

2011-12 Annual Report

Student Development and Public Affairs

Presented by: Dr. Rachelle Darabi
July 11, 2012

Academic Advisement Center

The Academic Advisement Center is responsible for advising Missouri State University undergraduates who are in the process of selecting majors as well as students who are admitted through individual review. To contribute to the overall success of academic advising on campus, the Academic Advisement Center provides advisor training and development programming for all undergraduate advisors.

Highlights of 2011-2012:

- **Implemented the JumpSTART program** for students who did not meet established admissions standards. Program served 50 students in summer 2011 and was expanded to serve 65 students for summer 2012. Program enhancements for 2012 include special section of IDS 118: Enhancing Learning Techniques for College and Life.
- **Offered three Advising Basics Workshops and four Master Advisor Workshops**, including the regular workshops offered during January, May and August and an additional Master Advisor Workshop offered during spring break to meet demand. Presented two Advising Support Workshops targeted to departmental support staff.
- **Offered ongoing advisor development** programs such as: four advising refresher workshops, fourteen Academic Advisor Forum sessions and two new workshops: Advising International Students and Career Advising.
- **Offered IDS 118: Enhancing Learning Techniques for College and Life** section during last five weeks of fall semester to assist students who were struggling at mid-term.
- **Supported first-year students** by making presentations on advising information, general education requirements and academic rules and deadlines to all sections of GEP 101 and some sections of UHC 110. Made ten presentations on Preparing for the Majors Fair for GEP 101 classes.
- **Focused efforts to help students identify appropriate and satisfying majors** by hosting annual Majors Fair. All undergraduate departments participated, along with selected student services and graduate options. Approximately 2,000 students attended. Worked with First-Year Programs to design and offer curricular learning community for exploratory/undecided students. Worked with First-Year Programs and Residence Life and Services to offer Living/Learning Community for exploratory/undecided students. Created new featured major opportunity called "Have You Seen this Major?" with information and interviews on various academic programs.
<http://www.missouristate.edu/advising/104772.htm>
- **Worked to enhance advising for transfer students** at Missouri State University by offering two Transfer Advising Workshops and an Academic Advisor Forum each semester focusing on transfer advising. Missouri State University's transfer advisor training program was chosen for inclusion as an exemplary program for the National Academic Advising Association's (NACADA) 2012 monograph, *Advising Transfer Students: Strategies for Today's Realities and Tomorrow's Challenges*.
- **Provided leadership and service for professional associations.** Tracey Glaessgen continues her term as southwest regional representation and Christina Bowles was elected secretary for the Missouri Academic Advising Association (MACADA). For NACADA, Ross Hawkins was elected Transfer

Advising Commission Chair and Kathy Davis continues to serve on the Commission & Interest Group Division Steering Committee. Christina Bowles was selected for a NACADA Summer Institute Scholarship. Made several presentations to campus, state, regional and national audiences, including a presentation by Darren Wienberg, Christina Bowles, Katie Tucker, Amy Marie Aufdembrink and Kathy Davis that was voted “Best of Conference” at MACADA.

- **Provided recognition and reward for outstanding academic advisors.** 2011 “Curtis P. Lawrence Award for Excellence in Advising” faculty recipient Linda Trinh Moser received a 2011 NACADA Outstanding Advisor Award. Christopher Lynn was honored with a NACADA Certificate of Merit in the professional advisor category. Christopher Lynn was also named MACADA’s Outstanding Advisor for 2011. Kelly Wood and Amy Marie Aufdembrink were selected as the 2012 recipients of the campus advising awards and both went on to be selected for NACADA Outstanding Advisor Awards.

Goals for 2012-2013:

- **Facilitate enhanced adjustment for new transfer students** by partnering with Admissions and SOAR (Student Orientation, Advisement and Registration) to offer a new transfer orientation opportunity called TRANSFERmation.
- **Work to enhance academic advising for student veterans** by co-sponsoring MSU’s first Veteran Friendly training and certification program for faculty and staff advisors.
- **Participate in assessment of academic advising learning outcomes** in cooperation with the campus-wide Academic Advising Council.
- **Enhance programming for pre-college students** and work to increase numbers of high achieving high school students who take classes on campus at Missouri State University.
- **Offer first MSU Academic Advising Conference** on October 22 featuring nationally known speaker Dr. Jennifer Bloom.
- **Focus efforts to assist exploratory/undecided students on academic probation** by requiring an online student success seminar.

Academic Assistance

The Academic Assistance office is responsible for the Partners in Education (PIE) program, Individualized Majors, Scholastic Actions for undeclared students, Academic Renewal, Early Walk requests for commencement, grade appeals, and Lori Roessler, the Program Coordinator, serves as the Alternative Ombudsman. Academic Assistance also is responsible for assisting with the individual review students and the JumpSTART program. This office has an open door policy and works hard to help students and their families any way possible.

- The Partners in Education (PIE) program continues to be a tremendous asset offered to our first-year students and their families. Every year at SOAR we have over 1,400 students who sign up to participate in the program.
 - 2009-2010: 1,463 participants
 - 2010-2011: 1,539 participants
 - 2011-2012: 1,587 participants
- Quote from PIE family member:

“Once again, you are like a light at the end of a long tunnel. ☺ Thank you times TWO!!!!!! Really appreciate your help...always.”

- Individualized majors have increased significantly with our increased marketing (began in 2009).
 - 2008: 13 inquiries
 - 2009: 38 inquiries (a 292% increase)
 - 2010: 35 inquiries
 - 2011: 33 inquiries and 9 graduates
 - Spring 2012 we had 11 students graduate (an all time record) and 29 new inquiries

Flyers have been placed at various locations around campus.
We also have a booth at Showcase and the major’s fair.

- Scholastic Actions
 - Fall 2009, 63 students successfully appealed their suspensions
 - 24 of those did well enough to continue (38%)
 - 39 were suspended again (62%)
 - *Spring 2010, 16 students successfully appealed their suspensions
 - 10 of those did well enough to continue (63%)
 - 6 were suspended again (37%)
 - Fall 2011, 17 students successfully appealed their suspensions
 - 8 of those did well enough to continue (47%)
 - 9 were suspended again (53%)

*The implementation of the student success committee in Spring 2010 was, and is, extremely successful in helping our suspended students return and do well.

Goals for 2012-2013:

- Continue to market the individualized major by participating in Diversity Walk during summer SOAR, participating in summer visit day for high school students in July, and promoting the program with more faculty involvement.
- Continue to provide the highest quality of service to our Partners in Education members and students.
- Work closely with the Bear CLAW staff to help monitor students with a successful appeal suspension.

Achievement Center for Intercollegiate Athletics

The Achievement Center for Intercollegiate Athletics is responsible for monitoring and assisting student-athletes at Missouri State University. To achieve this, each student-athlete is assigned to an academic counselor who is responsible for monitoring degree planning and NCAA eligibility. The student’s counselor also provides guidance on academic programs, academic support strategies, and career planning. The Achievement Center operates under the principle of life-long learning, by creating a culture that fosters accountability, responsibility, and preparation.

2011 Fall Academic Highlights:

Athletic Director’s Honor Roll- (3.0 semester GPA)

- 51% of student-athletes achieved a 3.0 GPA for the fall semester (193/378=51%)
- 30 student-athletes had a fall semester GPA of 4.0

Maroon and White Scholar-Athlete (cumulative GPA of 3.25)

- 40% of student-athletes had a cumulative GPA of 3.25 or better after the fall semester (153/378=40%)
- Two student-athletes won the Missouri Valley Conference Elite 18 Award
This is the highest award given for Academics and Athletics for the MVC:
Heath Melugin, Men's Soccer, Cell & Molecular Biology
Emily Beaver, Women's Cross Country, English Education
- 30 current and former student-athletes graduated in December, including one Summa Cum Laude and one Magna Cum Laude
- Student-Athlete Federal Graduation Rate 61%
- University Graduation Rate 54%
- Student-Athlete Graduation Success Rate 78%

2012 Spring Academic Highlights:

Athletic Director's Honor Roll- (3.0 semester GPA)

- 52% of student-athletes achieved a 3.0 GPA for the spring semester (186/359=52%)
- 31 student-athletes had a spring semester GPA of 4.0
- 57 current and former student-athletes graduated in May, including five Summa Cum Laude & six Magna Cum Laude
- Lacey Boshe (WBB; 4.00) and Heath Melugin (MSO; 3.98) earned Academic All-America honors. They are both Cell & Molecular Biology majors.
- Lacey Boshe and Heath Melugin were recipients of the MVC's Emerson Excellence Award and awarded \$10,000 post-graduate scholarships for their academic and athletic achievement. This is only the 2nd time in history that the male & female winners for a given year have come from the same university.

Assessment

The assessment office exists to carry out the University's assessment program and provide the instructional community with unique opportunities for the development, acquisition, and/or enhancement of instructional methods. Assessment plays a crucial role in developing the instructional tools necessary to transform or improve courses that impact student learning outcomes.

From research projects within individual courses to departmental or program-wide assessment plans, the assessment office provides support to the instructional community as we together explore key questions regarding student learning outcomes:

- What do we want students to be able to know, do, and appreciate?
- How do we know that students are achieving our intended learning outcomes?

As a next step in the assessment process, the assessment office can aid in the measurement of student learning outcomes, the analysis of results, and the application of those results to make necessary changes or improvements to departments, programs, or courses.

Highlights of 2011-2012:

- Brought speaker Susan Hatfield to campus on September 16th, 2011
- Moved all sensitive documents to a secure network to ensure security of private information
- Created new assessment website
- Completed over 50 projects for campus constituents including the following:
 - Conducted data analysis and research and produced reports (about 15 projects)
 - Developed or helped develop questionnaires and conducted studies including several Scholarship of Teaching and Learning (SoTL) and other classroom research projects (about 20 projects)
 - Provided training workshops and/or information regarding assessment (about 15 projects)
- Administered the University Exit Exam to 3,065 seniors in fiscal year 2012
- Administered both the BCSSE and NSSE surveys (summer 2011 and spring 2012 respectively)
- Participated in the assessment of higher education learning outcomes (AHELO) feasibility study
- Created a research manual to help guide faculty and staff with SoTL projects and other academic studies

Goals for 2012-2013:

- Establish new identity, mission/purpose statement, and marketing strategy for assessment office, and inform campus of changes
- Bring in new Director of Assessment and successfully assimilate Director on campus
- Finalize revision of assessment office website
 - Begin regularly posting to blog to address common assessment questions on campus
 - Make research manual available online
 - Make chart of tests/exams more interactive and user-friendly
 - Update content pages to reduce wordiness and redundancies
- Plan and implement first annual assessment conference on campus in spring 2013
- Collect and organize first round of artifacts for QIP and prepare for rating by faculty committee
- Analyze and disseminate data from BCSSE, NSSE, Major Fields Tests, and University Exit Exams (including PA scale results) to all relevant parties on campus
- Review current assessment tools and work with Assessment Council to evaluate for usefulness
- Help devise a strategy to adopt a single survey development software on campus
- Help create and finalize a strategy to track assessment processes in the SDPA units

Bear CLAW (includes Subject Area Tutoring and Student Learning Services)

Subject Area Tutoring
<http://BearCLAW.missouristate.edu>

The Bear CLAW subject area tutoring services provides tutoring services for over 180 courses in 80 subject areas. Students can schedule individual appointments or visit one of the three drop-in tables. Student tutors staff tables for mathematics, natural sciences, and business courses. Students seeking assistance in these subject areas can stop at a drop-in table, work on homework and have a tutor ready to answer questions as they arise. In addition to grade point requirements, all student tutors are required to be recommended by a faculty member in the academic department of the course they desire to tutor.

Highlights for the 2011-2012 School Year:

- The Bear CLAW subject area tutoring provided employment for over 70 students.

- From Summer 2011 – Spring 2012 there were over 4674 visits logged into the TutorTrac system for students visiting with a tutor at the Mathematics drop-in table. Because of the open environment of the Bear CLAW, not all students who visit the subject area drop-in tables log into the TutorTrac system.
- During the last part of the Spring 2011 semester, we opened a Science drop-in table. The Science table was not open during the summer session; however, during the Fall 2011 and Spring 2012 semester, there were over 778 visits logged into TutorTrac for the Science table. Tutors at the Science table were able to offer assistance to students taking courses in six academic departments and over 30 courses.
- During the Fall 2011 semester, the Accounting and Statistics drop-in table were merged into the Business drop-in table where tutors and a visiting scholar from China had 489 visits logged into the TutorTrac system. The scholar for the China Branch campus worked for the first four weeks of the Spring semester.
- In addition to the drop-in tables, there were over 850 individual appointments for a wide variety of courses. We offer subject area tutoring for 180 courses.
- Working with the Scholarship renewal committee, the director of the Learning Commons, Diana Garland, was able to formulate an option for scholarship students to earn some of their on-campus service hours in the Bear CLAW. These students will be able to work as Peer Educators or Learning Coaches in the Bear CLAW.
- In January, Michael Frizell and Diana Garland conducted the first tutor training conference for over 90 students working as tutors, writing consultants, pass leaders and Psychology undergraduate learning assistants. While training is offered every semester, this was the first conference type setting where students could chose an educational track to follow.
- In April 2012, Diana Garland presented how TutorTrac is used in the Bear CLAW to benefit other programs, particularly the JumpStart program, at the TutorTrac annual conference in Phoenix.

Goals for 2012-2013:

- Continue to improve services throughout the Bear CLAW, while remaining within our allowed budget.
- Offer the second annual Tutor Training Conference open to West Plains Campus or others in the area.
- Continue working to strengthen the link between our student tutors and faculty.
- Work toward developing an award winning and/or certified Learning Center and Tutors.
- Continue to build a Blackboard based tutoring and tutor training site.

Subject Area Tutoring Summer 2011- Spring 2012

Diana Garland, Director

Summer 2011		
Number of tutors (Including 5 Math tutors)	4	
Number of courses available for tutoring	8 subject areas	
Number of visits to drop-in Math Table	415 visits	72 unique students
Student Worker Wages	\$4,065.29	
Wages include front desk student workers		
Summer 2011		
Total number of visits	1850	
Total number of hours	2212	
Jump Start students could attend study hall hours, an Supplement Instruction session, visit with a Writing Consultant or work with a tutor at the Math/Subject area table		

During the Fall and Spring Semesters generally there are tutors for 180 courses in 80 subject areas.		
Fall 2011		
Number of tutors	52	
Number of visits to drop-in Business Table	71 visits	40 unique students
Number of visits to drop-in Math Table	2060 visits	489 unique students
Number of visits to drop-in Science Table	313 visits	129 unique students
Number of visits for subject area appointments	531	161 unique students
Student worker wages	\$34,463.91	
Wages include student workers at the front desk		
Spring 2012		
Number of tutors	48	
Number of visits to drop-in Business Table	418 visits	55 unique students
Number of visits to drop-in Math Table	2199 visits	377 unique students
Number of visits to drop-in Science Table	465 visits	169 unique students
Number of visits for subject area appointments	344 visits	127 unique students
Student worker wages	\$38,232.34	
Wages include student workers at the front desk		

Student Learning Services (includes PASS, Writing Center, and Absent Professor Program)

Peer Assisted Study Session (PASS) Program

<http://pass.missouristate.edu>

The Peer Assisted Study Session Program is a series of review sessions that allow students in historically difficult courses to help one another succeed through collaborative learning strategies. It's a chance to get together with classmates to compare notes, discuss important concepts, and develop strategies for studying the subject. During a session, students will be guided through this material by an SI leader, a competent student who has previously taken the course.

Highlights for the 2011-2012 School Year:

- The PASS model was adopted by the Psychology Department in its redesign of PSY 121. The Undergraduate Learning Assistants (ULA's) assigned to PSY 121 courses are trained side-by-side with PASS Leaders.
- The PASS Program will heavily support the Chemistry department in the fall 2012 semester. The success and popularity of PASS support for CHM 160 and 170 has now been expanded to assist 105, 200/201, 342, and 343/344.
- A study, conducted by Faculty Fellow Dr. Erin Buchanan, Psychology, showed that attendance by students in each PASS Session added .05-.08 points to their final course score. Thus, if students attended 10 sessions, their grade was half a letter grade greater than their peers who didn't attend PASS). A full report will be available later this fall.
- In conjunction with the Student Affairs Program, an internship as a PASS Leader Mentor is available.

Goals for 2012-2013:

- Continue to expand the course offerings in the PASS Program while remaining within our allowed budget.

- Offer the second annual Tutor Training Conference open to the Psychology Department's Undergraduate Learning Assistants, West Plains Campus, and others in the area.
- Continue working to strengthen the link between our student PASS Leaders and faculty.
- Work toward developing an award winning and/or certified Learning Center and Tutors.
- Continue to build a comprehensive, resource-driven website.

Writing Center

<http://writingcenter.missouristate.edu>

The Writing Center is a welcoming place for the campus community to gain advice on any writing assignment or project regardless of the course or topic. Undergraduate and graduate students, staff, and faculty use this free academic support service to workshop papers for their academic courses, creative writing, speeches, presentations, course syllabi, and articles intended for publication. It is the Writing Center's philosophy that improved writing skills lead to educational and professional success in college and beyond.

Highlights for the 2011-2012 School Year:

- Successful implementation of a second-level for online instruction to supplement the asynchronous e-mail consultation by using Adobe Connect and Captivate.
- Record numbers reported for the OWL (Online Writing Lab) using the asynchronous e-mail system, offered to all online, blended, or dual-credit courses at MSU.
- Michael Frizell attended training at the University of Wisconsin-Madison to develop a Writing Fellows Program. In cooperation with Dr. Keri Franklin, Provost Writing Fellow, the Writing Fellows Program will be implanted in select courses in the Criminology and Student Affairs programs where writing is paramount.

Goals for 2012-2013

- Continue to expand the services offered by the Writing Center while remaining within our allowed budget.
- Offer the second annual Tutor Training Conference open to West Plains Campus or others in the area.
- Continue working to strengthen the link between our student tutors and faculty.
- Work toward developing an award winning and/or certified Learning Center and Tutors.
- Continue to expand the support offered by the Online Writing Center.
- Build a rapport with other Writing Centers in the state (namely MU and UMKC).
- Develop a relationship with the National College Learning Center Association's journal, *The Learning Assistance Review*. (Note: Michael Frizell, the Writing Center's director, will be the Editor of the *TLAR* starting in October of 2012).
- Continue to build the Writing Fellows Program with the assistance of the Provost Fellow for Writing.

The Absent Professor Program

<http://absentprof.missouristate.edu>

Operating as part of the Bear CLAW (Center for Learning and Writing), the Absent Professor Program provides effective workshops by either substituting for faculty who cannot attend class or by providing workshops focusing on student success that supplement course material. The program benefits students by utilizing top scholarship recipients to guide struggling students on the skills necessary to navigate their major.

Additionally, the Absent Professor Prefects serve as the managers of the Group-Led Education Experience (GLEE) Program. As a recipient of the Presidential, Governors, or Multicultural Leadership scholarships, students are required to complete 120 hours of service to the campus or community during their first three years in order to renew their scholarship for their senior year. Sixty of those hours may be conducted on campus in the Bear CLAW (Center for Learning and Writing). When a student has reached 30 hours, they can serve as either Peer Educators or Learning Coaches as part of the Group-Led Education Experience (GLEE) Program. These positions are an excellent opportunity for students to enhance and add value to their experience at MSU in ways that will benefit themselves and others in a way that is consistent with the University's public affairs mission.

Peer Educators work closely with faculty in specific class sections and conduct study sessions over course material.

Learning Coaches work as study skills specialists in the Bear CLAW by manning drop-in tables for students seeking advice on how to study in the content fields.

Highlights for the 2011-2012 School Year:

- Successful implementation of the program. The Director and Prefects created a website and populated it with presentations, handouts, and desired learning outcomes. Full marketing will begin fall 2012.
- Absent Professor Prefects conducted 70 presentations and workshops, supplementing the 34 personally conducted by Michael Frizell, Director.
- Michael Frizell was asked to present the Absent Professor concept at the International Conference for Supplemental Instruction in San Diego, CA in June 2012.

Goals for 2012-2013

- Continue to grow the services of the AP Program while remaining within our allowed budget.
- Continue working to strengthen the link between our student tutors and faculty.
- Increase the marketing and awareness of this new program.
- Continue to workshop the concept at national learning center conferences.
- Continue to build a comprehensive, resource-driven website.

Citizenship and Service-Learning (CASL)

The Office of Citizenship and Service-Learning provides academic service-learning opportunities for freshman through senior students attending Missouri State University. Service-learning, which requires the use of effective reflection activities as a part of the coursework, is a type of experiential education that combines and pursues both academic achievement and community service in a seamless weave. Service-learning is shown to increase student retention, GPA's, and long-term commitment to civic engagement in communities. Through service-learning coursework at Missouri State, students engage in both community-based, problem-solving projects, including research, as well as addressing social-justice issues – locally, nationally and globally.

The Office of Citizenship and Service-Learning provides two types of service-learning options for students: 1) Integrated Service-Learning (ISL) which requires a 15 hour (minimum) service-learning project and is embedded within the course; and 2) Component Service-Learning - a one-credit course taken in conjunction with a regular class (referred to as the 'designate' course) and requires 40 hours of service with an identified community partner.

Highlights for 2011-2012:

Over the course of 12 years the program has grown from 278 students, contributing over 10,000 hours of service during the 2000-2001 academic year, to 2,258 students, contributing over 48,500 hours of service during the 2011-2012 academic year. The value of this service to communities during the 2011-2012 academic year is valued at \$1,143,265.60 (value per hour of service is \$18.80 per hour). Between the academic years of 2010-2011 and 2011-2012, the program witnessed a 5.6% growth in total students and a 3.42% growth in total service hours contributed to communities.

Integrated service-learning experienced the largest growth during the 2011-2012 academic years. This growth is contributed in part to the increased number of GEP 101 courses offering service-learning as a part of their curriculum. GEP service-learning course sections have increased from 4 sections in 2009-2010 academic years to 18 sections of GEP service-learning during the 2011-2012 academic years in which 420 students participated contributing some 1,188 hours of service.

Scholarship of Teaching and Learning 2011 – 2012:

As a commitment to the Scholarship of Teaching and Learning (SoTL), the CASL office hosted an all-day faculty/staff development conference in March of 2012. This conference, “*Beyond the Borders: The Future of Service-Learning*”, featured nationally recognized scholars in the field of service-learning including, Dr. ’s Richard Battistoni, Patti Clayton, and Jean Strait. Some 80 plus faculty, staff and administration were in attendance. Additionally, the office awarded four Faculty Research Stipends as follows: Jill Black, \$7,650.00; Wafaa Kaf, \$3867.00; Sockju Kwon, \$6,000.00; Jennifer Krawec, \$2,685.00.

Goals for 2012-2013:

In an effort to increase the numbers of both integrated and component service-learning faculty and student participants, the CASL office will:

- Increase student, faculty, staff and community partner engagement through social media marketing campaign; recruit faculty for Faculty Fellows program
- Create awareness of and recognize faculty for their service-learning projects
- Identify and cultivate additional community partnerships
- Expand service-learning opportunities to align with the First-Year Common Reader program
- Work in collaboration with MSU’s dual-credit high school coordinator, to increase capstone service-learning programs for students in MSU feeder high-schools
- Expand service-learning to MSU’s West Plains campus (slated for fall 2012)
- Implement new software application to track and manage service-learning data (Carnegie Classification, President’s Honor Roll, Public Affairs Mission, etc.)
- Move to an online environment for the completion of forms, providing easier accessibility for faculty, students and community partners
- Implement Peer-to-Peer Program for both faculty and students
- Provide annual faculty conference in support of the Scholarship of Teaching and Learning
- Work with the Faculty Center for Teaching and Learning to host a fall hands-on workshop for integrating service-learning into online coursework

eJournal of Public Affairs

The *eJournal of Public Affairs* is a peer-reviewed, multidisciplinary, open-access journal published by Missouri State University and affiliated with the American Democracy Project. By providing an academic, nationally refereed venue for such work, the *eJournal* aims to advance the status of public scholarship. The journal is focused on scholarship related to engagement in the public arena.

Highlights for 2011-2012:

- Established web presence
- Published first edition in February 2012

Goals for 2012-2013:

- Expand the audience of the *eJournal*
- Establish a continuous publication

Faculty Center for Teaching and Learning (FCTL)

The Faculty Center for Teaching and Learning is dedicated to supporting faculty in their roles of teaching, research, and service to the university. The expertise of staff in the FCTL includes instructional design and curriculum development, instructional media development, innovative classroom technology, the implementation of new technology and learning models into the digital classroom, and professional development for faculty.

Our Promise: Assist faculty and instructors in meeting their instructional goals.

Highlights for the 2011-2012 Academic Year

- The 26th Showcase on Teaching and Learning was held August 17, 2011.
 - Dr. Michael Wesch from Kansas State University was the luncheon keynote speaker. His presentation on the effects of new media on education, society, and culture was well-received with over 300 faculty in attendance.
 - Twelve break-out sessions were presented by faculty during the morning, and sixteen mini-sessions were presented by staff during the afternoon.
- Awarded four Curriculum Innovation Grants during FY-12.
 - *Expanding student learning through active involvement, collaborative learning, integrating clinical experiences, and community activities* – Dr. Wafaa Kaf; Communication Science & Disorder
 - *MTH 320 and MTH 360 Blended Re-design* – Drs. Kurt Killion, Linda Plymate, and Gay Ragan; Mathematics
 - *Creating a Web Series through Interdepartmental Collaboration* – Drs. Debra Larson, Diana Botsford, and Bryan Jennings; Media, Journalism, & Film
- Implemented the *Digital Professor Academy*, a new faculty development program designed to support faculty as they are redesigning face-to-face instruction to blended or online format. Over forty faculty have participated in some portion of this program.
- FCTL staff have worked with over 150 faculty members throughout the year on either course redesign, instructional media, or the process of teaching through technology.
- Redesigned the FCTL website to better serve faculty as an online resource repository.

- Reconfigured FCTL office and large-group conference space into *FCTL Innovation Commons* which provides iBook computers, wireless access, and a variety of educational technology software for faculty use and hands-on workshops.

Goals for the 2012-2013 Academic Year

- Continue to improve services provided to faculty within the current funding level.
- Offer weekly mini-workshop series, *Power-up Sessions*, in the *FCTL Innovation Commons*.
- Improve workflow of course redesign projects through use of database and tracking software.
- Continue to survey and collect faculty input on faculty development wants and needs.
- Provide best practices and the expansion of other resources on the FCTL website and *Reading Room*.
- Support and foster Learning Communities within the colleges with assistance from the FCTL Advisory Committee.
- Continue to work with departments and Colleges to provide customized workshops in support of course transformation.
- Continue to implement Quality Matters™ standards into faculty training and support services.

First-Year Programs

The First-Year Programs Department offers several programs designed to facilitate new students' successful transition to MSU and contributes to the development of student-leaders. These programs include the first-year seminar (GEP 101), curricular learning communities (CLCs), common reader program, and Peer Leader program. Approximately 87-93 sections of GEP 101 are offered each fall, with additional sections during the spring and summer. Many of these also include an integrated service-learning component. Additionally, FYP partners with Residence Life to coordinate first-year living learning communities (LLCs), and the Academic Advisement Center to coordinate the JumpSTART/summer bridge program for at-risk students. Lastly, the office coordinates with a variety of campus support offices, including the Student Affairs Division, to ensure our students become engaged with learning both inside and outside of the classroom.

- SU 2011: 4 GEP 101 sections (103 students); FA 2011: 95 GEP 101 sections (2271 students) SP 2012: 11 sections (263 students). Total students enrolled: 2,637 (at census).
 - 1 section of GEP 101 fully online
 - 3 sections of GEP 101 blended; 1 section for non-traditional students
 - 18 sections with an integrated Service-Learning component
 - 2 sections of Agriculture-themed; 1 section theatre-themed; 1 section COAL themed
- 16 sections as part of a Curricular Learning Community (CLC)
- 3 sections of GEP 101 as part of a Living-Learning Community (LLC) for deciding majors
- Offered 2 Peer Leadership classes, for a total of 45 Peer Leaders
- Provided instructor development workshops for GEP 101, CLCs, common reader.
- Served on several committees, including common reader selection committee, curriculum development committee, professional development committee, living-learning community committee, first-year programs advisory committee, JumpSTART.

Goals/Planning for Summer, Fall 2012-Spring 2013

- 5 sections GEP 101, SU 2012 (3 designated for JumpSTART)
- 88 sections of GEP 101 planned for fall 2012
 - 2 sections online
 - 4 blended sections (2 for non-traditional students; 1 as part of Adult Access/Outreach)
 - 2 section for ELI/non-native English speaking sections

- 25 service-learning
- 1 dedicated section for veterans
- 2 sections for CNAS students
- 1 section for COAL majors
- 1 section for pre-nursing majors
- 7 sections of GEP 101 with Living-Learning community component (Fit and Well, Deciding Majors, CNAS)
- 16 sections as part of curricular learning community (CLCs)
- 2 sections of Agriculture themed
- 2 sections for individually reviewed, i.e., JumpSTART students (summer 2012)
- 2 Peer Leadership classes (46 students); establishment of Peer Leadership student organization
- Several instructor development workshops
- Additional emphasis on faculty recruitment for GEP 101
- Greater collaboration with Honors College/UHC 110
- Encourage use of common reader beyond the first year; include Springfield community with common reader activities.
- Greater emphasis on assessment and program evaluation. E.g., First-Year Initiative (FYI) benchmarking survey planned for fall 2012; additional evaluation of CLCs, LLCs, SL, JumpSTART, and online sections.

Public Affairs Support

The primary responsibility of the Office of Public Affairs Support is to promote the Public Affairs mission of the University through various events, activities and support. The Office of Public Affairs Support has direct supervision over planning, organizing, publicizing, and producing public events coordinated through the Office of the Provost, such as the Public Affairs Conference, Public Affairs Convocations, Public Affairs Week (the week-long student led Public Affairs event in the Fall semester) and other events as assigned that are directed toward the community at large. This office facilitates community relations such as serving on and providing communication to community boards, developing and maintaining community partnerships, and involving community partners in a variety of special events. Its staff facilitates communication between the campus and public communities and the Provost. Other activities that are managed through the Office of Public Affairs Support include: the Public Affairs Grant Program, the Excellence in Community Service Faculty/Staff Awards, selection of future themes, selection of the Provost Fellow for Public Affairs, and other public affairs-related activities sponsored by the Office of the Provost.

Highlights for 2011-2012

- Organized and coordinated a committee to work with a student designer to develop the visual presence of the annual public affairs theme, The Culture of Connectivity. This has proven to be one of the most well received visual representations for the annual PA theme.
- Public Affairs Week culminated with a successful campaign to raise money for the Ozarks Honor Flight resulting in over \$1700 being raised. This amount was presented to Steve Grant during a live, KY3 remote broadcast from the Plaster Student Union. The campus donation allowed 3 World War II veterans to be flown to Washington DC to see the WWII memorial through the Honor Flight program.
- Successful in soliciting ideas and selecting a PA theme for 2013-2014 as well as selecting the Provost Fellow for Public Affairs for 2013-2014. This allows us to have the future Fellow shadow the current Fellow for a full year, a first for this activity, placing us fully in a two-year planning cycle.

- Facilitated the appearance of David Lacks, son of the subject of our common reader, *The Immortal Life of Henrietta Lacks*, for the PA Fall Convocation Lecture. We had our largest attendance at a convocation event with over 1,850 in attendance. Venue was the Hammons Hall for the Performing Arts.
- Through the Public Affairs Grant Program, this office was able to support 12 programs submitted by students, faculty and staff promoting the university's Public Affairs mission. These programs received nearly \$28,000 in financial support to produce programs and activities that would have otherwise not be offered to our campus community.
- The 2012 Public Affairs Conference was our most successful to date. This year's conference saw record attendance that exceeded 4,100. Session evaluation forms revealed that 80% of the audiences were MSU students, 13% were university faculty and staff, and 7% were members of the regional community. These statistics help affirm that the conference continues to grow in value with regard to integrating and illustrating the public affairs mission at Missouri State. It also supports the oft suggested notion that the conference is an emerging venue for vital public discourse throughout Missouri and the nation. The conference again this year received publicity on a national level and international level by being highlighted on the American Democracy Project webpage as well as being mentioned in one of our plenary speaker's (Larry Kirwan) international blog writings in the *Irish Echo*, the oldest Irish American newspaper in the USA. See the article at <http://black47theband.blogspot.com/2012/06/culture-of-connectivity.html>. Our conference also saw 6 MSU Alumni invited back to be panelists for the conference. This is the largest number of alumni involved to date.
- 2011-2012 saw the implementation of the online "Public Affairs Spotlight" which will be housed on the Public Affairs website. This spotlight highlights students, faculty and staff who are living the public affairs mission in their everyday lives. Each month a minimum of three people (one each from students, faculty and staff) are spotlighted.

Goals for 2012-2013:

- Investigate and implement a procedure for accurately counting student attendance at Public Affairs Support events. Will work with Computer Services to facilitate use of the Bear Pass card in this process
- Fully implement use of tracking system within My Missouri State for faculty/staff attendance at Public Affairs Support events.
- Explore opportunities to work with the Office of Diversity and Inclusion to co-sponsor events to promote diversity and public affairs mission initiatives.
- Increase financial support of student/faculty/staff public affairs focused events through the Public Affairs Grant Program.
- Work with other individuals on campus (ie Mark Cooper) to investigate and implement the Citizen Alum program on campus.
- Work in cooperation with MSU Foundation and the President's Office to develop guidelines and implementation of the Missouri Public Affairs Hall of Fame concept

Student Orientation, Advisement & Registration (SOAR)

While only half of the available SOAR sessions for Fall 2012-admitted students have been completed, those sessions have proven to be quite successful. SOAR session evaluations paint an excellent picture of a program in which informative, caring, and helpful faculty, staff, and students assist new first-year students in feeling more comfortable and confident about their choice of Missouri State University. Some selected evaluation data is presented below.

Student Attendees: 1241*

Family Attendees: 1236*
 Students Scheduled to Attend Future Sessions: 1178*
 *(As of 7/4/2012)

Student Questions and Responses

Question	Total respondents	Positive Response Rate*
As a result of my advisor's presentation, I can state the purpose and value of the General Education program.	232	91.8%
During my individual advising appointment, my advisor took a genuine interest in my academic plan.	232	91.8%
My advisors and SOAR leaders encouraged me to make my own decisions regarding academic matters throughout the program.	232	91%
How helpful was your advisor in setting your academic and/or co-curricular goals for your first semester?	232	84.9% answered "extremely helpful" or "very helpful"
My SOAR leaders took a genuine interest in me during my session.	228	96.9%
My SOAR leaders were knowledgeable about Missouri State, its policies and its procedures.	228	98.7%
After SOAR, I'm more confident about my transition to Missouri State.	228	96.9%
After SOAR, I'm more comfortable with my transition to Missouri State.	228	97.8%
After SOAR, I feel more connected to Missouri State University.	228	99.1%
After SOAR, I want to learn more about opportunities and experiences available at Missouri State.	228	97.8%
After attending SOAR, how confident are you that you've made the right decision to attend Missouri State?	216	99.5% answered "much more" or "somewhat more"

* Includes those who indicated "Strongly Agree" or "Agree"

Student Comments

- "I loved it! My SOAR leaders were so encouraging and fun. SOAR took away all of my nerves and provided me with excitement and confidence about MSU this fall!"
- "The SOAR leaders took genuine time and effort into helping me with my transition to college. They are an awesome group of people who made things exciting yet informational. Thank you so much for providing me with this experience, it definitely helped a ton!"
- "The SOAR leaders were overall a great group of people and they were all very helpful and friendly. My mother who went with me was very pleased with the experience as well. They answered all of my questions thoroughly and they got me even more excited to start my education at MSU. I was very impressed with my SOAR session."

Family Member Questions and Responses

Question	Total respondents	Positive Response Rate*
As a result of our advisor's presentation, I can state the purpose and value of the General Education program for my student.	215	87.9%
Our advisor was helpful and answered questions I had during his/her presentation.	215	88.8%
Our SOAR leaders took a genuine interest in my family during our session.	214	91.6%
Our SOAR leaders were knowledgeable about Missouri State, its policies and its procedures.	214	96.7%
I felt comfortable with the SOAR leaders who assisted my student through the SOAR process.	214	96.3%
After SOAR, I feel my student is more prepared for his/her first year.	214	94.9%
After SOAR, I feel I am more prepared for my student's first year.	214	93%
After SOAR, I feel more connected to Missouri State University.	214	91.6%
After attending SOAR, how comfortable are you with your student attending Missouri State?	214	77.1% answered "much more" or "somewhat more"
After attending SOAR, how confident are you that your student has made the right decision to attend Missouri State?	214	78% answered "much more" or "somewhat more"

* Includes those who indicated "Strongly Agree" or "Agree"

Family Comments

- "Being a college graduate and having gone through other orientations with other children at other universities, I was extremely impressed. I cannot say enough positive about how well orchestrated the events of SOAR were planned and executed. When answers to questions were not known, phone calls were made until answers were gathered. Also, the scheduling process and the method in which the SOAR cadre walked the new students through the process was amazing. Again, I cannot say enough about how well this was all executed."
- "The SOAR orientation was very well organized and stayed on track every day. Everyone involved in SOAR was very confident and knowledgeable with their duties during the 2 day session. I walked away feeling confident and secure that my child will be safe and have a memorable experience at Missouri State University."

Additions and Improvements to SOAR During 2012

- SOAR adopted a new “Four Cs” mission that aims to help students feel more confident, comfortable, connected, and curious as a result of attending. This mission has been beneficial in creating learning outcomes and streamlining information and services provided.
- SOAR leaders have begun sending personalized postcards to their students after each session. Anecdotal reports from students indicate that they feel even more connected to campus and their SOAR leaders after receiving these postcards at home.
- The integration of SRS responders (or “clickers”) has introduced interactivity and dialogue into large-group student presentations at SOAR. We are investigating methods to expand this into more sessions as well as include responders in family presentations.

Goals for SOAR 2012-2013:

- Review the SOAR program using Council for the Advancement of Standards (CAS) guidelines to ensure it is utilizing orientation best practices.
- Investigate (and possibly implement) an online pre-orientation program. This program could better prepare students for their SOAR session, share information more efficiently and uniformly, and provide more time during SOAR sessions for engaging programming.
- Continue work with Admissions and Academic Advising in developing TRANSFERmation, an orientation experience for new transfer students.
- Investigate methods to expand SRS responder use into more student sessions, as well as the family orientation program.