) at SMSU on April of 2018. She attended the Minnesota Conference of Teachers of Mathematics (MCTM) Spring Mathematics Conference at the Duluth, MN Entertainment and Convention Center on May 3-4, 2018

Dr. Sonya Vierstraete participated in Professional Development Days at SMSU, and the Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring. She attended the NCAA Convention in Indianapolis, Indiana in January.

Dr. Tanya Yerigan enrolled in and began a brain health certification & coaching program with world renowned researcher, Dr. Daniel G. Amen. Additionally, she studied the concept of neurological flow and as a result wrote a grant to allow for her advanced study (20 lesson course) of the elements for inducing "happiness", the neurological basis of flow. The goal of her work was to gain insight for increasing productivity and learning through the development of an optimal happiness-based environment. In an effort to assist with off-campus graduate and undergraduate marketing, Dr. Yerigan (along with Cori Ann Dahlager) enrolled in an eight-course email marketing program to become email marketing certified.

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:

Ann C. Peters Scholarship: (JR academic standing)

1 Secondary Mathematics Ed or Elementary Ed major working toward a mathematics endorsement (half distributed Fall; half distributed Spring)

Carr Properties Scholarships: (FR/SO/JR/SR academic standing)

1 Early Childhood, Elementary or Secondary
(half distributed Fall; half distributed Spring)

Con and Marcy Eckstrom Family Scholarship: (SO/JR/SR academic standing)

1 Art Education or Physical Education major
(half distributed Fall; half distributed Spring)

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

6 Early Childhood, Elementary, or Secondary Education
(half distributed Fall; half distributed Spring)

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

3 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Golden Rule Scholarships: (SR woman academic standing)

3 Early Childhood or Elementary Education Senior Women
(one year non-renewable: half distributed Fall; half distributed Spring)

Keigh Hubel Rural Education Scholarships: (Admitted JR or SR standing)

1 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Robert Schwerin Memorial Scholarship: (SR Education Major)

1 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Kelsey Eberle: \$550 renewable

Dr. Sharon E. and David E. Kabes Graduate Education Scholarship: \$1,000 annually

New this year, the Winston Gittens Diversity in Education Scholarship was established to encourage teacher candidates from diverse backgrounds to pursue teaching. This scholarship will begin to be awarded in AY19.

Faculty members also support Action Research and Portfolio development and review at both the undergraduate and graduate levels. Many faculty members participate in the student mentee program.

The Education Minnesota Student Program (EMSP), a student organization sponsored by the Education Department, provides professional development, learning activities, grants, and social programming for all education students. The faculty advisors for this student group for 2017-2018 was Dr. Wendy Schoolmeester and Ms. LeAnne Syring.

Faculty offer their time to meet with prospective undergraduate students as they consider their post-secondary options.

Dr. Frankie Albitz hosted one prospective student visit and assisted with six Admitted Students/Registration Days as well as three Mustang Days. She advises more than 75 students, including both undergraduate and graduate students.

Dr. Michelle Beach conducted two prospective student visits as requested by the Admission Office. She assisted at two Admitted Students/Registration Days hosted by the Admission Office. She also assisted with two of the Mustang Visit Days throughout the academic year. She serves as advisor to approximately 50 distance learners in the Early Childhood and Early Childhood Special Education programs. Dr. Beach responded to numerous inquiries about the 2 + 2 program and the ECSE program via phone and e-mail throughout the academic year, and distributed brochures advertising several SMSU programs and majors throughout the state. Additionally, Dr. Beach supervised the elementary and secondary clinicals as well as the undergraduate action research conference in the spring of 2018.

Dr. Rhonda Bonnstetter hosted five prospective students in visits to SMSU's School of Education. She assisted with three of the SMSU Admitted Students/Registration events and three Mustang Days. Dr. Bonnstetter led the Marshall High School student visit day for the department. Dr. Bonnstetter arranged individual advising sessions for over 80 advisees, mostly majors in secondary/K-12 education. She organized the Secondary/K-12 Clinicals, and supervised Elementary Clinicals. She also supervised one student teacher and worked with over a dozen student teachers and prestudent teachers on their edTPA remediations. Dr. Bonnstetter

chaired the research committee for two graduate candidates in mathematics education and provided the keynote address for the 2018 Undergraduate Action Research Conference.

Dr. John Engstrom serves as an advisor to approximately 30 graduate students. He collaboratively coordinated the annual Learning Community Research Conference at SMSU.

Dr. Sharon Kabes serves as the advisor for the Administrative Licensure Program. She has chaired many on campus graduate committees and provide feedback on research projects. Sharon attended the undergrad research presentations and clinicals as well.

Dr. Dennis Lamb advises approximately 50 graduate students each year. Dr. Lamb has delivered over 90 credits of AE - Adult Education courses to Region 5 educators.

Dr. Mary Risacher met with one prospective student visit and assisted with two Admitted Students/Registration Days as well as one Mustang Day. Dr. Risacher participated in Mustang Round-Up Calling Night along with colleagues and teacher candidates to call prospective students. Dr. Risacher advises approximately 50 teacher candidates. Additionally, Dr. Risacher provides academic and Teacher Education Program references for candidates as well as letters of recommendation.

Dr. Wendy Schoolmeester conducted five prospective student visits and assisted with three Admitted Students/Registration Days. She advises more than 75 advisees with a focus on elementary and physical education students. Importantly, Dr. Schoolmeester serves as co-advisor for EMSP - Education Minnesota Student Program. She served as a Student Teacher Supervisor as well as organizing both the Elementary Clinical and Action Research Conference.

Dr. Paulette Stefanick conducted two prospective student visits as requested by the Admission Office. She assisted with two Admitted Students/Registration Days. Dr. Stefanick assisted student teachers with questions on the Elementary Literacy edTPA during three support sessions offered throughout the year. She advises approximately 75 candidates, and specifically, serves as a graduate advisor for reading licensure candidates and conducted Reading Licensure portfolio reviews as well as chairing and serving on action research committees. Paulette attended Graduate School Open House sessions to meet with prospective graduate students. She served as an action research reviewer and clinical supervisor.

Ms. LeAnne Syring hosted four prospective student visits, and she assisted with five Admitted Students/Registration Days as well as three Mustang Days. She participated in Mustang Round-Up Calling Night along with colleagues and

teacher candidates to call prospective students. She serves as an advisor to almost 100 candidates primarily in Special Education, Early Childhood Special Education, and Early Childhood at both the undergraduate and graduate levels. Ms. Syring developed a Special Education Facebook page. Ms. Syring has participated in the ED 301 High School Clinical, Elementary Clinical Experience, and the Early Childhood Clinical Experience, and the Action Research Conference presentations. LeAnne initiated a partnership between SMSU & Bethel American International School in Nigeria. Additionally, she initiated a connection between former SMSU students and the SMSU Learning Community resulting in a Marshall Learning Community Cohort.

Dr. Debbie VanOverbeke hosted four prospective student visits, assisted with five Admitted Students/Registration Days, and Graduate Program Information Nights on campus. Dr. VanOverbeke participated in Mustang Round-Up Calling Night along with colleagues and teacher candidates to call prospective students. She advises more than 70 undergraduate and graduate students and has chaired the final research papers of ten graduate students and two students writing their proposals. She chaperoned math teacher candidates at the MCTM Spring Mathematics Conference at the Duluth, MN Entertainment and Convention Center in May.

Dr. Sonya Vierstraete conducted five prospective student visits as requested by the Admission Office. She assisted at eight Admitted Students/Registration Days hosted by the Admission Office and assisted with four Mustang Days. She assisted with Mustang Round-Up, which involved calling prospective students along with fellow colleagues and teacher candidates. Dr. V. assisted student teachers with questions on the Elementary Literacy edTPA during three support sessions offered throughout the year. She advises approximately 60 students, and serves as the advisor for the TESL program. Dr. Vierstraete acted as the graduate advisor to several students in the areas of Reading and Teachers of English as a Second Language; she conducted licensure portfolio reviews for the TESL program. She is also an active supporter of SMSU Mustang athletics, attending SAAC – Student-Athletes Advisory Council meetings.

Dr. Tanya Yerigan researched, wrote content for, and gained approval for several new AE courses at the request of her students. These courses include: AE 505: Adverse Childhood Experiences-Foundations & Exploration, AE 506: Adverse Childhood Experiences-Intermediate, AE 507: Adverse Childhood Experiences-Action Research, AE 518: Educator Self Care-Foundational Exploration, AE 519: Educator Self Care-Action Research, and AE 537: Educators as Professional Presenters. Dr. Yerigan scheduled, organized, and hosted two of her “Writing Right Retreats”. These lakeside retreats were offered at no charge to students seeking to gain mastery of the research and writing process. At the request of her former students,

Dr. Yerigan has written nearly two dozen letters of recommendation as they have pursued new employment opportunities and/or entrance into doctoral programs.

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. Francis Albitz served as the faculty program advisor for online Master of Science Degree in Physical Education: Coaching of Sport Program. Additionally, she is a member of the ATC, the Graduate Curriculum committee, and the Graduate Council.

Dr. Michelle Beach served on several committees, including the Diversity and Inclusion Committee, the Disability Awareness Committee, the Student Technology and Fee Committee, and the University Advisory Technology Committee. Dr. Beach also served on the Cultural Diversity Committee, the Academic Technology Committee, the Multicultural Issues Committee and the Academic Technology Work Group. Dr. Beach was one of two faculty representatives on the MnSCU Online Technology Workgroup, and a member of the state Campus Academic Technology Team (CATT). Additionally, she was also a member of the Southeast Technical College Advisory Board, the Hennepin Technical College Advisory Board, and Child Aware - T.E.A.C.H., which is the state advisory for Early Childhood Professionals. Locally, Dr. Beach served as a mentor to a new faculty member, Kate Borowske, Instructional Technologist. In the community, she volunteers for the American Heart Association, Shriner's Hospital for Children, St. Joseph's Kindergarten, Reinertsen Elementary School, Horizon Middle School, and Park Christian School.

Dr. Rhonda Bonnstetter served on a number of committees, including: the University Technology Committee, the Honors Review Board, the SMSU School of Ag Advisory Committee, the Teacher Education Program review committee, and the Ed Studies program review committee. In the larger community, Dr. Bonnstetter served on the Marshall Public Schools Technology Advisory Committee, the Minnesota Council of Teachers of Mathematics Foundation Board, and the Minnesota Council of Teachers of Mathematics Connect Committee. For the past number of years, Rhonda has served as the treasurer for the Minnesota Association of Colleges of Teacher Education, and has been elected to serve as President-Elect for the upcoming academic year. Dr. Bonnstetter serves as a content reviewer for the MN Professional Educator Licensure and Standards Board in the areas of middle level and secondary mathematics. She works with the SW/SC Service Cooperative to provide teachers in a third cohort with instruction on implementing open educational resources in their teaching and serves as a

Community Improvement Grant reviewer for the United Way of Southwest Minnesota.

Dr. John Engstrom served on the Graduate Council, and is a member of an area district K-12 Continuing Education Committee.

Dr. Sharon Kabes chaired the Graduate Council and the chaired the Graduate Curriculum Committee. Dr. Kabes is also a member of the Executive Committee. Dr. Kabes is a member of the Marshall Community Orchestra, the SMSU University band and the Tracy Community Band where she plays the clarinet.

Dr. Dennis Lamb served as a Graduate Council Member, Graduate Curriculum Committee Member, and the Past-President of the Kiwanis Club of Brainerd.

Dr. Mary Risacher served as the Director of Distance Learning 2+2 Early Childhood Education, and as the acting liaison for students and 2-year partners, providing current information to partners regarding PELS requirements; she addressed questions and concerns raised by partners and oversees student issues; provide written communication as needed by newsletter or email. She connects via technology with partner classrooms to share information with potential students about SMSU ECE online program, provides information to new student inquires, coordinates Syllabi and credential collection as evidence of faculty qualifications and implementation of SEP's in the community college coursework to meet PELS requirements. Dr. Risacher has served on several workgroups, highlighting: Ed Studies, Strategic Planning, Academic Prioritization, Rank & Tenure Process, and the School of Education Scholarship Disbursement Workgroup. Additionally, she served a SMSU Graduation School of Education Line Up Coordinator.

Dr. Wendy Schoolmeester served the Pipestone area community as a school board member for the past five years and School Board Chair for the third year in a row. Dr. Wendy serves on search committees and attends university activities, such as the Gala Ball and EMSP Gala.

Dr. Paulette Stefanick served on the Professional Improvement Grant committee. Dr. Stefanick is serving her second 4-year term as an elected member of the City Council for Garvin, Minnesota, attending monthly meetings as well as special meetings such as Board of Appeals and Community Information meetings. She is a member of the Garvin Auxiliary and is active in guild work at St. Mary's Catholic Church in Tracy, MN.

Ms. Marilyn Strate works with Boy Scouts of America and the Special Olympics.

Ms. LeAnne Syring co-advises the EMSP club. She serves as an institutional representative to the SPED Workforce Work Group Committee, and is a member of the Early

Childhood Special Education Consortium at the state level. Ms. Syring was the leader in creating Special Education certificates.

Dr. Debbie VanOverbeke served on the Strategic Planning Committee as the chair of Long-Range Planning at SMSU. A result of serving in this capacity for the past years has been the rollout of SMSU's Strategic Plan with priorities. The Strategic Planning Committee has evolved into the HLC Criterion Committees. She volunteered to serve on Criterion Three. Teaching and Learning: Quality, Resources, and Support. In this capacity, the committee has identified the evidence and who has the evidence for the core components of this criterion. As the Long-Range Planning chair, she attended weekly executive meetings in addition to attending the monthly Meet and Confer meetings. She is also a member of the Institutional Review Board. Dr. VanOverbeke serves on the Graduate Curriculum Committee and the Graduate Council. She serves on the state-wide Graduate Committee and state-wide Salary Equity Committee. In regards to community involvement, she was appointed to serve as a Board of Director and then elected to be the secretary for the Lake Shaokatan Lake Improvement District, where the main goal this year was to develop the Improvement District and then develop and implement a Lake Vegetation Management Plan in tandem with the DNR.

Dr. Sonya Vierstraete served on the SmSUFA Executive Committee as Vice-President. She chaired the Intercollegiate Athletic Advisory Committee. Additionally, she served on the search committee for the Director of Assessment and Accreditation for the School of Education and the Professor of Special Education position. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools). Dr. V. is a member of the Holy Redeemer Parish Council. She serves as the Vice-President of the Southwest Minnesota Reading Council and was elected to serve on the MACTE Executive Board for a 2-year term. She also volunteers in various classrooms at area schools.

Dr. Tanya Yerigan adapted and authored the master's in education to fit the needs of educators by adding a new "optional" course to the core, thus making our masters variable from 34-36 credits. Further, she authored and gained approval for the overall proposal and course (ED 637: Educators as Professional Presenters). Dr. Yerigan served on the Graduate Curriculum Committee, the Graduate Director's Committee, and the Graduate Council. She continues to operate the off-campus Facebook page as well as her own professional LC Faculty Facebook page. As part of operating the group's Facebook page, she collects and highlights content from each of the off-campus professors and their students.

SECTION III: Assessment

This section describes each program area's assessment plan, results, and how the results impacted or will impact teaching and learning.

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 2019. 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.

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

Checkpoint I: Admission to the Teacher Education Program

Candidates now apply for admission to the Teacher Education Program via an online application utilizing Livetext typically at the end of their sophomore year. This online application was newly developed and adopted in AY2018. Criteria for admission may be found on the School of Education website: [Criteria for Admission](http://www.smsu.edu/resources/webspaces/academics/departments/education/Education%20Forms/TEP%20Application%20Forms/criteria-pages-only_2.14.18.pdf)
http://www.smsu.edu/resources/webspaces/academics/departments/education/Education%20Forms/TEP%20Application%20Forms/criteria-pages-only_2.14.18.pdf

Updates since 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. If all three EAS test scores are 520 or above, the candidate may be fully accepted.

If any EAS subtest result is below 520, but MNTC Goal 1 and 4 requirements were satisfied, the candidate may be conditionally accepted. A remediation plan must be developed for the deficient content area. For example:

If the MNTC Goal 4 requirements have been met, but the NES Essential Academic Skills Math exam score is below 520, students may be conditionally admitted to the TEP with a remediation plan in place. The remediation process may include purchasing and completing the test preparation book, working with the math lab, or taking a math course as prescribed by the remediation plan facilitated by the advisor. The remediation plan for students scoring below 500 will include the need to complete an additional remedial math course or MATH 115.

*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 three positive recommendations: one from an education faculty member, one from an academic reference, and one from their ED 101 Introduction to Education field experience mentor teacher. 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

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've 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.
- 7.) Successful passage of the Basic Skills Tests of the NES Essential Academic Skills is required by the state. Candidates can move forward with student teaching with notification that they can obtain a limited license for one academic year while working towards passage of the remaining Basic Skills tests. They must attempt the test/s within that year to be granted another year of the limited license; three years is the maximum for teaching with the limited license so candidates must pass the exam/s to continue teaching beyond the three years. *This will change with the implementation of the Tiered licensure system beginning July 1, 2018.

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

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

Assessment of Checkpoint II includes:

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

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

Checkpoint III: Methods

Assessment of Checkpoint III includes:

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

Standards -

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

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

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

Other areas of content assess the following key assessments:

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

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

Endorsements to Elementary:

Pre-primary –also ED 330

Math – ED 412 content methods course

Science – ED 413 content methods course

Social Sciences – ED 416 content methods course

Comm Arts – ED 414 content methods course

K-8 Spanish – ED 409 content methods course

SEC/K-12 – content methods course

DAPE – PE 220 unit

K-12 Reading – ED 451/551

SPED- SPED 430, SPED 480

TESL – TESL 435 (TESL unit)

CHECKPOINT IV: Student Teaching

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

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

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

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

Licensure:

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

Results. Education faculty members meet several times per year to review various portions of the undergraduate assessment program. All faculty members participate in the review of applications from candidates for the Teacher Education Program and in the Graduation Portfolio Review. The focus of our review this year was again on the results of the NES EAS and MTLE tests. We found that students struggle most with the basic skills exam even with the adoption of the MN NES EAS – Minnesota National Evaluation Series Essential Academic Skills (formerly MTLE) Basic Skills tests in Reading, Writing, and Math as compared to the content and pedagogy exams. This struggle has been noted as a statewide trend. Although we have seen an increase in scores on average, the exams continue to be a struggle for some candidates. It is important to note that the state

average is somewhat skewed in that it includes both undergraduate programs and masters plus licensure programs from universities across the state.

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

http://www.mtle.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceBasicSkills.html PELSB now allows candidates to waive the EAS tests in Reading, Writing, and Math if they have met a threshold with ACT scores or other national test scores.

Details can be found on the PELSB website: <https://mn.gov/pelsb/aspiring-educators/requirements/>. In the fall of 2017, 79 candidates who were admitted to the Teacher Education Program met this threshold; thus these candidates are not included in the MTLE EAS test results, removing the highest performers from the testing pool. This also results in skewing the test results posted for each institution.

SMSU teacher candidates do well overall on the pedagogy and content tests. Scores for the pedagogy tests range in the 90-100% passage levels. Scores in the content tests have varied by content area. One area of need that was noted in our review was that of subtest 3 for the Elementary Content tests. This area consists of knowledge of science and social science content. Often this content is taken during the candidates' freshman and sophomore years as part of their Liberal Education Program (LEP). To help in this area, education faculty put together a suggested list of courses that Elementary Education candidates could take in their LEP to provide the background knowledge needed. They have also made a more concerted effort to include a review of the content in the teaching methods courses for these areas, to provide a more current review prior to when candidates would take these tests.

As of this past year, the School of Education has aligned the SEPs – Standards of Effective Practice with the university's Liberal Education Plan Student Learning Outcomes. As the NES Essential Academic Skills tests consider reading, writing, and math skills, the assessment of the SEPs and SLOs are related to this content as well. Please find this initial work as an appendix of this report. This work aligned with our preparation for the Board of Teaching Accreditation Site Visit, which occurred in November 2017. SMSU's Institutional Report on Teacher Education and additional accreditation information can be found on our website:

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

A main area of focus in assessment for the 2017-2018 academic year continues to be the capstone for initial licensure, the implementation of the edTPA (Teacher Performance Assessments). The edTPA takes place during the student teaching experience, where teacher candidates write lesson plans for a unit or learning segment, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written commentaries in response to a number of prompts, and these materials are scored based on fifteen rubrics in the areas of Planning, Instruction, and Assessment. The edTPA is required for all initial licensure candidates and is not

required for teachers seeking additional licensures. During the methods year, pre-student teaching candidates do a practice edTPA and submit their practice edTPAs to their university supervisors for review using the local evaluation. In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. During the 2017-2018 academic year, all student teachers were required to submit their edTPA portfolios to Pearson or an external review by a Pearson-trained scorer. Scores were then reported back to the student, SMSU Education, and to the Minnesota Board of Teaching. Should the candidate not pass the edTPA, he or she was remediated by faculty or the Director of Assessment and Accreditation 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.

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

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

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

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

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

- Physical Education Program Goals. A student with a Physical Education major:
- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (National PE Standards 3 & 6)
 - 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources.

- 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (National PE Standards 2)
- 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.
- 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
- 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

Assessment criteria:

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

GPA of majors

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

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

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

Assessment Plan. The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year. The Graduate programs will undergo a review in AY2018.

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

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

CHECK POINT TWO: Per Semester

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

CHECK POINT THREE: Completion of Graduate Program

Master of Science: Education

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

Master of Science: Special Education

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

Masters in PE: Coaching of Sport

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

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

1. Alumni Survey

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

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

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

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

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

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

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

Section IV: [Strategic Plan](#)

The School of Education updated the strategic development plan during the 2014-2015 academic year and again in AY2016 and AY2018. 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 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.

With the addition of the faculty from the Physical Education programs and nine coaches, the School of Education also needed to update the Faculty Requirements for teaching in the various programs within the School of Education. The latest revision is listed here.

**Southwest Minnesota State University
Education Department
Marshall, Minnesota 56258**

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

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

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

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

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

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

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

SMSU Requirements:

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

Associate Member of Graduate Faculty: Associate Member Graduate Faculty shall have a master's/specialist degree and/or professional expertise in an area of specialization. However, a minimum of a Master's Degree is required for all instructors of record. Associate status may be established based on a special expertise. Such special expertise shall be documented and accompanied with a letter of support from the department chair. Associate Member Graduate Faculty may include, but are not limited to, fixed-term or adjunct. They may also have other rights, privileges, and/or limits determined as appropriate by the department. Associate members of the graduate faculty may teach any 500-600 level graduate course and serve on student examining committees in their area of specialization as determined by academic achievement, professional training, and/or experience.

Appendix A -

[Institutional Report for Teacher Education](#)

Appendix B

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

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

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

Data drives our programming. For teacher licensure, we triangulate NES/MTLE test scores, edTPA scores, and portfolio scores as well as surveys to inform us on our programs. We consider the basic skills – reading, writing, and math as well as content and pedagogy for the teacher candidates. It is important to note that with the adoption of Tiered licensure, the NES Essential Academic Skills (EAS) tests are required for Tier IV teacher licensure; our candidates are considered Tier III when they graduate so they are required to take all three tests currently, but do not need to pass them for licensure when completing our program. Also – it is important to note that ACT and other 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.

The School of Education focused on three main areas in during AY2018. These areas included: Teacher Education Program unit approval, undergraduate licensure programs, undergraduate non-licensure programs (Educational Studies, PE non-teaching/Sports Management), and graduate programs (On Campus, Online, and Learning Communities). As we consider the university’s Student Learning Outcomes, the analysis will be specific to the undergraduate studies with particular focus on the Standards of Effective Practice as the data was compiled in the Institutional Report for Teacher Education. In the future, our goals may include mapping the Student Learning Outcomes beyond the education foundation courses, considering the NES/MTLE exams and scores as well as how the SLOs align with the edTPA, which focuses on critical thinking. It may prove valuable to triangulate the data – SEPs/SLOs with scoring in Livetext, NES/MTLEs scores, and edTPA scores.

Attached are several documents supporting our assessment progress, including: Our assessment alignment of the SEPs to the LEP (Liberal Education Program, comparison of the AY2017 to AY2018 MTLE/EAS data, and edTPA scores for the AY2018 for all majors.

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)

LEP SLOs	SLOs	PROGRAM COURSES										CAPSTONE Student Teaching
		ED 101	ED 102	ED 251/ PSYCH 341	SPED 290	ED 312 /SOC2 12	ED 301	ED 423	ED 443/ 444	ED 304 PSTE	EMSP ED MN STDT PROGRAM	
Communicate Effectively	SEP 6	I	I	R	R	R	A	A	A	A	R	A

Creative Thinking	SEP 4	I	I	R		R	A	A	A	A	R	A
	SEP 7	I	I		R		A	A		A	R	A
Critical Thinking	SEP 8	I	I	R	R	R	A	A	A	A	R	A
Physical & Social World	SEP 9	I	I				A	A	A	A	R	A
	SEP10	I	I	R	R	R	A	A	A	A	R	A
Diversity	SEP 2	I	I	R			A	A	A	A	R	A
	SEP 3	I	I		R	R	A	A		A	R	A
Moral Reasoning	SEP 9	I	I		R		A	A	A	A	R	A
Civic Engagement	SEP 5	I			I		A	A		A	R	A
	SEP 10	I	I	R	R	R	A	A	A	A	R	A

KEY: 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	Review of results by faculty teaching the course, reports	Changes made to SMSU Lesson Plan Template,

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

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

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
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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	# 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

edTPA Scores - all Majors

Elementary Literacy (03/12-Present)	54	3.6
Elementary Literacy (03/12-Present)	36	2.4
Elementary Literacy (03/12-Present)	52	3.5
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	40	2.7
Elementary Literacy (03/12-Present)	39	2.6
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	55	3.7
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	40	2.7
Elementary Literacy (03/12-Present)	53	3.5
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	39	2.6
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	49	3.3
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	60	4.0
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	41	2.7

Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	59	3.9
Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	53	3.5
Elementary Literacy (03/12-Present)	43	2.9
Elementary Math (03/12-Present)	47	3.1
Elementary Math (03/12-Present)	52	3.5
Elementary Math (03/12-Present)	47	3.1
Elementary Math (03/12-Present)	59	3.9
K-12 Phys Ed (03/12-Present)	35	2.3
K-12 Phys Ed (03/12-Present)	49	3.3
K-12 Phys Ed (03/12-Present)	42	2.8
K-12 Phys Ed (03/12-Present)	36	2.4
Secondary ELA (03/12-Present)	53	3.5
Secondary HSS (03/12-Present)	45	3.0
Secondary HSS (03/12-Present)	52	3.5
Secondary Math (03/12-Present)	47	3.1
Special Education (03/12-Present)	34	2.3
Special Education (03/12-Present)	44	2.9
Special Education (03/12-Present)	41	2.7
Special Education (03/12-Present)	47	3.1
Special Education (03/12-Present)	40	2.7
Special Education (03/12-Present)	43	2.9
Special Education (03/12-Present)	46	3.1

Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	40	2.7
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	49	3.3
Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	53	3.5
Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	49	3.3
Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	44	2.9

Average from 2016-2017	45.55
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Average from 2015-2016	40.89
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Average from 2014-2015	38.79
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(Continued)

DEPARTMENT of MANAGEMENT & MARKETING
ANNUAL REPORT
2017-2018 ACADEMIC YEAR

Report Authored By:

Douglas L. Simon

Chair of Department of Management & Marketing

Department Faculty Members:

Dr. Doug Simon, Management
Prof. Deb Buerkley, Management
Dr. Stacy Ball-Elias, Management
Prof. Kathy Schaefer, Management
Dr. Ken Chukwuba, Management
Dr. Mike Rich, Marketing
Dr. Denise Gochenouer, Marketing

Prepared:
June 15, 2018

MANAGEMENT AND MARKETING DEPARTMENT

ANNUAL REPORT

2016-2017 ACADEMIC YEAR

Section 1: Description of Department

The Department of Management and Marketing at Southwest Minnesota State University (SMSU) became a recognized department on July 1, 2016. From July 1, 2012 to July 1, 2016, the Management and Marketing Programs held separate departmental status. Prior to July 1, 2012, the Marketing and Management Programs belonged to the Department of Business and Public Affairs. Since July 1, 2012, both programs have been organizationally aligned with the School of Business and Public Affairs.

The Department of Management and Marketing has its own department chair who earns four credit hours of release time to perform departmental duties. In addition to the department chair, who carries a full teaching load, the Department is served by four additional full-time faculty members and two phased retirement faculty members whose areas of expertise are in the fields of Management and Marketing.

SMSU's Department of Management and Marketing offers programs that align with SMSU's Mission Statement. Through internships, applied research and updated curricula, students who major in the Department's academic programs engage in practical professional development. In relation to SMSU's well-designed Liberal Education Program (LEP), our students not only acquire and use the disciplinary knowledge of their chosen majors, minors, and concentrations, but they integrate the comprehensive perspectives of the Minnesota Transfer Curriculum (MTC) into their programs of study. Faculty and students in our departmental programs utilize an assessment system to achieve program goals, measure student-learning outcomes, evaluate areas of needed improvement and utilize the process to advance ourselves further.

In relation to outreach, the Department of Management and Marketing serve various student populations, to include undergraduate and graduate and on and off campus. With the latter, the Management Program has a strong entrepreneurial tradition in relation to the form, variety and geographic delivery of its program. For instance, the Office of Extended Learning and Academic Outreach has allowed the Management Program to establish formal relationships with many of the two-year community and technical colleges within the Minnesota State system. The following schools are those in which formal articulation agreements are in place: Mesabi Community College, MSCTC Detroit Lakes, MSCTC Wadena, MSCTC Brainerd, Alexandria Technical College, Pine County Technical College, Ridgewater Willmar, Ridgewater Hutchinson, MnWest, St. Cloud Technical College, South Central North Mankato, South Central Faribault, Riverland, Century, Dakota Tech and Inver Hills.

The Management Program offered the following majors, concentrations, and minors in the 2017-2018 academic year:

- Bachelor of Science, Management
 - General Management Concentration
 - Human Resource Management Concentration
 - International Management Concentration
 - Supply Chain Management Concentration

- Bachelor of Applied Science, Management

- The Management Program offers the following minors:
 - Management
 - Human Resource Management
 - Supply Chain Management

The Marketing Program offered the following majors, concentration, and minors in the 2016-2017 academic year:

- Bachelor of Science, Marketing

- Bachelor of Applied Science, Marketing

- Minor, Marketing

Section 2: Quantitative Information

Management Program

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the www.smsu.edu Web site.)

Using the latest descriptive information posted to the “Data Management and Institutional Research Department” link at the SMSU Web site, the number of Management majors enrolled during each term of the 2017—2018 academic year is as follows:

Term	# of Management Majors
Fall 2017	234
Spring 2018	170
Summer 2018	53

The number of Management Majors has decreased in the current academic year, and this is consistent with general downturn in enrollment since Fall 2010. From Fall 2010 (where there was 401 majors) to Fall 2017 (with 234 majors) there was a total cumulative reduction of 167

majors). The reduction in majors reflects a downturn in distance learning enrollment and an indicator of staffing shortages and turnover.

In total, 44 students graduated with a Bachelor of Science degree in Management in the 2017—18 academic year and 7 students graduated with the Bachelor of Applied Science. The head-count in the Management courses by term during the 2017—2018 academic year is as follows:

Term	Student Head-Count
Fall 2017	455
Spring 2018	465
Summer 2018	75

During the 2017—18 academic year, 50 Management courses were offered; those numbers are as follows:

Term	Management Courses Offered
Fall 2017	23
Spring 2018	22
Summer 2017	5

Marketing Program

(Source: Data Management and Institutional Research Department information posted to “Administration” link at the www.smsu.edu Web site.)

Using the latest descriptive information posted to the “Data Management and Institutional Research Department” link at the SMSU Web site, the number of Marketing majors enrolled during each term of the 2017—2018 academic year is as follows:

Term	# of Marketing Majors
Fall 2017	86
Spring 2018	69
Summer 2018	21

The number of Marketing Majors has declined since 2013, observing a decrease from 106 enrolled majors in Fall 2013 to 70 in Fall 2018 (a decrease of 36 students).

In total, 21 students graduated with a Bachelor of Science degree in Marketing in the 2017-18 academic year. The head-count in the Marketing courses by term during the 2017-2018 academic year is as follows:

Term	Student Head-Count
Fall 2017	201
Spring 2018	184
Summer 2018	35

During the 2017—18 academic year, 19 Marketing courses were offered; those numbers by term are as follows:

Term	Marketing Courses Offered
Fall 2017	9
Spring 2018	7
Summer 2018	3

Section 3: Qualitative Activities and Accomplishments

During the 2017-2018 academic year, the Management and Marketing programs realized a number of significant accomplishments. These accomplishments are described in the following sections of this report.

Faculty Engagement, Recruitment and Retention of Majors

Throughout each academic and fiscal year, SMSU’s Department of Management and Marketing actively participated in the recruitment and retention of students in our programs. Evidence of our efforts include:

- Fall Semester *Career Expo Event* in the R/A Facility
- Fall Semester *Connecting Campuses and Colleagues Program*
- October *Mustang Days*
- Fall and Spring Semester All-Day Advising
- November – *A Day at SMSU*
- *Prospective Student Visit Day & SMSU Hawaiian Night*
- *Admitted Student Days* – Fall and Spring Semesters
- Junior Visit Day at SMSU

- April, June, July, August, December and January *Registration Days*
- Attendance at Casino Night
- Sam Walton Fellows for SMSU ENACTUS
- External recruiting by Heather Rickgarn with the Twin Cities Metro Schools
- Telephone recruitment by Heather Rickgarn on behalf of the Department

Faculty Engagement in Academic Advising

Throughout each academic and fiscal year, SMSU’s Department of Management and Marketing actively advised the students in our programs.

There is overlap between our retention efforts and academic advising. Evidence of our efforts include:

- Fall and Spring Semester All-Day Advising.
- April, June, July, August, December and January *Registration Days*.
- SMSU’s Department of Management and Marketing has completed first drafts of 4-year program-of-study guides for its majors.
- Active review of DARS Degree Checks.
- Completion of the Mustang Advising Plan (MAPS) for each major and associated concentration.
- Adoption of MGMT 101 Introduction to Business as a required introductory course for matriculating freshman. This course is designed to assist with advising of students and persistence.

Faculty Engagement in Student Success

In the 2016-2017 academic year, the faculty and staff in SMSU’s Department of Management and Marketing actively promoted opportunities for student success in a variety of ways. Some notable co-curricular examples of our efforts include:

- Southwest Marketing Advisory Center (SMAC). The mission of this student-centered organization is to “service the marketing and research needs of Southwest Minnesota, while giving ‘real-world’ experiences to undergraduate and graduate level student employees.”¹ This is an exemplary organization and a model on how to enhance the skills of students to meet the challenging demands of business and industry.

SMSU ENACTUS. This organization is a 501(c)(3) that is anchored in the Management Program. Enactus, formally known as Students In Free Enterprise (SIFE), is one of the largest clubs on campus and the beneficiary of a one million dollar endowment from the Schwan Food Corporation. An excerpt of the mission of Enactus as stated on their website explains the focus of the organization: “A community of student, academic and

¹ Southwest Minnesota State University (2014). *I Am SMSU: 2014 Self-Study, Prepared for the Higher Learning Commission*. Marshall, MN. Retrieved January 3, 2016. (https://www.smsu.edu/resources/webspaces/administration/hlc/SMSU_SelfStudyReport_10-14.pdf).

business leaders committed to using the power of entrepreneurial action to transform lives and shape a better more sustainable world." Every year 30-40 students participate in a variety of local and international projects to gain hands-on experience and to create sustainable improvements in the welfare of others. Club membership is quite diverse, with members from areas such as graphic arts, sports management, education, theatre, and of course business majors.

Enactus has a local and global reach. For instance, in the Marshall, Minnesota, area the students developed a project called conSEATable. The design of the project is to collect used and unsafe expired children's car seats from the Midwest and transport them to Marshall, MN where they are disassembled by individuals who are developmentally disabled. Once disassembled, the materials are sold to a vendor who recycles the materials into a number of goods. The students, to create efficiencies in the supply chain, developed a smart phone app that calculates the most efficient transportation route to collect these car seats. For its global reach, in 2017 and 2018, the students traveled to Haiti to work with a village that has systemic outbreaks of cholera and water borne diseases. The student worked with a non-profit to send a water filtration system to the village; and moreover, to develop a business to sell purified water to neighboring communities. The project name is Bring Your Own Jug (BYOJ), and it is designed so that water is transported on a motor cycle with a 50-gallon jug on the back. The point of sale is at the residence of the customer with the Haitian entrepreneur filling the water jugs of the customer. This method prevents further water bottle pollution that plagues Haiti.

In 2018, students placed in the top 30 clubs in the United States out of the 500+ clubs that participate in national Enactus-sponsored competition. In 2016, students from SMSU placed among the top 8 clubs. Dr. Doug Simon and Professor Kathy Schaefer serve as the Sam Walton Fellows.

- American Marketing Association (AMA). The AMA is a professional organization that promotes the leading perspectives on marketing excellence. The SMSU AMA is a collegiate chapter that permits students to access a number of benefits that AMA offers, like career resources, professional development, and experiential learning. Dr. Denise Gochenouer is the advisor to the AMA chapter.
- Human Resources Club. The club introduces, encourages, and reinforces the importance of Human Resources (HR) to its members. The club allows students the opportunity to become a Society of Human Resources student member, which provides access to helpful research and outreach opportunities. The club engages in volunteer work on campus through mock interviews, resume building workshops, and a professional clothing seminar. Additionally, the club assisted the community through one-on-one consulting of HR practices and fundamentals throughout the academic year. Club members attended the annual MN SHRM conference in Duluth, Minnesota, along with several hundred practicing human resource professionals.
- DECA. SMSU DECA chapter promotes, through competition the preparation, an emergence of new business leaders and entrepreneurs. Through Dr. Chukwuba's

leadership, the SMSU DECA team participated and performed well at the DECA National Conference in Washington D.C.

Section 4: Faculty Achievements and Service

Teaching and Learning

The faculty members in the Department of Management and Marketing are active in the pursuit of excellence in teaching and learning. The Department's faculty members attend industry conferences, keeping current on industry matters. These conferences are valuable and provide relevant and real time examples to incorporate into the classroom allowing for enhanced student learning. Department faculty members engage in research through the examination of industry publications, membership in industry organizations and by staying current in management and marketing topics. Faculty members supervise internships, and independent studies, as well as mentoring opportunities for students.

Scholarly and Creative Activity

Dr. Kenneth Chukwuba began writing a book titled *Effects of Transformational Leadership on Job Satisfaction*. In addition, Dr. Chukwuba published a research paper titled *Strategy Management: Strategic Leadership in Business Organizations*. Finally, Dr. Chukwuba completed two research papers titled *Strategic Management and Policy: Six Ways Fortune 500 CEOs Can Boost Their Organizational Performance in the 21st Century*, and *Management in Human and Societal Development: Images of Organization Analysis*.

Dr. Denise Gochenouer has achieved the following accomplishments in this area:

- Presented at the MMA (Marketing Management Association) conference, Pittsburg, PA on “*It’s bigger on the inside: small but mighty marketing department strategies*” a small program.
- Presented “*An exploration of Body Art in Retail Advertising*” at a conference in the London
- Published “*An exploration of Body Art in Retail Advertising,*” (2017) V 11(4) *Journal of Marketing Development and Competitiveness*

Professional Development

Faculty members in the Department of Management and Marketing used their contractual travel funds to travel to professional and industry meetings and conferences, to maintain their memberships in professional associations, and to purchase research materials for ongoing study.

Professor Schaefer attended a conference held by the Council of Supply Chain Management Professionals with students in April 2018.

Adjunct Professor Rickgarn attended a conference held by the Society of Human Resource Management with students in October, 2017. She also attended and spoke at a conference held by the Minnesota Chapter of American Association of Healthcare Administration Management (AAHAM) in November, 2017 and the Wisconsin Chapter of AAHAM in May 2017.

Douglas Simon attended two conferences/training programs in the 2017-2018 academic year: They are as follows:

- The Judge Advocate General’s World Wide Continuing Legal Education Conference in Charlottesville, VA. The event was in September 2017.
- The Equipment Leasing Financing Association (ELFA) Legal Forum held in Washington D.C. This continuing legal education (CLE) event highlighted industry trends and updates on Article 2A and Article 9 of the UCC. This event was held in May 2017.

Dr. Kenneth Chukwuba presented a paper at the Annual Joint Meeting of Academic Business World International Conference and International Conference on Learning and Administration in Higher Education in Nashville, TN in May of 2017. The topic Dr. Chukwuba presented was “The Effects of Transformational Leadership on Job Satisfaction.”

Dr. Kenneth Chukwuba attended the New Directions in IT Education Conference held at Winona State University in May of 2017. The theme for the conference was “Building Bridges between Academia and Industry.”

Service to Students

Members of the Department are actively engaged with students and student organizations in the following ways:

- Dr. Stacy Ball-Elias and adjunct professor Heather Rickgarn are the acting advisors to the campus chapter of SHRM.
- Dr. Stacy Ball-Elias directs undergraduate and graduate student community service projects.
- Dr. Stacy Ball-Elias mentors SMSU students who are involved in human resource internships throughout the region. This did not occur this year because of Dr. Ball’s sabbatical.
- Professor Kathy Schaefer and Dr. Doug Simon serve as the Sam Walton Fellows for ENACTUS.
- Professor Schaefer traveled with students to Bloomington, MN, to attend the annual CSCMP Professional Development Conference.
- Dr. Chukwuba served as a Proctor for Collegiate DECA at National and International. In that role, he traveled with students to Minneapolis, MN, and Anaheim California for the Collegiate DECA Conferences.

Services to the University and Community

Professor Heather Rickgarn updated course outlines for the following courses:

- MGMT 310: Readings in Management
- MGMT 350: Human Resource Management
- MGMT 451: Training and Development
- MGMT 453: Compensation and Benefits
- MGMT 460: Leadership and Team Management

In addition, Professor Heather Rickgarn provided the following service or contributions:

- Volunteered in Fall 2017 with Disability Services to ensure continuity of services for students
- Served as a member of the Management Position Search Committee
- Serves as a member of both the National and Minnesota Chapters for AAHAM
- Serves as a member of both the National and Minnesota Chapters for SHRM
- Serves as a board member of the Minnesota Chapter for AAHAM
- Serves as a board member, acting Secretary, and Human Resources liaison for Hope Harbor in Marshall
- Serves as a board member for Camp Love's Embrace (a grief camp for children)
- Serves as an active member of the Yarnsters Community Group (donating handmade items to local hospitals and charities)

Professor Kathy Schaefer provided this service to the university and community:

- Member, Academic Appeals Committee
- Member, Grade Appeals Committee
- Member, Transfer Pathways Committee representing the SMSU Management Program
- Member, Three Management Position Search Committees
- Member, Scholarship Application Review Committee.
- AHA Team for Moral and Ethical Reasoning
- Southwest Minnesota Arts Council Grant Panel

Dr. Douglas Simon provided these services to the university and community:

- Douglas Simon holds the rank of colonel with the Minnesota National Guard. With this promotion, Douglas Simon became the State Staff Judge Advocate for the State of Minnesota, a position that is responsible for policy and administration of the Minnesota Judge Advocate Corp, comprising of both Army and Air Force National Guard Judge Advocates. In relation to personnel, there are approximately 35 judge advocates and 30 paralegals that comprise the Minnesota Judge Advocate Corp. The State Judge Advocate also serves as the primary legal advisor to The Adjutant General (TAG), currently held by Major General Jon Jensen, who serves as the executive officer of the Department of Military Affairs (otherwise referred to as the Minnesota National Guard).
- Dr. Doug Simon serves on the SMSU Executive Committee. With that position, he serves as voting member of the IFO statewide Governmental Relations Committee.
- Dr. Doug Simon in his military capacity served as the lead attorney for the Minnesota National Guard for security operations during Super Bowl 52. Super Bowl 52 was a

National Security Special Event (NSSE) in terms of domestic operations. In so doing, he led the drafting of the Rules for the Use of Force (RUF), assisted with the training of approximately 500 Soldiers over the course of two months, and provided legal advice on intelligence oversight before and during Super Bowl 52.

- Dr. Jeanetta Chrystie's service to the department and university is exemplary. In times of significant staffing shortages, Dr. Chrystie agreed to a fixed term contract for the 2017-2018 academic year teaching exclusively online courses. Without Dr. Chrystie, it would have been extremely difficult for the Department to offer essential courses for its students.
- Dr. Denise Gochenouer assumed the arduous undertaking this past year with responsibilities that included the oversight and stewardship of the Marketing program, MBA program, Southwest Marketing Advisory Center (SMAC), American Marketing Association Collegiate (AMA), SBDC consulting, Capsol Jamaica - bank director and she chaired the Faculty Improvement Committee.

Section 5: Assessment

Department members have convened on numerous occasions to work on the Department's assessment plans. The assessment plans have undergone numerous revisions, tear downs, and rebuilds since the work on this project first began. The programs have worked to develop a course map, plan for assessment, and a process to inform decision-making in relation to student learning outcome measures.

Section 6: Five-Year Plan

As the Department reviews its courses and continues to offer its programs, the programs are committed to considering strategic initiatives that will emphasize recruitment, retention, and graduation. Long-term partnerships with the two-year institutions need strengthening and renewal in order to maintain a robust 2+2 program.



DEPARTMENT OF NURSING
2017-18 ACADEMIC YEAR ANNUAL REPORT

Submitted by Dr. Laurie Johansen

Date: 5-31-18

Introduction

The 2017-18 Department of Nursing Annual report provides a means to describe the activities, successes, and encounters of the Department of Nursing. The academic year of 2017-18 presents the fifth 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 curriculum, aspects of rural nursing flow through the course content. Students come to the program with real-world experiences and pre-existing abilities that are foundational for their learning in and out the classroom. 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, several major activities added to the continued development and growth of the RN to BSN Program. Changes in admission criteria for nursing students, increased collaboration with Minnesota West Community and Technical College, and a change in the co-requisite statistics requirement for the nursing curriculum were among many exciting developments in the Department of Nursing that will be highlighted in this report.

Rigorous recruitment efforts have continued, with ever-increasing enrollments being experienced in the RN to BSN Program. Enrollment numbers have grown from:

- 37 nursing students, in the Spring of 2015, being enrolled in SMSU courses
- 72 nursing students, in the Spring of 2016, being enrolled in SMSU courses
- 81 nursing students, in the Spring of 2017, being enrolled in SMSU courses
- 100 nursing students, in the Spring of 2018, being enrolled in SMSU courses

With this continued growth of the RN to BSN Program, we are also very proud to have 84 SMSU alumni from the RN to BSN Program.

Section I – Description of Department

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.

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

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) Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families
- 4) Demonstrate the ability to apply scientific method to a public health concern
- 5) Analyze evidence related to pathophysiology to promote patient safety and quality outcomes
- 6) Utilize evidence based resources in the community assessment process and propose patient-centered health teaching interventions
- 7) Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders
- 8) Evaluate evidence based practices for integration into nursing practice
- 9) Apply theory, research findings, clinical reasoning, and evidence to address common situations in quality improvement leadership
- 10) Demonstrate skills and knowledge of health assessment through a comprehensive health assessment
- 11) Apply theory, research findings, and evidence to address common situations in health care system leadership
- 12) Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities

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

Faculty members in the Department of Nursing:

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

Dr. Nancyruth Leibold is the fulltime faculty member for the Department of Nursing. 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.

Dr. Ruth Van Heukelom is the adjunct faculty member for the Department of Nursing. Dr. Van Heukelom has been practicing nursing since 1975, keeping current with nursing practice through many venues, including teaching nursing assistant courses in her community, working with the Certification Center at the University of Iowa, and as an adjunct instructor for Minnesota West Community and Technical College. As a key SMSU adjunct instructor, Dr. Van Heukelom's areas of expertise include gerontology, wound and ostomy care, and professional nursing.

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 three years. Her expertise in administrative and clerical support, and growth in understanding the profession of nursing, significantly adds to the quality program provided to students in the RN to BSN Program.

Section II – Current Year's Activities

A) Teaching and Learning

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

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

NURS 440 Organizational and System Leadership (3 cr)

NURS 450 Public/Community Health Clinical Experience (3 cr)

The need for increased offerings of NURS courses has transpired as more nursing students are enrolled in the RN to BSN Program. Students enrolled in the RN to BSN Program are offered flexible options to complete the nursing program, with some students taking one course at a time, while others taking courses at a full time basis. All NURS courses, with the exceptions of the two elective courses, are now offered twice an academic year, dependent on adequate numbers of enrolled students, to meet the needs of nursing students in the RN to BSN Program.

NURS course collaboration with other SMSU departments – through communication with advisors from other SMSU departments, it became evident that the ability for students in other majors, such as Exercise Science, would benefit from the option to take NURS 375 – Pathophysiology, as they prepared for graduate school. Thus, the NURS 375 course was revised to create course content that would meet the needs of non-nursing students taking the course. The opportunity for non-nursing students to take NURS 375 has now been utilized by eight students.

Collaboration with Department of Education – through collaborative efforts with the Department of Education, in the Health Educator Offerings, Dr. Leibold has created the HLTH 340 – School Health and Sexuality and HLTH 370 – Community Health and Health Promotion. Dr. Leibold's expertise creating, and teaching, these courses will benefit the Department of Education in their state licensure needs.

Faculty participation in opportunities to improve teaching and learning:

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
Meaningful Mentorship – Southwest Minnesota Nursing Honor Society	1 hour	11-14-17
The Campaign for Action: Leading the Way in Engaging Nursing to Improve Health – AACN	1 hour	1-5-17
Evidence-Based Strategies for Achieving Optimal Wellness While Balancing the Faculty Role – AACN	1 hour	1-10-17
Understanding Substance Use Disorder in Nursing – National Council of State Boards of Nursing	4 hours	2-27-17
Health Educator Conference: Engage in the Future of Nursing Education - - Minnesota AD/PN Leadership Group	5.5 hours	4-6-17
Virtual Environments to Facilitate Active Learning – AACN	1 hour	5-16-17
A Nurse’s Guide to Preventing Compassion Fatigue, Moral Distress, and Burnout – ANA	1.90 hours	5-10-17
Leading Successful Virtual Faculty Teams – AACN	1 hour	6-5-17
Webinar: How to Protect Your RN License – ANA	1.5 hrs	6-7-17
Online Module: Understanding Substance Use Disorder in Nursing, National Council of State Boards of Nursing (NCSBN) Learning Extension	4 hrs	6-12-17
SMSU 2 nd Annual Distance Education Professional Development Event – MNWest/SMSU in Granite Falls	3.75 hrs	8-14-17
SMSU Professional Development and Assessment Day	8 hrs	8-15-17
UND Nursing Dissertation Defense: Inner Strength in Mothers of Children with Autism Spectrum Disorders: Oral Histories” by Jennifer Steinberg	1 hr	9-28-17
SMSU Professional Development Day, including Safe Space Train the Trainer with Eva Wood 4 hours	4 hrs	1-4-18
National Council of State Boards of Nursing – Nurse Practice Act – Minnesota Course Completion	2 hrs	1-20-18
National Council of State Boards of Nursing – Professional Accountability & Legal Liability for Nurses Course Completion	4.6 hrs	1-20-18
Webinar: Design Thinking in Nursing Education, by AACN	1 hr	1-31-18

Webinar: 2018 LANP-Overview and Application Information, by AACN	1 hr	2-1-18
SMSU Assessment Day	8.5 hrs	2-2-18
Compassion Fatigue and Rural Nursing	1 hr	2-12-18
STAR Symposium 2018	7.5 hr	2-13-18
Lecture Capture Classroom training, by Scott Haken	1 hr	2-27-18
Webinar: Emerging Technology and Its Impact on Nursing Practice, by American Nurses Association	1 hr	5-19-18

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

Education/Nursing Education Faculty Development

Title of Faculty Development	Contact Hours (if awarded)	Date
Readiness for Practice: What does that Mean and How do We Get There		April 26, 2018
Teaching to Context: A Story-Based Approach		April 26, 2018
Minnesota Health Educators Conference	4.5	April 18-20, 2018
How Public/Community Health Virtual Clinical Experiences Enhance Clinical Reasoning		March 20, 2018
Lippincott Product Webinar		
Minnesota Quality Matters Master Reviewer Recertification		February 22, 2018
Shadow Health Virtual Simulation Health Assessment Faculty Orientation Training		February 21, 2018
ARISE: Augmented Reality Integrated Simulation Education MSHEP	1.5	February 21, 2018
STAR Symposium		February 9, 2018
A New Era for Academic Nursing: From Concept to Action	1.0	1/10/2018
Faculty Development Day		1/4/2018
Virtual Simulation: Past, Present, and Beyond	1.0	12/6/2017
CCNE Accreditation: A Dialogue about Expectations for Clinical Practice Experiences	1.0	10/3/2017
Feel the Surge? Using Simulation to Birth RN's into the Obstetric Specialty	1.0	9/27/2017

Minnesota Simulation for Healthcare Education Partnerships		
CCNE Accreditation: Understanding Standard IV & the Collection and Reporting of Key Data.	1.0	9/19/2017
The Use of Unfolding OB Case while impacting Multi-modalities Minnesota Simulation for Healthcare Education Partnerships	1.5	9/11/2017
Faculty Development Day		August 15, 2017
2 nd Annual Faculty Development Day		August 14, 2017
Mn eLearning Summit	11	August 3, 4, 2017
University of Wisconsin-Madison Distance Learning Conference		July 25-27, 2017
Grant Writing for Education	1 hour, 57 minutes	July 19, 2017
Educational Technology for student success	1 hour, 6 minutes	July 2, 2017
Teaching Techniques: Project Based Learning	41 minutes	July 2, 2017
Coaching and Developing	1 hour 5 minutes	July 2, 2017
Virtual Reality Foundations	35 minutes	July 2, 2017
Measuring BSN Competencies in Public and Population Health	1.0	May 25, 2017
Quality Matters Master Reviewer Recertification		May 17, 2017
Quality Matters		
Virtual Environments to Facilitate Active Learning	1.0	May 16, 2017
American Association of Colleges of Nursing		

- Earned Advanced Holistic Nurse Board Certification, American Holistic Nurse Association (AHN-BC)
- Maintained Usui Reiki Master/Teacher
- Maintained National Board Certification as Nurse Educator, National League for Nursing (CNE)
- Certified Master Reviewer, Quality Matters—Renewed in January 2018. Minnesota
- Certified Master Reviewer, Quality Matters—Renewed in June 2018. National Level

B) Scholarly/Creative Activity

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

Peer Reviewed Poster Presentations

Date	Author(s)	Title	Conference
4-12-18	Laurie Johansen, PhD	Rural Nurse's Personal and Professional Goals – Wages, Work Hours, or Job Stability?	Western Institute of Nursing 51 st Annual Communicating Nursing Research Conference – Spokane, WA
4-12-18	Laurie Johansen, PhD	Rural Nurse's Commuting Experiences: Challenges and Benefits	Western Institute of Nursing 51 st Annual Communicating Nursing Research Conference – Spokane, WA

Poster Presentations

Date	Author(s)	Title	Conference
2-2-18	Nancyruth Leibold, EdD & Laurie Johansen, PhD	Is there a nurse in the house? RN to BSN program assessment.	SMSU Faculty Assessment Day
2-2-18	Nancyruth Leibold, EdD & Laurie Johansen, PhD	LEP Assessment of Written Communication and Critical Thinking in the RN to BSN Program	SMSU Faculty Assessment Day

Invited Webinar Presentation

Date	Presenter	Title	Organization
11-13-17	Laurie Johansen, PhD	Rural Populations and Rural Nursing	Southwest Minnesota Nursing Honor Society

Invited Presentation

Date	Presenter	Title	Organization
4-19-18	Laurie Johansen, PhD	Rural Nurse's Decisions to Commute for Employment – What Nurse Educators Need to Know	2018 Health Educator's Conference – Willmar, MN

3-22-18	Laurie Johansen, PhD	Rural Nursing and Rural Populations	Ridgewater College – Hutchinson, MN
3-21-18	Laurie Johansen, PhD	Rural Nurses: Driving for Dollars?	Southwest Minnesota Nursing Honor Society - 2018 Summit
10-26-17	Laurie Johansen, PhD	Rural Nursing and Rural Populations	Ridgewater College – Hutchinson, MN

Book Chapters

Book	Author(s)	Chapter title
Rural Nursing: Concepts, Theory, and Practice (5 th ed.)	Laurie Johansen, PhD	Experiences of Nurses Living in Rural Communities Who Commute for Employment
Rural Nursing: Concepts, Theory, and Practice (5 th ed.)	Heidi Mennenga, PhD Becka Foerster, MS Lori Hendrickx, EdD Laurie Johansen, PhD	Development of Psychometric Evaluation of the Rural Knowledge Scale
Rural Nursing: Concepts, Theory, and Practice (5 th ed.)	Heidi Mennenga, PhD Lori Hendrickx, EdD Laurie Johansen, PhD	Clinical Placements in Rural Hospitals: Expanding Nursing Student's Knowledge, Skills, and Attitudes toward Rural Healthcare

Accreditation Reports

Date	Agency	Report
12-1-17	Commission on Collegiate Nursing Education (CCNE)	CCNE Continuous Improvement Progress Report (CIPR) – 1) Program Information Form Baccalaureate & Graduate Nursing Programs 2) Continuous Improvement Progress Report: Standards for Accreditation of Baccalaureate and Graduate Nursing Program 3) Appendix to CIPR
10-31-17	American Association of Colleges of Nursing (AACN)	2017 AACN Annual Report
3-31-18	CCNE	CCNE Substantive Change Report to CCNE following major curricular change in RN to BSN Program

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

Executive Operation of Southwest Minnesota Nurse Honor Society

PUBLICATIONS

Peer Reviewed

*Schwarz, L. M. & **Leibold, N.** (2017). Recognizing incivility in nursing: Does education make a difference? *Creative Nursing*, 23(4), 232-241. doi: 10.1891/1078-4535.23

Leibold, N. & Schwarz, L. (2017). Self-care for the eEducator! Publication from Minnesota eLearning Summit 2017. Creative Commons. University of Minnesota Libraries. *Proceedings from 2017 Minnesota e-learning Summit, Minneapolis, MN*. Available at <http://pubs.lib.umn.edu/minnesota-elearning-summit/2017/program/27/>

Schwarz, L. & **Leibold, N.** (2017). Reflective learning through discussion self-grading. Publication from Minnesota eLearning Summit 2017. Creative Commons. University of Minnesota Libraries. *Proceedings from 2017 Minnesota e-learning Summit, Minneapolis, MN*. Available at <http://pubs.lib.umn.edu/minnesota-elearning-summit/2017/program/28/>

Schwarz, L. & **Leibold, N.** (2017). *Engaging the Learner in Self-Assessment of Online Discussions*. Proceedings from 2017 Distance Teaching and Learning Conference. Madison, WI

Books

Leibold, N. (in press). *The praxis of critical thinking in nursing*. St. Paul, MN: Nanza Publications.

Book Chapters

Leibold, N. & Schwarz, L. M. (2018). The Use of Social Marketing in Population Health Nursing. In M. Bemker & T. Ralyea (Eds.). *Population Health and Its Integration into Advanced Nursing Practice*. Lancaster, PA: DEStech Publications, Inc.

Schwarz, L. M. & **Leibold, N.** (2018). Integration of Population Health to Advanced Nursing Care. In M. Bemker & T. Ralyea (Eds.). *Population Health and Its Integration into Advanced Nursing Practice*. Lancaster, PA: DEStech Publications, Inc.

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

Leibold, N. (2018). Mindfulness for stress reduction. Edition 1.0. Retrieve at <https://www.softchalkcloud.com/lesson/serve/Z1XB4dnt3TvOeE/html>

Leibold, N. (2018). Introduction to epidemiology. Edition 1.0. Retrieve at <https://softchalkcloud.com/lesson/serve/tOx7sLWTFEQ5P3/html>

- Leibold, N. (2018). Writing lab: An introduction to APA format. Edition 3.0. Retrieve at <https://www.softchalkcloud.com/lesson/serve/iwd87TEScX3r42/html>
- Leibold, N. (2018). Conflict and Conflict Management Styles in Nursing. Edition 2.0 Retrieve at <https://www.softchalkcloud.com/lesson/serve/9mlAyVhPfbL3DX/html>
- Leibold, N. (2018). Conflict Management for Nurses. Edition 2.0. Retrieve at <https://www.softchalkcloud.com/lesson/serve/P6YdEIAFtVlkow/html>
- Leibold, N. (2018). An introduction to assumptions in nursing. (Note: also published at MERLOT II) [Video Publication]. Retrieved from <https://screencast-o-matic.com/watch/cFV1F2o1ch>
- Leibold, N. (2018). Assumptions and evidence-based practice in nursing. (Note: also published at MERLOT II) [Video Publication]. Retrieved from <https://screencast-o-matic.com/watch/cFVfrfofr6>
- Leibold, N. (2017). How to write paragraph summaries of nursing research studies for your review of literature section of the evidence-based paper 3.0. (Note: also published at MERLOT II) (Storybird Software Online Book). Retrieve at <http://storybird.com/books/how-to-write-paragraph-summaries-of-nursing-resear/?token=fj48q535rr>
- Schwarz, L. & Leibold, N. (2017). Empowering learners through online discussion self-grading. *Online Classroom*, 17(11), 1, 6-7. (invited publication)
- Leibold, N. & Schwarz, L. (2017). Escape the ordinary: Virtual simulated experiences in nursing education. *Minnesota Simulation for Healthcare Education Partnerships*. Newsletter, Fall 2017(7), 4-5. (invited publication)
- Leibold, N. (2017). Nurse Scholar Café Website 4.0. (Creator, Director, and Editor) (Note: also published at MERLOT) This website includes a variety of resources and information in nursing and nursing education. Revised (4th edition). Retrieve at nursescholarcafe.com
- Southwest Minnesota Nursing Honor Society. (2017). Honor Society Website 2.0. (Creator and Editor). This website is a website with information about the Southwest Minnesota Nursing Honor Society. Revised (2nd edition). Retrieve at <http://www.southwestmnnursinghonorssociety.com/>
- Leibold, N. (2017). Conflict management for nurses: A virtual simulation. [virtual simulation]. (2nd ed.). Retrieved at <https://www.softchalkcloud.com/lesson/serve/HyNIMiFSTh3Y8g/html>
- Leibold, N. (2017). Module 4: Conflict Management for Nurses Pre-Simulation Briefing 2.0. [SoftChalk Module]. (2nd ed.). Retrieved at <https://softchalkcloud.com/lesson/serve/Nm05DVzahnwFy6d/html>
- Leibold, N. (2017). The difference between citations and references. [animated video]. (Note: also published at MERLOT) Retrieved at https://wideo.co/view/9914661500755243891?utm_source=CopyPaste&utm_medium=share&utm_campaign=editor

PRESENTATIONS [*data-based]

Invited

Leibold, N. (2017). *Online Teaching and Learning*. Presented at two different breakout sessions at the Professional Development Day, Southwest Minnesota State University, Marshall, MN, August 15, 2017.

National:

*Schwarz, L. & **Leibold, N.** (2017). *Engaging the Learner in Self-Assessment of Online Discussions*; Podium Presentation at the Distance Teaching and Learning Conference, July 25-27, 2017, Madison, WI.

Regional:

Leibold, N. & Schwarz, L. (2018). *The Price is Right: Free and Open*. Oral Presentation at the 2018 STAR Symposium. February 9, 2018.

*Schwarz, L. & Leibold, N. (2018). *A New Twist on Chickering and Gamson's 7 Rules using Discussion Self-Grading*. Oral Presentation at the 2018 STAR Symposium. February 9, 2018.

Leibold, N. & Schwarz, L. (2017). *Self-Care for the eEducator!*. Podium Presentation at 2017 Minnesota eLearning Summit. August 2, 2017. Minneapolis, MN.

Poster Presentations

Leibold, N. (2018). Spiritual coloring along the pathway of life. [Poster Presentation]. 2018 Summit: Excellence in Rural Nursing. Southwest Minnesota Nursing Honor Society. March 21, 2018. Worthington, MN

Leibold, N. (2018). We are Southwest Minnesota Nursing Honor Society. [Poster Presentation]. 2018 Summit: Excellence in Rural Nursing. Southwest Minnesota Nursing Honor Society. March 21, 2018. Worthington, MN. doi: 10.13140/RG.2.2.35206.27209

*Leibold, N. & Johansen, L. (2018). *Is there a nurse in the house? RN to BSN program assessment*. [Poster Presentation] Southwest Minnesota State University, Faculty Assessment Day. Marshall, MN

*Leibold, N. & Johansen, L. (2018). *LEP assessment of written communication and critical thinking in the RN to BSN program*. [Poster Presentation] Southwest Minnesota State University, Faculty Assessment Day. Marshall, MN

Journal/Book Publications Reviewer

2018 Book Reviewer, *Yoga Minds, Writing Bodies: Contemplative Writing Pedagogy* by Christy Wenger, Shepherd University, OER at University of Minnesota.

- 2018 Book Reviewer, *Literature Reviews for Education and Nursing Graduate Students* by Linda Frederiksen, Washington State University Vancouver
Sue F. Phelps, Washington State University Vancouver, OER at University of Minnesota.
- 2017 to present Reviewer, MERLOT II
- 2017 Book Reviewer, *Nursing Care at the End of Life: What Every Clinician Should Know* by Susan E. Lowey, SUNY, Brockport, OER at University of Minnesota.
- 2015 to present Journal Manuscript Reviewer, Journal of Effective Teaching in Higher Education
- 2013 to present Review Board, Internet Journal of Allied Health Sciences and Practice

HONORS/AWARDS

- 2018, March - Excellence in Nursing Leadership Award, Southwest Minnesota Nursing Honor Society
- 2018 Minnesota Holistic Nurses Association Scholarship to attend American Holistic Nurses Association Conference in Niagara Falls, NY
- 2017, November - Committee for Institutional Assessment (CIA) Mini-Grant for Liberal Education Assessment Project in Nursing
- 2017 June - Recipient of Institute of Healthcare Improvement Leadership Scholarship Award
- 2017, May 2017 - Mustangs Making a Difference Award, Southwest Minnesota State University. This award is for employees of SMSU that go above and beyond the call of duty.

C) Professional Development

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

A Nurse's Guide to Preventing Compassion Fatigue, Moral Distress, and Burnout – ANA	1.90 hrs	5-10-17
Virtual Environments to Facilitate Active Learning – AACN	1 hr	5-16-17
Leading Successful Virtual Faculty Teams – AACN	1 hr	6-5-17
Webinar: How to Protect Your RN License - ANA Online	1.5 hrs	6-7-17
Module: Understanding Substance Use Disorder in Nursing, National Council of State Boards of Nursing (NCSBN) Learning Extension	4 hrs	6-12-17
Handling Minnesota Information Securely	2 hrs	7-5-17
SMSU 2 nd Annual Distance Education Professional Development Event – MNWest/SMSU in Granite Falls	3.75 hrs	8-14-17
SMSU Professional Development and Assessment Day Conference	8 hrs	8-15-17
Avera Quality Congress 2017– Sioux Falls, SD	1.75 hrs	8-23-17

Webinar: SMSU Campus Security Authority Online Training	1 hr	8-24-17
Webinar: CCNE Accreditation: Understanding Standard IV & the Collection and Reporting of Key Data by AACN	1 hr	9-19-17
Webinar: Financial Distress and Closure of Rural Hospitals – by George Pink/PhD and Mark Homes, PhD of North Carolina Rural Health Research and Policy Analysis Center	1 hr	9-21-17
UND Nursing Dissertation Defense: Inner Strength in Mothers of Children with Autism Spectrum Disorders: Oral Histories” by Jennifer Steinberg	1 hr	9-28-17
Webinar: CCNE Accreditation: A Dialogue about Expectations for Clinical Practice Experiences by AACN	1 hr	10-3-17
How to Avoid Violence and Survive – SMSU/Joe Maloit	1.75 hrs	10-24-17
Office 365 Apps by Ben Nwachukwu and Hamid Ullah – SMSU	1 hr	11-1-17
Webinar: CCNE Accreditation: ABCs for New Chief Administrators and Faculty, by AACN	1 hr	11-2-17
Workforce Grand Rounds Webinar Series: Strengthening the Rural Health Workforce: Tools, Resources, and Outcomes – Bureau of Health Workforce (BHW) and Health Resources and Services Administration (HRSA)	1.5 hours	11-14-17
11-30-17 – Immigration & Our Immigrant Students and Communities – MinnState Faculty Development Webinar, 1 hour	1 hr	11-30-17
SMSU Professional Development Day, including Safe Space Train the Trainer with Eva Wood 4 hours	4 hrs	1-4-18
National Council of State Boards of Nursing – Nurse Practice Act – Minnesota Course Completion	2 hrs	1-20-18
National Council of State Boards of Nursing – Professional Accountability & Legal Liability for Nurses Course Completion	4.6 hrs	1-20-18
Webinar: Design Thinking in Nursing Education, by AACN	1 hr	1-31-18
Webinar: 2018 LANP-Overview and Application Information, by AACN	1 hr	2-1-18
SMSU Assessment Day	8.5 hrs	2-2-18
Compassion Fatigue and Rural Nursing	1 hr	2-12-18
STAR Symposium 2018	7.5 hr	2-13-18
Lecture Capture Classroom training, by Scott Haken	1 hr	2-27-18
Webinar: Emerging Technology and Its Impact on Nursing Practice, by American Nurses Association	1 hr	5-9-18

1. Continued involvement in professional organizations with involvement including:

- a. Membership in Sigma Theta Tau Phi chapter
- b. Membership in the American Nurses Association and

- Membership in Minnesota Organization of Registered Nurses
 - c. Membership in the Association of Community Health Nursing Educators
 - d. Membership in the Western Institute of Nursing
 - e. Membership in the Southwest Minnesota Nursing Honor Society
 - f. Rural Nurse Organization
2. American Heart Association Basic Life Support Provider CPR certification

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

Nursing Continuing Education

Title of Nursing Continuing Education	Contact Hours (if awarded)	Date
Using Informatics to Improve the Health of Populations American Association of Colleges of Nursing	1.0	April 18, 2018
National Institutes of Health Information Security Awareness		April 6, 2018
National Institutes of Health Information Management		April 6, 2018
National Institutes of Health Privacy Awareness		April 6, 2018
An Evidence-Based Approach to Reducing Cardiac Telemetry Alarm Fatigue	1.2	April 4, 2018
2018 Summit: Excellence in Rural Nursing	4.0	March 21, 2018
Compassion Fatigue	1.0	February 12, 2018
Rural Populations and Rural Nursing	1.0	November 12, 2017
Educating Medical Providers About Breast Cancer in Young Women	1.5	September 20, 2017
Improving Health Equity Institute for Healthcare Improvement	2.0	September 7, 2017
Critiquing Research: Are the Findings Sound and Applicable to My Patients?	1.0	August 13, 2017
Unconscious Bias	24 minutes	July 27, 2017
Stepping Up to Leadership	43 minutes	July 27, 2017
QI 102: How to Improve with the Model for Improvement	1.5	July 19, 2017
Operations Management Foundation	2 hours, 28 minutes	July 2, 2017

Professional Development for Dr. Leibold as an Advanced Holistic Nurse: Dr. Leibold did achieve her Advanced Holistic Nursing Board Certification in February of 2018:

Holistic Nursing

Title of Holistic Nursing Continuing Education	Contact Hours (if awarded)	Date
A Randomized Controlled Trial Provides Evidence to Support Aromatherapy to Minimize Anxiety in Women Undergoing Breast Biopsy: Full Seminar	1.2	April 4, 2018
Learning and Living Nursing's Moral/Social Imperative to Care	1.1 contact hours	November 25, 2017
Holistic Self Care Conference American Holistic Nurse Association	6	September 8, 2017
Comfort Quest Nursing Pain through a Positive Lens	1.15 contact hours	August 25, 2017
Mindfulness	1 hour, 16 minutes	July 19, 2017
Holistic Nursing: Engaging the Five Senses for Emotional Health	1.1	June 27, 2017
Holistic & Psychiatric Mental Health Nursing: Fraternal Twins	1.4	May 25, 2017
Essentials Credentials Consensus...O My! What's an Educator to do? Creating Holistic Graduate Nursing Curriculum	1.0	May 25, 2017
Craniosacral Therapy University of Minnesota	1.5	May 24, 2017
Holistic Nursing Review Course: <i>Enhancing Practice Through Holistic Nursing</i> St. Catherine's University on the Minneapolis Campus	15	Weekly course, during the Spring 2017 semester (April 11- May 16) ended May 16, 2017

Professional Development for Dr. Leibold:

Education/Nursing Education Faculty Development

Title of Faculty Development	Contact Hours (if awarded)	Date
Readiness for Practice: What does that Mean and How do We Get There		April 26, 2018
Teaching to Context: A Story-Based Approach		April 26, 2018

Minnesota Health Educators Conference	4.5	April 18-20, 2018
How Public/Community Health Virtual Clinical Experiences Enhance Clinical Reasoning		March 20, 2018
Lippincott Product Webinar		
Minnesota Quality Matters Master Reviewer Recertification		February 22, 2018
Shadow Health Virtual Simulation Health Assessment Faculty Orientation Training		February 21, 2018
ARISE: Augmented Reality Integrated Simulation Education MSHEP	1.5	February 21, 2018
Star Symposium		February 9, 2018
A New Era for Academic Nursing: From Concept to Action	1.0	1/10/2018
Faculty Development Day		1/4/2018
Virtual Simulation: Past, Present, and Beyond	1.0	12/6/2017
CCNE Accreditation: A Dialogue about Expectations for Clinical Practice Experiences	1.0	10/3/2017
Feel the Surge? Using Simulation to Birth RN's into the Obstetric Specialty	1.0	September 27, 2017
Minnesota Simulation for Healthcare Education Partnerships		
CCNE Accreditation: Understanding Standard IV & the Collection and Reporting of Key Data.	1.0	September 19, 2017
The Use of Unfolding OB Case while impacting Multi-modalities	1.5	September 11, 2017
Minnesota Simulation for Healthcare Education Partnerships		
Faculty Development Day		August 15, 2017
2 nd Annual Faculty Development Day		August 14, 2017
Mn eLearning Summit	11	August 3, 4, 2017
University of Wisconsin-Madison Distance Learning Conference		July 25-27, 2017
Grant Writing for Education	1 hour, 57 minutes	July 19, 2017

Educational Technology for student success	1 hour, 6 minutes	July 2, 2017
Teaching Techniques: Project Based Learning	41 minutes	July 2, 2017
Coaching and Developing	1 hour 5 minutes	July 2, 2017
Virtual Reality Foundations	35 minutes	July 2, 2017
Measuring BSN Competencies in Public and Population Health	1.0	May 25, 2017
Quality Matters Master Reviewer Recertification		May 17, 2017
Quality Matters		
Virtual Environments to Facilitate Active Learning	1.0	May 16, 2017
American Association of Colleges of Nursing		

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

- a. President and Membership in the Southwest Minnesota Nursing Honor Society
- b. Membership in the National League for Nursing
- c. Membership in Sigma Theta Tau International, Nu Rho Chapter
- d. Membership in the Association of Community Health Nursing Educators.
- e. Membership in the American Association of Colleges of Nursing
- g. Membership in the American Holistic Nurse Association
- h. Minnesota Board of Nursing RN licensure
- i. Nebraska Board of Nursing RN licensure
- j. Minnesota Public Health Nursing Certification
- k. Certified Nurse Educator, National League for Nursing
- l. Advanced Holistic Nurse-Board Certified

D) Service to Students

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

All students in the RN to BSN Program, as well as every student who has applied to SMSU while seeking admission to the RN to BSN Program, were offered individualized phone/in-person advising sessions with a faculty member/advisor at least once a semester. Students have been advised in a caring, honest, and professional manner, with advising sessions documented on a planning sheet that has been shared with the student at the completion of each advising session. Dr. Leibold has served as an academic advisor for 74 currently enrolled nursing

students in the RN to BSN program during 2017-18 academic year, while Dr. Johansen currently has 116 current nursing students/prospective nursing students as advisees. The Department of Nursing faculty utilizes a Curriculum Tracking spreadsheet to track all the students individualized course plans created during advising sessions, as a means to assist with the projection of future course offerings.

The Department of Nursing hosted the third annual Nurse Pinning Ceremony on May 4th, 2018. Eighteen graduating nursing students who were able to attend the ceremony were honored at the event, being pinned by either a nursing faculty member, or a special nurse in their lives. Dr. Marg Hegge was a guest speaker at the ceremony. Dr. Hegge is a Distinguished Professor Emeritus of Nursing at South Dakota State University. She holds a doctorate in higher education and two master’s degrees. She was inducted as a Fellow of the American Academy of Nursing in 2012. Dr. Hegge led a tour to England in the Footsteps of Florence Nightingale. She has portrayed Florence Nightingale over 50 times. She has collected memorabilia on Nightingale’s life for two decades and written multiple articles about her impact on nursing and healthcare. She continues to be inspired by Florence Nightingale’s courage, passion, and perseverance.

Dr. Leibold supports student success in a variety of ways. One way is her coaching of students in scholarly communication, dissemination, and presentation skills. Twenty-two RN to BSN students presented at the 2017 SMSU Undergraduate Research Conference. Dr. Leibold served as their faculty advisor and provided support with evidence-based projects, scholarly writing, presentation skills, and abstract writing. Four RN to BSN students had their poster selected to be on long-term display at the tunnel by Founder’s Hall (Megan Vangsness, Teresa Haase, David Haase, & Jennifer Jager, Breastfeeding: Benefits, Tools, and Resources)!

Dr. Leibold also helped students by coaching them on how to prepare for their presentations at:

Virtual Nursing Conferences	Dates	Number of Students that Presented
Cultural Nursing Virtual Conference	November 19 to December 3, 2017	18
Virtual Mustang Nursing Conference	November 7-18, 2017	25
Virtual Evidence-Based Nursing Conference	April 16-22, 2018	29
Cultural Nursing Virtual Conference	April 16-22, 2018	23
Virtual Mustang Nursing Conference	April 9-15, 2018	24

Service to prospective students occurred in many other ways:

1. Completed on-campus visits at community and technical colleges
 - a. Anoka Ramsey Coon Rapids Associate Degree Program Nurses Association - 9-25-17 by Dr. Johansen and Dr. Leibold
 - b. MNWest Worthington Campus, met with LPN and RN students - 10-2-17 by Dr. Johansen
 - c. SE Tech Sioux Falls, SD, met with RN students - 10-9-17 by Dr. Johansen
 - d. Northwest Iowa Community College Career Fair, Sheldon, Iowa - 10-12-17 by Dr. Johansen
 - e. Riverland Community College, met with RN students - 11-17-17 by Dr. Johansen
 - f. Pine Technical Community College, met with RN students – 2-7-18 by Dr. Johansen
 - g. Northwest Iowa Community College Career Fair, Sheldon, Iowa, met with LPN and RN students – 3-27-18 by Dr. Johansen
 - h. MNWest Worthington Campus, met with RN students – 4-9-18 by Dr. Johansen
 - h. MNWest Granite Falls Campus, met with RN students – 4-23-18 by Dr. Johansen
 - i. MNWest Granite Falls Campus, met with LPN students – 4-25-18 by Dr. Johansen
 - j. MNWest Pipestone Campus Pinning Ceremony – collaborative partnership highlighted in ceremony – 5-8-18 by Dr. Johansen
 - k. MNWest Granite Falls Campus Pinning Ceremony – collaborative partnership highlighted in ceremony – 5-10-18 by Dr. Johansen
 - l. MNWest Worthington Campus Pinning Ceremony – collaborative partnership highlighted in ceremony – 5-11-18 by Dr. Johansen
2. Attended community events, such as the Minnesota Workforce Council Career Day at SMSU and MN West on 10-3-17 and 10-4-17 – Dr. Johansen
3. Mentored students in the SW ABE Office FastTRAC Health Care Training sessions collaboratively with MN West, for students attending certified nursing assistant (CNA) classes. Sessions held at the Marshall Area Technical and Education Center (MATEC) on 5-15-17 for 1.5 hours, on 10-25-17 for 1.5 hours, and on 2-28-18 for 1.5 hours by Dr. Johansen
4. Updated RN to BSN brochures to assure currency of information
5. Emailed/called all prospective students, sharing information about the RN to BSN Program
6. Tours of SMSU given to any prospective students
7. Individualized course planning sessions for every prospective student
8. Utilized a contingency clause in the RN to BSN Program acceptance policy to allow students in their last semester of their associate degree to enroll in the RN to BSN Program, contingent successful completion of their upcoming NCLEX-RN exam (boards)
9. Collaborated with MN West Community and Technical College, to develop an Early Entry program for MN West nursing students into the SMSU RN to BSN Program
10. Continued to use a recruitment reward policy, awarding any current nursing students of

alumni with an SMSU Nursing t-shirt for the referral of a student enrolled into the RN to BSN Program

11. Created and utilized ad for the Iowa Nurse Reporter
12. Created two videos for the RN to BSN Program website – one focusing on RN to BSN Program course content and the other on Flexibility of Course Offerings
13. Created PowerPoint presentation to use at recruiting events
14. Created May 2017 and February 2018 RN to BSN Program newsletters
15. Department of Nursing Student Handbook updated and made available to all nursing students as well as prospective students
16. Reviewed and updated nursing scholarship list to provide to nursing students

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

The RN to BSN Program also has an active Nursing Program Advisory Council (NPAC), which meets at least twice a year to seek input, and involve, our communities of interest. The NPAC met twice this past year, following a campaign to increase membership on the NPAC. 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.

E) 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 as representative on the Advising Plan Subgroup
5. Participation in the Minnesota Association of Colleges of Nursing (MACN) meetings
6. Leadership of the SMSU Nursing Program Advisory Council
7. Creation of the Tenure and Promotion Department of Nursing Faculty Guidelines for Evaluation, supplementing the IFO framework
8. Creation of Nursing Academic Prioritization Recommendations
9. New Program Assessment Leader (PAL) for Department of Nursing. Created Plan for Assessment of Student Learning (PASL) for 2017-2018 and LEP SLO Course Map/Alignment Matrix

Dr. Leibold's service to SMSU included:

1. Participation in University Committee for Institutional Assessment (CIA) as the Nursing Representative
2. Participation of SMSU Nursing Program Advisory Council

F) Services to the Community at Large

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

1. Served on the Avera Marshall and Avera Tyler Board of Directors
2. Served on the MN West Nursing Advisory Council
3. Served as chair of the Avera Marshall Quality Committee
4. Served on Avera Marshall Planning Committee
5. Hosted table at SMSU 50 year celebration for nursing alumni, 9-30-17

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

- | | |
|------------|---|
| March 2018 | Led the Southwest Minnesota Nursing Honor Society Food Drive for the Marshall Food Pantry and Worthington Food Pantry |
| 2017-18 | President, Southwest Minnesota Nursing Honor Society |
| 2017-18 | Program Planning Committee, Member, Southwest Minnesota Nursing Honor Society |
| 2017-18 | Archivist, Southwest Minnesota Nursing Honor Society |
| 2017-18 | Webmaster, Southwest Minnesota Nursing Honor Society |
| 2017-18 | Member, Membership Committee, Southwest Minnesota Nursing Honor Society |
| 2017-18 | Chair, Newsletter Committee, Southwest Minnesota Nursing Honor Society |
| 2018 | National League for Nursing Summit Planning Committee |
| 2018 | Sigma Theta Tau International, International Nurse Leader Review Committee Member (invited appointment) |
| 2017 | Sigma Theta Tau International, International Judge |
| 2017-18 | Legacy Christian Academy, Volunteer |
| 2018 | Minnesota West Nursing Advisory Board |
| 2018 | Sigma Theta Tau International, Heritage Society Member |

G) Assessment

Ongoing assessments and evaluations of the RN to BSN Program, including the nursing curriculum, are woven into the fabric of the nursing program. Every two years, an Overall Curriculum Evaluation is performed to evaluate the effectiveness and value of the RN to BSN Program through careful appraisal, focusing on strengths and weaknesses of the program. Methods used to collect data include data from course syllabi, curricular mapping for the Essentials and QSEN Competencies, faculty course evaluations, student course/faculty surveys, the curricular matrix, and Goal 1-4 evaluations, to name a few. The most recent Overall Curricular Evaluation was completed on 8-16-17 by Laurie Johansen, Nancyruth Leibold, and Ruth Van Heukelom. Assessment and evaluation summaries from this Overall Curricular Evaluation are summarized below:

Overall Curricular Evaluation Fall 2017

Syllabi – reviewed all NURS syllabi – found a consistent template used for all NURS courses, which includes Nursing Program Goals, Student Learning Outcomes, Course Descriptions, Student Learning Objectives, Code of Conduct, inclusion of Essentials/QSEN with descriptions of Essentials and QSEN Competencies, rubrics in appendices, and consistent wording - such as disability statements and policies. Recommendations made to update the grading criteria in all NURS syllabi by adding .99 to better display rounding policy. Also updated technology requirements section of all NURS syllabi.

Portfolio – portfolio data continued to be collected by the nursing students, serving the purpose of representing how each student meets the six QSEN competencies, nine Essentials and how they learned to critically evaluate healthcare related events. Portfolio content was updated to reflect current assignments in NURS courses.

Curricular Mapping of Essentials/QSEN (standards for nursing programs)- curricular mapping has been used in an ongoing process to document what is taught and when, revealing gaps and overlaps in the RN to BSN Program curriculum, and help design future curriculum and assessment plans. Mapping allowed for improved program coherence and an increased likelihood that nursing students achieved desired outcomes. The method used to collect data for curricular mapping had been by assessing the syllabi and course materials in every NURS course for content including the Essentials and QSEN Competencies every semester. No gaps or overlaps in Essentials and QSEN Competencies were found within the curricular map. No changes in curriculum recommended at that time.

Curricular Matrix – a curricular matrix is used to assess key content within the RN to BSN Program. All NURS courses were re-assessed for inclusion of items listed in matrix with curricular matrix updated. The matrix was updated to include concepts of Self Care of Nurses

and Communication, both pertinent and timely concepts for a nursing program, with these concepts mapped throughout program.

Mission - the mission of the Department of Nursing was assessed and was found to be consistent with the SMSU mission, continuing to meet the needs of society in the region and globally.

Goals – Evaluation of the goals of the RN to BSN Program had been accomplished by assessing student progress and the effectiveness of the goals in order to meet the needs of internal and external communities of interest. The method used to collect data had been through multiple evaluation techniques, some including the evaluation of course descriptions, student learning outcomes, student learning objectives, and assignments for NURS courses, while analyzing student pass rates for those courses. The goals for the RN to BSN Program were reviewed and deemed appropriate and current with no changes recommended.

Student Learning Outcomes, Course Descriptions, Student Learning Objectives, Course Assignments, and Course Pass Rates – Changes in Student Learning Outcomes, Course Descriptions, and Student Learning Objectives that had been made since the initiation of the RN to BSN Program were reviewed. All NURS course assignments were reviewed with no overlaps noted. A variety of teaching methods and assessment/evaluation techniques were found to be utilized. Students have had the opportunity to demonstrate learning in many different ways – formal papers, case studies, simulations, care plans, in person PowerPoint presentations, podium presentations, in person poster presentations, electronic poster presentations, on campus and electronic research conferences, to name a few. Course pass rates exceed the goal of >90% in all NURS courses.

Graduate Nurse Survey - All nursing students are asked to complete the Graduate Nurse Survey at the time of their conclusion of the SMSU RN to BSN Program. Results exemplify the efforts to provide a rigorous, quality education based on assessment and continual quality improvements. Partial results are listed below, assessing the Student Learning Outcomes for the RN to BSN Program:

Graduating Nurse Survey May 2015 - May 2017

Summary of Graduate Nurse Survey:

Preparation to meet RN to BSN Program Student Learning Outcomes

Preparation to: (1-5 scale ranging from not achieved [1] to achieved very well [5])	Average Value
Examine the Scope and Standards of Practice and the Standards of Professional Performance	4.95
Construct an appreciation of cultural diversity through cultural assessment	4.84
Successfully complete liberal education program	4.58
Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families	4.92
Utilize evidence based resources in the community assessment process and propose patient-centered health teaching interventions	4.95
Demonstrate the ability to apply scientific method to a public health concern	4.87

Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.89
Evaluate evidence based practices for integration into nursing practice	4.95
Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders	4.97
Apply theory, research findings, and evidence to address common situations in health care system leadership	4.92
Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities	4.89

Achievement of the RN to BSN Program Student Learning Outcomes

Achievement of:(1-5 scale ranging from not achieved [1] to achieved very well [5])	Average Value
Examine the Scope and Standards of Practice and the Standards of Professional Performance	4.92
Construct an appreciation of cultural diversity through cultural assessment	4.87
Successfully complete liberal education program	4.68
Integrate awareness of issues related to chronic illness in rural settings and apply nursing process to meet diverse and unique needs of individuals and families	4.95
Utilize evidence based resources in the community assessment process and propose patient-centered health teaching interventions	4.95
Demonstrate the ability to apply scientific method to a public health concern	4.87
Analyze evidence related to pathophysiology to promote patient safety and quality outcomes	4.89
Evaluate evidence based practices for integration into nursing practice	4.95
Demonstrate collaboration as a healthcare team member through the formulation of connection with community health agencies and nurse leaders	4.97
Apply theory, research findings, and evidence to address common situations in health care system leadership	4.92
Combine the knowledge, skills, and attitudes of the BSN nurse through community health and nurse leadership precepted opportunities	4.89

Students completed the Graduate Nurse Survey at the time of their conclusion of the SMSU RN to BSN Program. Results exemplified the efforts to provide a rigorous, quality education based on assessment and continual quality improvements. The importance and quality of the SMSU RN to BSN Program was evident with the current online format, with advising and quality faculty being highlighted as areas of strength. Primary areas of concern included usage of the speech center, writing center, and cost of attendance.

Faculty course evaluations – At the conclusion of every NURS course, each instructor had completed an evaluation of the course. The purpose of faculty course evaluations have been to supplement the guidance of faculty/instructors for improving the quality of the NURS courses. The method used to collect data had been by assessing courses for inclusion of the Essentials and QSEN competencies, content of student portfolios, LEP SLOs for applicable courses, student course/faculty surveys, faculty interactions during the course, and faculty evaluations of courses taught. The information from these evaluations were integrated into the next course offering with the instructor responsible for integrating them into the teaching

plans. Faculty course evaluations were also used to assess each goal area. The template for the faculty course evaluations in every NURS course was changed in the spring of 2017 to make the document more user friendly. Faculty appreciated how the course evaluations showed progress, and the curriculum continued to be improved and strengthened. Much progress was found to have been made since the initiation of the RN to BSN Program courses. Planned to continue with this process for a few more years and revisit frequency of course evaluations at that time.

Student Course/Faculty Surveys – Throughout the RN to BSN Program, students were encouraged to complete a Student Course/Faculty Survey at the conclusion of each NURS course. The purpose of Student Course/Faculty Survey had been to supplement the guidance of faculty/instructors for improving the quality of the NURS courses through feedback received by nursing students. The survey has a very general questionnaire about courses/resources/instructors. The plan was to continue the basic, current survey for consistency.

SMSU LEP Student Learning Outcomes (SLO) Alignment Matrix – Evaluation of Liberal Education Program (LEP) Student Learning Outcomes (SLOs) had assessed the quality and effectiveness of LEP SLOs in order to meet the needs of internal and external communities of interest. An assessment plan was created to organize future assessments of LEP SLOs within NURS courses by collecting quantitative and qualitative data from the SMSU Writing Rubric integrated into the NURS 300 and NURS 435 courses, and the SMSU Critical Thinking Rubric integrated into the NURS 435, following each applicable NURS course offering. The initiation of assessing SMSU LEP Student Learning Outcomes began in 2017 and continued with interventions initiated following assessment of LEP SLOs. A course evaluation form was created to collect data surrounding LEP SLOs. One example of an intervention strategy had been to focus on providing information about the differences between citations and references, and the needs to use both in scholarly work. This intervention had been woven throughout the RN to BSN Program curriculum.

Graduation/ completion rates - The purpose of assessing graduation/completion rates had been to determine the achievement of program outcomes through completion of the RN to BSN Program, with the goal for graduation/completion rates being 85% or greater. The completion rate for the SMSU RN to BSN Program had been determined by the number of students completing the RN to BSN Program, with a the time period for completion for each student being seven years from the first term they enrolled in the nursing program. The SMSU RN to BSN Program offered flexible course offerings to meet the needs of the internal and external communities of interest. Students were not enrolled in cohorts. Rather, each student created an individualized course schedule to meet their needs. Some students started at a full time pace, while other students took one course at a time. Some students took summer courses, while others did not. Some students changed the pace they were taking courses during the program to meet the demands of their personal and professional lives. Thus,

completion rates were not calculated by anticipated graduation dates. Rather, they were calculated using the specific entry point for the student, with the time period for completion being up to seven years. With the RN to BSN Program entering its fifth year of existence, there were not enough students who have completed the program yet to accurately calculate completion rates. However, all the students entering the RN to BSN Program in Spring 2015 had graduated or withdrawn from the RN to BSN Program, with a completion rate of 80%. This completion rate was a calculated graduation rate using the ratio of the total number of students completing the program by the total number of students enrolled in the program (using students first enrolled in the RN to BSN Program in the same semester); basically, a calculation of the total number of students completing the program divided by the total number of students having entered the program in the same semester. Additionally, an attrition rate had been calculated for each semester students were enrolled in the RN to BSN Program (fall and spring) as well as annually (summer, fall, spring semester), based upon a ratio of the number of students enrolled in the program by the number of student who had withdrawn from the program; basically a calculation of the students withdrawing from the program divided by the number of students enrolled in the program (students enrolled in the program in the same semester) (see table below for details). As noted in the table below, the attrition rates of the RN to BSN Program have dramatically decreased as continual quality improvements have been made to the nursing program. The current overall attrition rate in the Fall of 2017 was 14%. As more students transition through the RN to BSN Program, the current attrition rates will lead to the goal of obtaining a completion rate of 85% or higher.

Graduation/Completion Rates Fall 2017

Semester – starting in 2013 - first students were enrolled	# Enrolled	# Withdrawn	# Continuing Enrollment	# Graduated	Attrition Rate by Semester	Annual Attrition Rate	Semester Graduation Rate	Overall Attrition Rate	Overall Graduation Rate
Fall 2013	17	3	1	13	18%	18%			
Spring 2014	23	8	4	11	35%				
Fall 2014	10	2	2	6	20%	30%			
Spring 2015	5	1		4	20%		80%		
Fall 2015	25	2	9	14	8%	10%			
Spring 2016	18	1	15	2	6%				
Fall 2016	21	1			5%	5%			

Spring 2017	17	1			6%				
								14%	
	Total Enrolled 136	Total Withdrawn 19		Total Graduated 50					

Student satisfaction – Student satisfaction had been assessed using data from the previously mentioned Student Course/Faculty Surveys, previously mentioned Graduating Nurse Survey May 2015 - May 2017, analysis of RN to BSN Program Nursing Student Exit Interviews, informal student feedback, feedback from student representatives, and Nursing Program Advisory Council.

Qualitative data including comments documented on Student Course/Faculty Evaluations have included:

- Exposure was provided to the larger picture and responsibilities of the RN -- both professionally and socially. This class was most beneficial, well structured, and a most pleasant learning experience.
- I really think this class will help me in my daily life as a RN at a hospital.
- Very good course. I really enjoyed the little bit of everything approach you guys do such as, PowerPoint, discussions, writing papers, and online certificate programs. I feel you are teaching a very well rounded course. I do want to state, it showed that you all care as staff. I am very impressed with how well each of you instructors communicate with everyone. I do like how all of your courses are formatted the same. Your course layout is very clear and concise. I am able to understand what you all are asking of me to show you in my assignments. The courses are very logical. I have been through 3 other college courses, and hands down this is the best school and program I have ever gone through. Two words, Quality Program!
- Honestly, out of 5 years of college experience this is one of the best classes I ever took in regards to new information, structure, staff, and assignment lay out. Don't get me wrong. This is a lot of work, but I feel I am actually getting somewhere useful with this class. The only improvement I would suggest would be to keep it up!
- The online nursing conference was a great way to have us present a topic. The project was a fun assignment that required you to critically think through the process of implementing change at a facility.
- This and other courses throughout this program have been very helpful to me in learning how to use presentation materials such as posters and power points. I never knew how to build a power point before and now I feel confident I will be able to use it for future projects on the job. I wish I had taken this course many years ago. I have had several years of

management experiences and though I am pleased that I recognize some of my skills in the teaching, I certainly have gained a lot of insight on how I could have done a much better job for my organization and my staff.

The goal for student satisfaction, in regards to the Graduating Nurse Survey, was for student satisfaction to be rated at >80% at a 4 or above on a 5 point scale. Summary of satisfaction data from the SMSU RN to BSN Program Graduating Nurse Survey May 2015 – May 2017 demonstrated achievement of this goal as displayed below:

Satisfaction with: (1-5 scale ranging from dissatisfied [1] to satisfied [5])	Average Value
SMSU RN to BSN Program	4.82
Option of Online Course	4.89
Program Curriculum	4.39
Quality of Curriculum	4.74
Quality of Faculty	4.84
Clinical Experiences	4.66
On-Campus Experiences	4.42
Would recommend the nursing program to a friend or colleague	5.00

Another means of assessing student satisfaction had been through student exit interviews, in order to determine what aspects of the RN to BSN Program could be attributed to overall student satisfaction, recognizing excellence in teaching, and making course/curricular changes as needed.

Summary of data from Nursing Student Exit Interviews from May 2015 – May 2017 included many positive comments about the quality and rigor of the RN to BSN Program. Areas of personal growth by the students included writing skills, presentation and communication skills, leadership skills, holistic nursing, and critical thinking skills, to name a few. Areas of strength within the RN to BSN Program included the pace of coursework with flexibility being a key component of the nursing program, quality of advising, curriculum, research conferences, teaching methods, on-campus days, and the clinical course. Suggested areas of improvement by students in the RN to BSN Program included the desire for nursing courses to be offered more frequently, the lack of need for statistics to be a co-requisite, group work, challenge of working clinical hours and on-campus days into life with a suggestion to decrease frequency of on-campus days. A need to increase the course frequency of the clinical course was also noted. We found the data supported our quality, rigorous RN to BSN Program. Many interventions had already been put in place to address concerns, including offering NURS courses more

frequently starting Fall 2017, and decreasing the amount of on-campus days. Discussions and research about the value of stats as a co-requisite were started at this time.

Alumni satisfaction – Alumni survey data had been gathered from RN to BSN Program alumni at one year post graduation to determine how the RN to BSN Program prepared the graduate for the role of a BSN nurse. A goal of 75% satisfaction, measured through the question, “Were you adequately prepared for the role of a BSN?” was set. The method used to collect data was through email surveys used at one year post-graduation. Data for alumni satisfaction was not available during this evaluation and will be brought forth later in this annual report.

Employer satisfaction – evaluation of employer satisfaction had been gathered to determine the effectiveness of the RN to BSN Program. The method used to collect data was through email employee surveys used at one year post-graduation. Satisfaction was measured through the question, “willingness to hire another SMSU BSN graduate” with a goal of >80% employer satisfaction rates. Employer satisfaction data was not available during this evaluation and will be brought forth later in this annual report.

Employment rates - evaluating employment rates helped determine the effectiveness and need of the RN to BSN Program. The method used to collect data had been through several sources. First, all students graduating from SMSU had been asked to complete a *Graduate Follow-up Survey*, calculating a related employment rate. Second, all nursing students graduating from SMSU had been asked to complete the *RN to BSN Program Graduating Nurse Survey*, at which time graduates were asked where they were working. Another means of collected employment rates had been through the one-year alumni surveys. Lastly, informally, employment status had been discussed during advising sessions as well as during the graduate exit interviews. The Department of Nursing has a goal of >90% employment rates at one year. To the best of our ability to assess, we believe we have met this goal. The following survey results were available Fall 2017.

Graduate Follow-up Survey results were processed through the MinnState system. Current data available Fall 2017 revealed:

*Summer 2015/Fall 2015/Spring 2016 – Preliminary/Unofficial

Total Graduates: 23

Related Work Full Time: 18

Continuing Education: 4

Unavailable for Work: 1

Related Employment Rate: 100%

Data about the employment status of the SMSU RN to BSN Program graduates was also obtained through the *RN to BSN Program Graduating Nurse Survey* that all graduating RN to BSN Program students have been asked to complete. Between May 2015 (the first graduating semester for the RN to BSN Program) and May 2017, thirty eight students completed the survey, with all students reporting they are currently working.

Informally, employment status has been discussed during advising sessions as well as during the graduate exit interviews, with findings revealing nurses having no difficulties finding employment.

Alumni progression – Evaluation of alumni progression had been used to determine the effectiveness of the RN to BSN Program through alumni achieving higher levels of education. The method used to collect data had been through email surveys used at one year post-graduation, with a goal of 15% of graduates being enrolled in graduate studies within three years of graduation. With the RN to BSN Program starting in the Fall 2013, there currently are no three year alumni. Alumni progression data will be collected in the future.

Formal student complaints – no formal student complaints had been received when performing the Fall 2017 assessment and evaluation.

SMSU Department of Nursing Documents – RN to BSN Program documents and publications were reviewed and updated to assure distribution of current and applicable RN to BSN Program information. The review and update of RN to BSN Program documents and publications had occurred by routinely assessing the SMSU Department of Nursing Student Handbook, SMSU Department of Nursing Preceptor Handbook, SMSU Department of Nursing website including Course Catalog, and the SMSU RN to BSN Program brochures. All documents and publications were current for the Fall 2017 assessment and evaluation.

Overall Program Assessment Plan (OPAP) – the OPAP is the framework for the Overall Program Assessment. The effectiveness and pertinence of the OPAP was assessed to assure the plan is thorough and effective without overlaps and omissions of pertinent data. No gaps in assessment data were evident. It was determined that the assessment plan may be able to decrease assessment frequencies in the future if the stability in the RN to BSN Program continued and the need for less frequent data analysis was evident.

Conclusion: The above assessment/evaluation highlighted quality indicators for the SMSU RN to BSN Program, as well as areas open for improvements. Additionally, results of this assessment showed student interest for an SMSU graduate nursing program, which may be a future opportunity for SMSU. Results of this assessment/evaluation were presented to the Nursing Review Team on 9-19-18, with a purpose to continue to assess the effectiveness and value of the entire RN to BSN Program through careful appraisal, focusing on strengths and weaknesses of the program. The Nursing Review Team consisted of the Director of Nursing, the VP for Enrollment Management and Student Success, the Director of Career Services, the Director of Institutional Research & Reporting, the Provost and Vice President of Academic and

Student Affairs, the SMSU Assessment/Accreditation Coordinator, and the Dean of Business, Graduate & Professional Studies, in addition to faculty, staff, and other members of communities of interest. The resulting Fall 2017 Final Overall Program Evaluation of RN to BSN Program discussed plans to continue to work on increasing the frequency of course offerings, the need for statistics to be a co-requisite, group work, and challenges of working clinical hours and on-campus days during the nursing program.

RN to BSN Program One Year Alumni Survey Fall 2017 – following completion of the Overall Curricular Evaluation Fall 2017 detailed above, the RN to BSN Program One Year Alumni Survey results became available. These data were the first alumni survey data available to the new SMSU RN to BSN Program. Results follow:

Achievement of the RN to BSN Program Student Learning Outcomes

Achievement of:(1-5 scale ranging from achieved very well [1] to not achieved [5])	Average Value
Understanding of the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance	1.08
Appreciation of cultural diversity	1.25
Awareness of issues related to chronic illness in rural settings	1.15
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	1.15
Ability to utilize evidence based resources in assessment processes and propose patient-centered health teaching interventions	1.23
Ability to demonstrate the application scientific methods to patient or public health concerns	1.23
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	1.31
Ability to evaluate evidence based practices for integration into nursing practice	1.23
Ability to demonstrate collaboration as a healthcare team member	1.08
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	1.23
Ability to combine the knowledge, skills, and attitudes of the BSN nurse	1.08

Demonstration of the RN to BSN Program Student Learning Outcomes

Achievement of:(1-5 scale ranging from achieved very well [1] to not achieved [5])	Average Value
Understanding of the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance	1.08
Appreciation of cultural diversity	1.08
Awareness of issues related to chronic illness in rural settings	1.08
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	1.17
Ability to utilize evidence based resources in assessment processes and propose patient-centered health teaching interventions	1.08
Ability to demonstrate the application scientific methods to patient or public health concerns	1.17
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	1.17

Ability to evaluate evidence based practices for integration into nursing practice	1.08
Ability to demonstrate collaboration as a healthcare team member	1.08
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	1.17
Ability to combine the knowledge, skills, and attitudes of the BSN nurse	1.08

All respondents were employed fulltime with:

- 93% working in rural settings and 7% working in an urban setting
- 43% had received a promotion in their job since graduation
- 36% were no longer working for the same employer as when they graduated from SMSU
- 28% were enrolled in an additional educational program, with some in certificate programs, some in a masters program, and one in a doctoral program (goal of 15% of graduates being enrolled in graduate studies within three years of graduation)
- 50% stated they planned to seek enrollment in an additional education program, primarily a masters program
- 71% felt their SMSU experience, as well as their education experiences prior to SMSU, prepared them to continue their education
- 100% stated they would consider enrolling in an additional education program if SMSU offered one
- 100% felt the SMSU RN to BSN Program adequately prepared them for their role as a BSN prepared nurse (goal of 75% satisfaction, measured through the question, “Were you adequately prepared for the role of a BSN?”)
- 100% stated that if they had to do it over again, they would attend the SMSU RN to BSN Program
- 100% would recommend the SMSU RN to BSN Program to friends or family without reservation

RN to BSN Program One Year Employer Survey Fall 2017 – following completion of the Overall Curricular Evaluation Fall 2017 detailed above, the RN to BSN Program One Year Employer Survey results became available. These data were the first employer survey data available to the new SMSU RN to BSN Program. Results follow:

SMSU Nurse Alumni’s ability to:

Achievement of:(1-5 scale ranging from achieved very well [1] to not achieved [5])	Average Value
Understanding of the application of the Nursing Scope and Standards of Practice and the Standards of Professional Performance	1.50
Appreciation of cultural diversity	1.50

Awareness of issues related to chronic illness in rural settings	1.50
Ability to apply nursing process to meet the diverse and unique needs of individuals and families	2.00
Ability to utilize evidence based resources in assessment processes and propose patient-centered health teaching interventions	2.50
Ability to demonstrate the application scientific methods to patient or public health concerns	2.00
Ability to analyze evidence related to pathophysiology to promote patient safety and quality outcomes	2.00
Ability to evaluate evidence based practices for integration into nursing practice	2.00
Ability to demonstrate collaboration as a healthcare team member	1.50
Ability to apply theory, research findings, and evidence to address common situations in quality improvement leadership	2.50
Ability to combine the knowledge, skills, and attitudes of the BSN nurse	2.50

Based on their experiences, 100% of respondents would hire another SMSU nurse graduate (goal of 80% of employers being “willing to hire another SMSU BSN graduate”). One respondent also stated that they felt integrating research into the nursing practice takes time and experience for the individual nurse. They first need to learn the path and practice before they feel they can venture out into the ‘not as common’ practices or research findings.

RN to BSN Program Clinical Opportunities - The RN to BSN Program continues to collaborate with community clinical sites and develop new affiliations for future community clinical opportunities for the nursing students. Currently, a total of 57 clinical agencies have current Memorandums of Agreement with the SMSU Department of Nursing for upcoming clinical opportunities.

RN to BSN Program Curricular Changes – following the Fall 2017 Final Overall Program Evaluation, research was concluded regarding the inclusion of statistics as a co-requisite in an RN to BSN Program, as it was a co-requisite requirement for the RN to BSN Program, and a pre-requisite for the NURS 430 Evidence Based Practice course. In past academic experiences, research and statistics were a major focus of undergraduate nursing programs. A literature review was completed to examine the latest expert recommendations for inclusion of statistics in undergraduate nursing education. Findings revealed that the current focus for academic preparation of undergraduate nursing students is now to develop consumers of research, focusing on evidence based practice. Research and statistics are not generally a strong focus for undergraduate nursing program, but rather a focus for graduate nursing programs. Thus, the emphasis of the RN to BSN Program would be to build a strong foundation in critical thinking with an introduction to statistical literacy. It was determined that removing the co-

requisite of statistics would be beneficial to the learning opportunities for nursing students. Rather, the emphasis of the RN to BSN Program will be to build a strong foundation in critical thinking with an introduction to statistical literacy. By removing the statistics requirement for the RN to BSN Program, nursing students would still have the opportunity to take a statistics course to meet Goal 4. However, they would also be able to choose a math course, rather than statistics, in order to advance their math skills and meet Goal 4, if they so choose. The flexibility of the option to take statistics, or math, would allow nursing students to create an individualized course plan that meets their needs. This recommendation was taken to the Curriculum Committee and Faculty Assembly and approved, officially starting in the Fall 2018 Course Catalog.

Additionally, following the assessment and evaluation of all the NURS courses for the Fall 2017 Final Overall Program Evaluation, all the NURS syllabi were taken to the SMSU Curriculum Committee. The clause - "The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites" - was added to every NURS syllabus. Several NURS syllabi also had slight changes in course descriptions or course titles. The prerequisite of statistics for NURS 430 was removed. All syllabi changes were approved by the Curriculum Committee.

The attached Overall Program Assessment Plan (OPAP) provides the Department of Nursing's assessment plan and results, including how the results impacted, or will impact, teaching and learning. The OPAP is also considered the Department of Nursing's Five Year Plan. The OPAP contains:

- 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 17-47
 - Portfolio
 - Curricular Map
 - Curricular Matrix
 - Liberal Education Program (LEP) Student Learning Outcomes Alignment Matrix
 - Evaluation/Assessment Results

This concludes the Department of Nursing 2017-18 Academic Year Annual Report.