

ANNUAL REPORT

Division for Student Development & Public Affairs - 2018–2019



Presented by
Dr. Rachelle Darabi, Associate Provost



Missouri State
U N I V E R S I T Y

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ACADEMIC ACHIEVEMENT CENTER

The Dr. Mary Jo Wynn Academic Achievement Center 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.

2018–2019 Academic Highlights

Academic Performance for All Sports (approximately 400 student-athletes)

- The GPA for all sports for the 2018–2019 academic year was **3.064**
 - Fall 2018: 3.027
 - Spring 2019: 3.103

Athletic Director's Honor Roll (minimum semester GPA of 3.00)

- 236 students for Fall 2018
- 229 students for Spring 2019

Maroon & White Scholar-Athletes (minimum cumulative GPA of 3.25)

- 203 students recognized for Fall 2018 achievement
- 189 students recognized for Spring 2019 achievement

Additional Academic Information

- Six-year federal graduation rate = 66% (overall university rate is 54%)
- Single-year federal graduation rate vs. overall university rate of 71%-54% (earning NCAA academic component monies for the MVC, which requires 13% differential)
- Graduation Success Rate = 83% (this measure takes transfers into account)
- Average multi-year APR score of 982 among 16 sports (1000 is a perfect score)
- Five sports received national recognition for perfect APR scores (Men's Golf, Men's Swimming & Diving, Softball, Tennis, and Volleyball)—Third consecutive year for all five programs
- Five sports received national recognition for perfect APR scores (Men's Golf, Men's Swimming & Diving, Softball, Tennis, and Volleyball)—2nd year in a row for all five

Missouri Valley Conference Leadership and Service Awards for 2018-2019

- Fall – Kaitlin Maxwell, Women’s Soccer
- Winter – Loretta Stelnicki, Women’s Swimming & Diving
- Spring – Mikaela Mosquera, Beach Volleyball

Additional Notable Awards or Accomplishments

- **Emily Butters (Volleyball), Ashley Childers (Women’s Golf), Caroline Finnell (Beach Volleyball), Kyle Hiebert (Men’s Soccer), Amanthi Silva (Women’s Track & Field), Loretta Stelnicki (Women’s Swimming & Diving), Sydney Zupan (Women’s Swimming & Diving)**—MVC President’s Council Academic Award (3.80 overall GPA and pending graduation)
- **Jared Beshore**—MVFC Presidents’ Council Academic Award (3.50 overall GPA and pending graduation)
- **Kyle Hiebert & Michael Creek (Men’s Soccer)**—CoSIDA Academic All-America
- **Jared Beshore (Football)**—CoSIDA Academic All-District VI
- **Ashley Childers (Women’s Golf)**—CoSIDA Academic All-District VI
- **Brad Carpenter (Men’s Golf)**—MVC Elite 17 Award (highest GPA among top finishers in the championship)
- **Emily Butters (Volleyball)**—selected for MVC Post-Graduate Scholarship & Dr. Charlotte West Award

Graduates

- Fall 2018: 38 current and former student-athletes graduated in December, including seven with Master’s degrees and nine with honors (five Magna Cum Laude and four Cum Laude)
- Spring 2019: 75 current and former student-athletes graduated/pending in May, including 16 with graduate degrees, two with graduate certificates, five in the Honors College, and 21 with honors (eight Summa Cum Laude, four Magna Cum Laude, twelve Cum Laude)
- Summer 2019: 18 current and former student-athletes are on the graduation list for August, including four with Master’s degrees and two with honors

Student Development & Community Relations

- Launched new Bear Network platform for current and former student-athletes to connect with Missouri State, each other, and employers

- Planned and implemented twelve events and workshops for career development, personal foundations, and leadership development
- Organized and tracked more than 2000 hours of community service completed by student-athletes, including Bear Care Day on January 21st
- Applied for and received the first “Out in Athletics” grant and hosted Dr. Kayleigh McCauley for programming related to LGBTQ issues in athletics
- Missouri State Athletics nominated for MOAA Diversity & Inclusion Award
- Buddy Bears program recognized by Springfield Public Schools board in April
- Created an internship position for Student Development within athletics
- Staff members attended Safe Zone training, Impact Summit for Mental Health, Women Leaders in College Sports Leadership Symposium, and N4A Regional Conference

Goals for 2019–2020

- Develop new Athlete Network platform introduced in spring 2019
- Successfully on-board a new Graduate Assistant
- Work alongside the Athletics Development unit to develop a coordinated effort to assist graduating student-athletes with career preparation and placement and to facilitate graduate tracking of student-athlete alumni in the future
- Continue to achieve high academic standards within all sports (3.0 overall GPA, average 985 APR, 83% GSR)

Assessment

- Begin overall program review process in 2019-2020 academic year
- Utilize student-athletes’ exit surveys and interviews, specifically feedback on academic and career services, to assess and improve student services
- Continue using data points of GPA, APR, GSR, and FGR to determine the trajectory of overall student-athlete academic success
- Assist with multiple graduate students’ research projects that will assess different aspects of student-athlete experiences academically

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 support those exploratory/undecided students, the Academic Advisement Center offers support and programming such as the “Meet Your Advisor” event and the annual “Majors Fair” as well as on-line information such as the “Exploratory Student Handbook.” The Academic Advisement Center advises the interdisciplinary majors: individualized and general studies. The Jump START program for summer bridge students is administered by the Academic Advisement Center. 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. The Academic Advisement Center also works cooperatively with the campus-wide Provost’s Academic Advising Council to improve advising services for all MSU students.

Highlights of 2018-2019

- **Offered free one-day workshop on “Scholarship in Advising and Student Success” in cooperation with the Faculty Center for Teaching and Learning.** Our goal was to encourage participants to use and create research and scholarly writing. About 100 advisors participated with about half being from Missouri State and about half from neighboring institutions. A writing group is being established based on interest from attendees.
- **Created the Mission Diploma event**, in cooperation with Dr. Darabi and the Student Development and Public Affairs office, to facilitate graduation for students who are not currently enrolled but have a high number of credit hours. Two Mission Diploma events occurred, one in the fall semester and one in the spring semester. Faculty and staff advisors from across campus participated and identified students who could graduate or who only needed a class or two to graduate. Amy Marie Aufdembrink and Kimmy Walker provided leadership for event planning.
- **Held second “Meet Your Advisor” event for exploratory majors** in response to a recommendation from a committee charged to provide additional support to students with exploratory/undecided majors. Thirty-eight students participated, which was an increase from our first year.
- **The continued growth of the Bachelor of General Studies major.** In 2018–2019, there were 225 graduates. Developed three additional articulation agreements: two with Ozarka College and one with Ozarks Technical Community College.

- **Transfer Advising Committee offered an “Advising Students with Transfer Credit Workshop”** to assist in the continued learning of CORE 42 and campus resources. The workshop quickly filled to capacity and another workshop is planned for early in the fall semester.
- **Serving as a pilot office for the new University messaging system.** Darren Wienberg and Amy Marie Aufdembrink served as functional leads.
- **Offered a Master Advisor Workshop with a public affairs theme** to encourage advisors to be more intentional when discussing our University mission with advisees.
- **Reclassified an academic advisor position to a Coordinator of Student Success Initiatives.** Kim Stagner was hired for this position and is directing the JumpSTART program.
- **Continued to support MSU by having staff members serve in numerous campus roles,** such as Academic Advising Council, Transfer Council, MSU/OTC Work Group, Financial Aid Appeals committee, Bear Connection mentors, organization sponsors, and Living/Learning Community partners.
- **Advisors supported student success efforts** by teaching sections of GEP 101 and IDS 118 as part of their load, participating in SOAR leader selection, assisting in training SOAR leaders and faculty advisors, and making advising presentations to all sections of GEP 101.
- **Ross Hawkins received approval through Rachelle Darabi and Nathan Hoff to enter exceptions into the degree audit system,** streamlining the process, reducing the number of emails, and improving the transfer process for students.
- **Moved most advisor training and development events to a classroom with interactive video to allow for distance participation** and to cut costs. Melissa Warren, Director of Interactive Video and Off-Campus Programs, collaborated with our office to make that happen.
- **Provided leadership and service for professional associations.** Christina Bowles is completing a two-year term as Region 7 chair for the Global Community for Academic Advising (NACADA). Kathy Davis serves as an Emerging Leader Program mentor for the 2018-20 class. Ross Hawkins was selected as one of ten mentors for the international Emerging Leader Program for the 2019–21 class. Kathy Davis was keynote speaker for the Missouri Academic Advising Association Conference in 2018. Christina Bowles is a co-chair for the NACADA region 7 conference for 2020. Kathy Davis was selected for the 2018 Virginia N. Gordon Award for Contribution to the Advising Profession.
- **With Advising Council, developed a logo for our “Finish in Four” program.** Offered Advisor Forum on incorporating “Finish in Four” into advising conversations, as appropriate.

- **Provided recognition and reward for outstanding advising, advising support, and administrative contributions.** “Curtis P. Lawrence Award for Excellence in Advising” faculty recipient Daniela Novotny was chosen as a 2019 NACADA Outstanding Faculty Advisor Certificate of Merit recipient and staff recipient Jessica Bendure was selected for a NACADA Certificate of Merit in the Primary Role Advisor category. For the sixth year, the Provost’s Academic Advising Council gave the “Advising Support Award” for non-advisors who provide excellent support to advisors and students. This year’s award went to Jessica Silvey from Student Development and Public Affairs. Our graduate student contribution award went to Maile Goss from English.
- **Continued to enhance advisor training and development** offerings for professional and faculty advisors. Offered three master advisor workshops, four refresher workshops, supported the COAL and CNAS First Generation advisor training by giving master advisor credit, supported graduate advising by giving master advisor credit for their program director workshops, collaborated with the Faculty Fellow for Diversity by giving master advisor credit for Mini-Diversity Workshops, and collaborated with International Services to offer the semi-annual “Advising International Students” workshop.
- **Worked on self-study** determining which of the new NACADA Core Competencies for Academic Advising have been covered through our advisor training and development program.

Goals for 2019-2020

- **Have an external review of our self-study** on our advisor training and development program and how it covers the NACADA Core Competencies.
- **Continue training advisors campus-wide on the Core 42 program.**
- **Offer a “Career Advising Workshop” and a “Boots to Books: Advising and Teaching Veterans Workshop.** Offer another transfer advisor workshop.
- **Continue “Meet Your Advisor” event** with a different format in our own building, so that incoming students visit our office and become familiar with their advisor early in the fall semester.
- **Add specific information on the suspension appeal process for each college** to the new website on Academic Resources for probation and suspension students.
- **Use the new messaging system to enhance support** for and communication with students.
- **Work to develop an interdisciplinary certificate program** with Dr. Chris Craig and a group of faculty and administrators.
- **Continue training and development for three new staff members.** Conduct a successful director search and continue to flourish with a transition of leadership.

Changes Due to Assessment Feedback

- **Continued to add more emphasis on advising diverse students** in response to an assessment of Master Advisor Workshop and other components of advisor training and development.
- **With Disability Resources Center, developed a new three-hour workshop** on “Disability Inclusion: It’s more than Accommodations.” This was based on feedback from a one-hour advisor forum that more time was needed to adequately address this topic.
- **In response to feedback from advising award nominees, offered two workshops on developing individual advising philosophy statements.** These statements are encouraged for all advisors and required for those applying for “Curtis P. Lawrence Excellence in Advising Awards.”
- **Offered Distance/Outreach session of the Master Advisor Refresher Workshop** so that master advisors at our centers at Lebanon, Joplin, West Plains, and others can renew their master advisor designation without traveling to Springfield.

ACADEMIC STANDARDS & OPPORTUNITIES

Academic Standards & Opportunities is responsible for Scholastic Standards and Revision of Records appeals, grade appeals after an extended period of time, early walk requests, Degree's Committee appeals, Transfer Re-evaluations and Preapprovals as well as the Partners In Education Program (PIE).

The Scholastic Standards and Revision of Records Committee considers students' requests based upon exceptions to University Policy rather than a faculty member's evaluation of performance in a course (e.g. failure to officially drop a course within the stated time period or receipt of an F grade resulting from failure to remove an I grade in the time allowed). The committee also considers student requests for grade changes made after an extended period.

The Degrees Committee considers student requests for exceptions to existing undergraduate graduation requirements as specified in the undergraduate catalog.

In addition, this office processes all General Education re-evaluations and preapprovals, any request from or to CORE42, and the Partners In Education Program which allows freshman grades to be sent out at midterm and finals. Working with the Office of the Registrar, this office handles hundreds of student record issues each year.

Highlights of 2018–2019

- Scholastic Standards and Revision of Record Committee: 98 student appeals
- Degree's Committee: 105 student appeals
- Early Walk Requests: 88
- Transfer Credit Re-Evaluations: 358
- Transfer Credit Preapprovals: 85
- CORE42 requests: 28
- Partners In Education participants: 1127

Goals for 2018–2019

- Generate and review reports on each of the areas covered by Academic Standards & Opportunities
- Continue to serve individual student needs
- Find additional ways to work with Parents and Family Programs to improve the PIE programs
- Streamline CORE42 questions and requests

Assessment

Every appeal to this office involves an assessment. First, we must review the previous committee's decisions, and then we review degree audits, transfer credit (if applicable), and advising notes. Most situations also require a review of medical documentation or some other extenuating circumstances. Finally, we often must speak to advisors or faculty to assess the overall situation. This year, we plan to more closely monitor the number of appeals, as we often get simple requests that can be handled outside the committee structure.

All requests for a change to CORE42 from our Gen Ed require a review to see if the change is in the student's best interest. We do not review any changes to our Gen Ed. This year we will assess whether we need to review those requests as well.

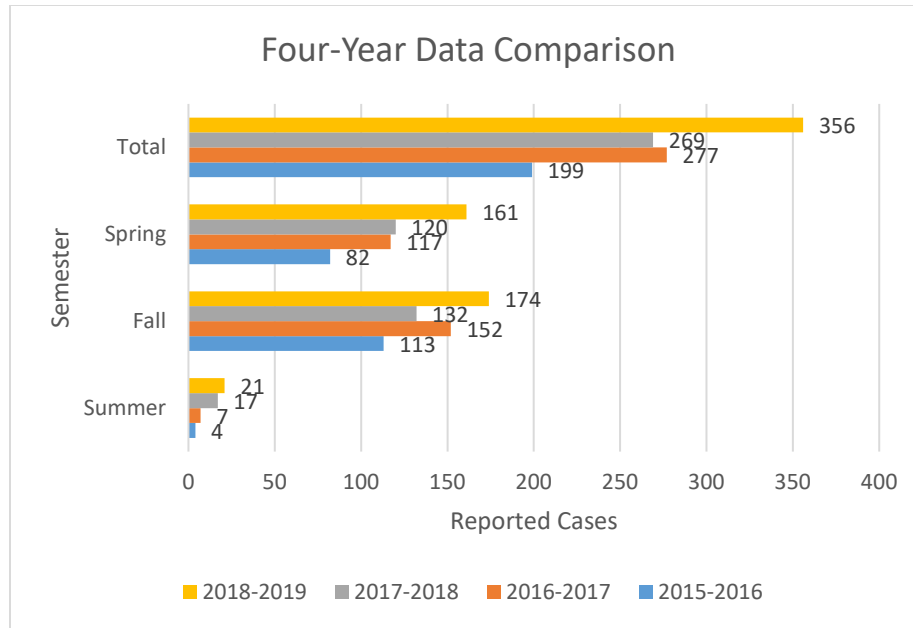
ACADEMIC INTEGRITY

The community of scholars that is Missouri State University is deeply committed to developing educated persons. Educated persons accept the responsibility to practice personal and academic integrity. Each member of the university community refrains from and discourages behavior that threatens the freedom and respect each member deserves. The Academic Integrity Policy and Procedures specifically address student academic integrity but recognize that student academic integrity is only part of the entirety of academic integrity in a community of scholars and that all members of the community share the responsibility for fostering academic integrity.

The Academic Integrity Council (AIC) works proactively by educating students on the expectations of integrity at the University and helping them to have the tools necessary to meet those expectations. The AIC also works to educate faculty on how to report incidents of academic dishonesty and hopefully use the incidents as teachable moments to help our students to be successful. The AIC also works with the Faculty Center for Teaching & Learning to train faculty on course and assignment design to reduce incidents of academic dishonesty.

Reported Cases

	Summer	Fall	Spring	Total
2015-2016	4	113	82	199
2016-2017	7	152	117	277
2017-2018	17	132	120	269
2018-2019	14	174	161	356



Highlights of 2018 – 2019

- Had personal contact with more than 1500 students in Fall 2018 through different workshops or classroom lectures facilitated.
- Spoke at more than thirty GEP 101 and UHC 110 classes and supervised a graduate assistant to train for future classroom presentations.
- Facilitated communication between teaching assistants for ENG 110 and COM 115 regarding certain assignments completed in one class and then submitted a second time in the other class.
- Facilitated over twenty CIS 200 and CIS 201 sessions on Ethical Leadership to help students identify their own ethics and understand expected ethical behavior.
- Continued to work closely with the Dr. Mary Jo Wynn Academic Achievement Center to ensure that athletes understand the ethical expectations of them and have the skills to meet those expectations.
- Continued to work closely with the International Student Services Office and China Program to provide specific training and support for International students.
- Worked with the Office of Student Engagement and the Dean of Students Office to identify groups of students with a higher than statistically anticipated number of violations in order to reduce violations and provide student support.
- Worked very closely with the Counseling Center to support students in crisis due to unethical behavior.
- Provided training for new faculty, graduate students, and teaching assistants.

- Worked with more graduate programs to address why these students have incidents of academic dishonesty and helped identify resources for these students to reduce future incidents.
- Worked with first-time reporters to provide training and support for the faculty.
- Collaborated with the FCTL office to provide training for faculty on course and assignment design to reduce cheating opportunities and cultural awareness regarding academic integrity.
- Spoke at several departmental meetings in an effort with Deans and Department Heads to increase faculty adherence to the AI Policy and develop consistency among faculty in a department when selecting sanctions.
- Hosted approximately 150 students from Branson High School for a day focused on ethics.

Assessment and Program Improvement Efforts

Again, this year the AIC has continued to see an increase in the number of faculty reporting for the first time. We view this as a success in educating faculty on the Policy and the importance of reporting incidents in order to provide support to the student and increase retention. The AIC has had an increase in the number of cases involving social media. We will work to develop training for students in how to use social media ethically and we will attempt to train faculty in how they need to anticipate students will use social media.

COMMUNITY-ENGAGED LEARNING

Programs

Community-Engaged Learning includes a set of programs involving and engaging students in meaningful experiences throughout the community. These programs seek to engage students to foster experiential learning opportunities that enhance the Missouri State University public affairs mission:

- **GEP Service-Learning** (Connecting GEP instructors and students to community engagement efforts)
- **Bear Service** (Ongoing service experiences, large-scale service events)
- **Immersion Programs** (Learning and serving alongside communities across the US and abroad)
- **Service Tracking** (Supporting scholarship, GEP, and FSL students through training and education)
- **Education and Outreach** (Connections to local agencies and issues; workshops and consultation for student groups, faculty, and staff; and support of MSU students through Food Pantry)

We are committed to the ongoing success of community-based programs in Springfield and MSU students, faculty, and staff through reciprocal partnerships.

Highlights of 2018–2019

- Bear Service included more than 103,000 hours of service worth \$2.4 million to community
- Immersion Programs included curricular component. Students enrolled in SOC 300, BMS 300, etc.
- Immersion Programs recognized at Student Talent and Recognition Ceremony with Mark of Distinction Award.
- First-Year students completed 11,000 hours of Introductory Service-Learning
- Student Food Assistant Program collaborated with the Drew Lewis Foundation to begin the Bear Pantry, serving 63 students in its first semester.
- The Peace Corps Prep Program became an official program of the CCE.

Bear Service

Bear Service is a set of programs and reciprocal partnerships connecting the Missouri State community with meaningful service opportunities. We organize Bear Service into three main parts: Bear Service Days, which are one-time large days of service; the Bear

Service Team, which is a student organization dedicated to service-learning; and the exploration of service in Springfield, MO, through GivePulse. Bear Service promotes positive social change through the following service-learning elements:

- **Education** – The first goal of a Bear Service experiences is to learn more about the issue of focus, the community agency/learning partner, and our goals for making a positive difference. Our learning partners and staff use local data from initiatives, such as Community Focus Report, Impacting Poverty Commission, and Zone Blitz, to educate volunteers about issues facing the community.
- **Engagement** – Bear Service promotes experiential learning opportunities. The more we engage with each other and our neighbors, the more we will learn about ourselves and the expertise in the community. We work alongside the community through direct service, indirect service, and advocacy.
- **Reflection** – Structured reflection encourages us to learn more about ourselves and our communities. Thinking critically about service experience is a key step toward active citizenship and a better understanding of Public Affairs. Our staff provides reflection activities and materials for all service opportunities. Students tracking hours reflect on their experiences as well.

Bear Service Days 2018–2019

Event	Semester	Participants	Hours Served
Into the Streets	Fall 2018	100	400
Bear Blitz Project	Fall 2018	50	200
GEP Day of Service	Fall 2018	150	600
Convoy of Hope	Fall 2018	500	1,500
Ozarks Food Harvest	Fall 2018	250	750
Bear Service Team	Fall 2018/Spring 2019	25	500
	Total	1,075	3,950*

Total hours tracked on CampusLink for Scholarships and GEP courses = 14,573.62. Value of Service to the Community @ \$21.30/hour = **\$310,418**

Highlights of 2018–2019

- **Service education and engagement opportunities were integrated with programs for First-Year students.** The focus of Bear Service Days and local service initiatives were to first-year students. Service-Learning students in GEP 101 served alongside various agencies throughout the year. This service included education and reflection.
- **Givepulse, a service software, was integrated** to streamline service project management for community agencies. This was a collaboration between the Northwest project, City of Springfield, Drury, and MSU.

Immersion Programs

Immersion programs are opportunities for students to spend their breaks (spring, summer, winter, and fall) learning and serving in communities locally, nationally, and globally. These experiences allow students to learn more about a community, immerse themselves in the culture and social issues of a community, and grow as volunteers toward becoming active citizens. Bear Breaks is a student organization within the Center for Community Engagement dedicated to developing and leading immersion experiences for their Missouri State peers. This group is advised by the Center for Community Engagement staff and collaborates with MSU faculty on trip implementation.

Student Trip Leaders met with our staff every week throughout the fall and spring semesters to learn about community issues, best practices for reflection facilitation, and reorientation.

Every Immersion Trip participant engaged in focused journaling, which can be found at blogs.missouristate.edu/immersion.

Immersion Trips 2018–2019

Location	Semester	Trip Title
Atlanta, GA	Spring 2019	Uplifting Atlanta: Creating Pathways to Self-Sufficiency
Asheville, NC	Spring 2019	Asheville's Healthy Minds, Bodies, and Spirits
Aurora, CO	Spring 2019	Children's Health in Color: Using Therapeutic Play to Engage with Children in Hospitals
Chicago, IL	Spring 2019	Challenging Homelessness and Hunger in Chicago and Beyond
Dallas, TX	Spring 2019	The Power of Education: Overcoming Poverty and Homelessness
New Orleans, LA	Spring 2019	Building for Change: New Perspectives in New Orleans
Santiago, Dominican Republic	Spring 2019	Inclusive Excellence and Public Affairs

*Value of Service to the Community @ \$23/hour = **\$20,260**

Highlights of 2018–2019

- **Seven First-Generation students received financial assistance** for their Immersion Trip fee through a partnership with First-Year Programs.
- **13 Cohort members of the Ningxia campus were sponsored to participate** during Spring Break 2019 trip across the U.S.
- **Development of credit-bearing Immersion Programs** in partnership with Sociology, English, and Biomedical Sciences. Student can enroll in a 1-credit Component Service-Learning course for learning outcomes on trips.

- **Understanding of Public Affairs Mission Enhanced through Immersion Programs.** 100% of students who participated in Immersion trips said they can connect the real-world application to their major or future career. 100% of students said they have a greater understanding of the Public Affairs Mission because of Immersion Programs.
- **MSU Students represented Bear Beaks Immersion Trips at national BreakAway conference.** Missouri State Immersion Programs are part of a nation-wide alternative break movement called BreakAway. In the summer of 2017, a student leader of Bear Breaks represented MSU at a week-long service experience in the Grand Canyon, during which they collaborated with other programs across the nation.
- **Incorporated local community leaders as Learning Partners** for Trip Leader Workshops to give students a direct connection to issues and resources in Springfield for reorientation. This increased awareness of immersion in the community. Non-Profit leaders joined our students weekly to discuss issues in the community and ways to address them upon their return from the trips.
- **Bear Breaks and Immersion Programs received Mark of Distinction Award** at university-wide STAR Awards for excellence in programming, leadership development, and connection to public affairs.

Assessment

Assessment of student learning has been a major focus of these programs. In order to align program outcomes with university goals, we have engaged in the following assessment efforts:

- Community-Engaged Learning programs participated in the Carnegie Classification review, which includes a comprehensive review of program outcomes and relationships with stakeholders, both inside and outside the university.
- Bear Breaks Immersion Trips conducted pre-trip and post-trip surveys of participants to gauge their understanding of service, public affairs, and connection to career goals. 100% of participants said they can connect any real-world application to their major or future career as a result of the Immersion Trip. 95% of students said they understand how they can help address a certain social issue upon their return to Springfield. 100% of students said they understand how volunteering supports Missouri State's public affairs mission.

Outreach & Education

Community-Engaged Learning strives to provide resources to students, faculty, and staff who are interested in being involved with the community. The Education & Outreach portion of the office requires high levels of collaboration with university stakeholders and community agencies. In addition to providing resources to community agencies, the Center for Community Engagement strives to support students in their education about community issues, community building, and social capital. We are committed to the ongoing support and development of the non-profit community in Springfield. Through these agencies, we are able to help address the social issues that affect our community.

Education and Outreach Efforts 2018–2019

Program	Type	Collaborators	Results
Fall 2018 Community Engagement Fair	Outreach	Career Center, CASL, PA Support	50 Community Agencies
Community Engagement 101	Education	First-Year Programs	This seminar was available to GEP students to learn about engagement.
Hunger & Homelessness Awareness	Outreach and Education	Eden Village	Donation Drives and service opportunities.
URSA Community Engagement	Education	New Student & Family Programs	Educational material for URSA and engagement opportunities
Child Abuse & Neglect Awareness	Outreach and Education	Isabel's House, CASA, Harmony House, Child Advocacy Center	Campus Campaign for Domestic Violence Awareness

Bear Pantry

This new resource was created in January of 2019 to serve MSU students, faculty and staff facing food insecurity. The CCE collaborated with the Drew Lewis Foundation to serve food and resources. In its first semester, the Bear Pantry had 63 unique users.

Goals for 2019–2020

- Continue to grow Bear Pantry food assistance program through fundraising and increased resources.
- Expand Immersion opportunities for students, including the addition of local and regional initiatives.
- Continue curricular Immersion Trips trend for students to combine course outcomes with experiential learning
- Increase collaboration with campus constituents, including faculty, International Programs, Student Orientation, and Office of Student Engagement. We will be

working with faculty to advise Immersion Trips, to serve as Site Leaders for one-day service events, and to serve as discussion leaders

- Support First-Year Programs' community engagement efforts by increasing resources and touchpoints for students and instructors
- Incorporate Missouri State University Alumni involvement into service programs, including Immersion Trips and local service opportunities
- Site Leader Training for Bear Service Days include student leaders, faculty, and staff

CITIZENSHIP AND SERVICE-LEARNING (CASL)

The office of Citizenship and Service-Learning provides academic service-learning opportunities through various courses 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 work with a community learning site in a seamless weave. Results from decades of scholarly research clearly indicate that Service-learning increases student retention contributes to higher GPA's, provides for career/major exploration and preparedness, and is associated with a long-term commitment to civic engagement in communities. Service-learning opportunities help students connect their coursework with real-world experiences, explore majors and careers, engage in core career readiness skills (like critical thinking, collaboration, and professionalism), and gain meaningful hands-on experiences with a learning site partner in our community.

Currently, the office of Citizenship and Service-Learning offers three types of service-learning options for students:

- 1) **Introduction to Service-Learning (INT)** requires a minimum of 4 hours of service-learning and is embedded within the course;
- 2) **Integrated Service-Learning (ISL)** requires a 15 hour (minimum) service-learning project and is embedded within the course; and
- 3) **Component Service-Learning** is 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 learning site.

Highlights of 2018–2019

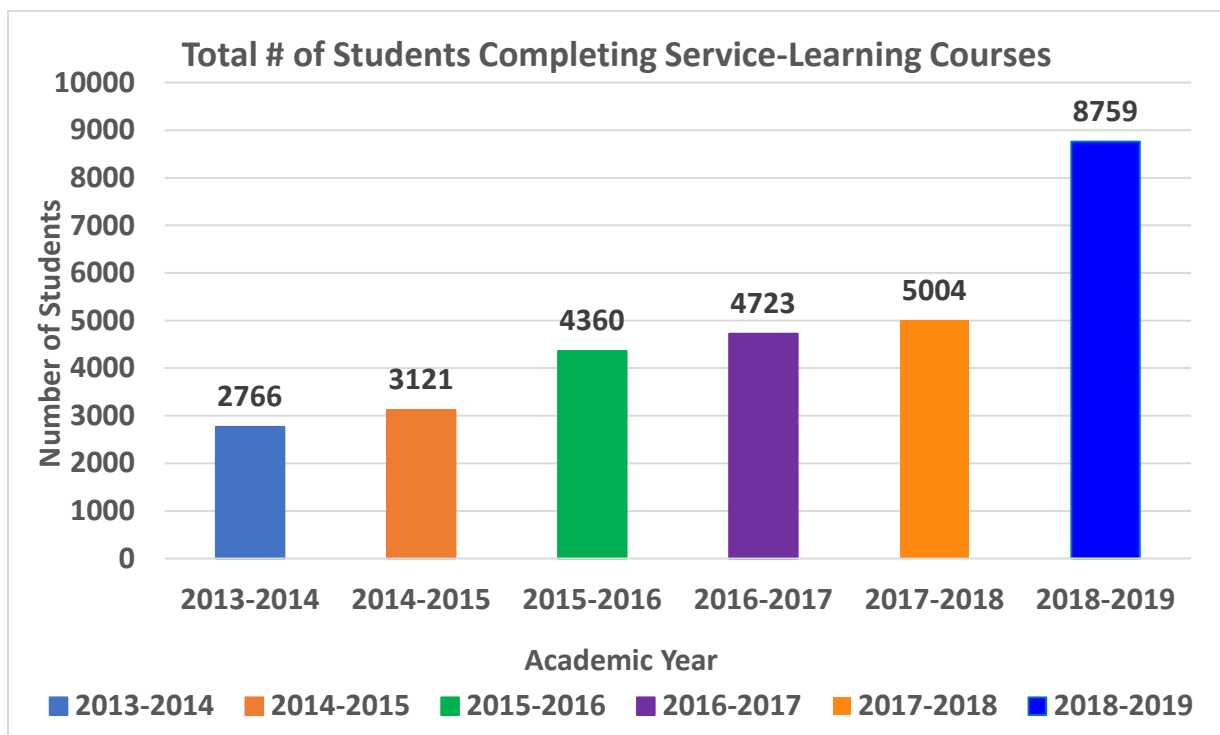
The CASL office continues to experience high growth in the number of students engaged in service-learning. Over the course of the 2018-2019 academic year, there were increases in the number of students completing service-learning courses, the number of faculty and service-learning courses offered, and the development of new and sustainable community partnerships.

- **Service-Learning Students = 8,759 students participated** in one or more service-learning courses
- **Total Service-Learning hours** provided to community = **102,246**
- **Value of Service** to community @ \$23.96/hour = **\$2,449,814.00**
- **Number of Service-Learning course sections** = **667** (Introduction, Integrated and

Designate/Component Courses)

- **MSU Faculty/Staff Offering/Teaching Service-Learning courses = 368**
(Introduction, Integrated and Designate/Component Courses)
- **Overall Average Retention Rate Semester-to-Semester: 91%**

The following graph illustrates the increase in the number of students completing service-learning courses since the 2013-2014 academic year. Of the 8,759 students who completed academic service-learning courses, 1,479 of those students enrolled in and completed more than one academic service-learning course during the 2018-2019 academic year.



Of the unduplicated count of 7,280 students, 1,094 graduated. Of the remaining 6,680 students, 5,874 students re-enrolled in MSU courses the following semester. This represents **an overall semester-to-semester retention rate of 91% for students who completed academic service-learning courses.**

The service-learning office is now able to look at the retention rates, associated with the completion of service-learning courses, for a variety of demographics including students who identified as First-generation students. During the 2018–2019 academic year, 2,569 students (non-duplicated) who identified as First-generation students completed an academic service-learning course. Of those students, 1,925 students

(undergrad) re-enrolled in coursework for the following semester. This represents an 89% semester-to-semester retention rate for First-generation students.

In addition to the increase in service-learning numbers, the service-learning office, in conjunction with Public Affairs support, spearheaded the recertification of the University's Carnegie Classification as a Community Engaged University. The year and a half long project entailed a collection of data from across the entire campus (colleges, academic departments, administration, student affairs, etc.), compiling an in-depth report and then the submission of the report to the Carnegie Foundation. Notification of the University's recertification status will be in December of 2019. This certification is important to the University and aligns with the University's Public Affairs mission.

Service-Learning Signature Programs and Featured Initiatives

MSU Vision Screening Program

The MSU Vision Program continues to remain the top service-learning opportunity for students. Biomedical Science, Nursing, Pre-Med, Pre-Optometry, Biology, and Education majors enrolled in service-learning courses screened 16,546 children, youth and adults throughout southwest Missouri. During the 2017-2018 academic year, the Vision Program screened 13,730 children, youth, and adults.

Screenings took place in low-income day care centers, elementary, middle, and high schools throughout southwest Missouri and in the West Plains area, OTC's Adult Literacy Program, the Hope Connection event, as well as other locations.

New locations and partnerships added in the fall of 2018 and spring of 2019 include schools in the Lebanon area. This project will continue through the 2019-2020 academic year. Additional locations included Aurora, Dadeville, Verona, Morrisville, Halfway, Fair Play, and Chadwick, as well as the expansion of locations in the Springfield area.

- 1,921 or 12% of the children, youth, and adults screened had significant or potentially significant vision problems and referred to the Vision Rehabilitation Center of the Ozarks (VRCO) our partner organization for follow-up services.
- The program provides early detection screening to identify significant or potentially significant vision problems such as hyperopia, myopia, astigmatism, anisometropia, esotropia, exotropia, vertical alignment errors, and opacities.

- Vision screenings, utilizing high-tech, ophthalmic screening cameras, can help to identify problems early so that children can get the help they need.
- Screenings for color-blind deficiencies took place as a part of the vision program. During the 2018-2019 academic year, 2,350 individuals received testing for color-blind deficiencies. Of those tested, screeners found 88 individuals or .04% to be color-blind.
- Service-Learning students from the Biomedical Science department continue to conduct research examining the role genetics plays in vision deficiencies and color-blindness.
- In total, 127 service-learning students and Bonner Leaders conducted the screenings throughout the academic year.

Springfield Community Gardens

- Having just completed the second year of this three-year collaborative partnership with Springfield Community Gardens, Service-Learning students from the Biomedical Science, Sociology, and Biology departments engaged in providing a number of services to eradicate poverty and hunger in the community.
- During the 2018-2019 academic year, students provided some 4,218 hours of service at a value of \$97,900.00 to the community (independentsecort.org).
- The purpose behind this three-year collaborative partnership between Springfield Community Gardens, US Department of Agriculture, and Missouri State University is to create a local food hub that empowers low-income individuals to reduce food insecurity while also enabling those individuals with education and skills to generate their own means for financial security.
- Currently, three additional grants are pending with Springfield Community Gardens. If awarded, MSU service-learning and volunteer students, along with Bonner Leaders will continue serving alongside Springfield Community Gardens in a much larger capacity.

Community Red Flag Issues

Missouri State University Service-Learning students continue to work addressing problems and issues in our communities through a variety of signature projects. This year the Citizenship and Service-Learning Office added five new signature partner programs while continuing another year with our ongoing signature projects. Those

partner programs include Springfield Community Gardens (info previously shared), Eden Village, Victory Mission, and the Bear POWER.

Urban Roots Farm – New

Service-learning students, from dietetics, biology, agriculture, psychology, and education work to develop programs centered on farming and healthy eating for communities. Programs include serving as mentors for at-risk youth that visit the farm frequently.

Lift-Up Springfield/Ozark Valley Medial – Ongoing

This signature initiative provides dental and medical services to those in need of medical or dental services and who have limited access to funds and/or healthcare and associated resources. Pre-Med, Pre-Dental, Pre-PA, Nursing, and other service-learning students enrolled in health-related courses provide services to those in need while providing MSU service-learning students with hands-on experience in the medical and dental field.

Eden Village – Ongoing

Service-learning students, from multiple academic disciplines, continue to work on a variety of projects to help prepare a new community for homeless individuals.

Victory Mission – Ongoing

Service-learning students, from multiple academic disciplines, work to provide access to food, distribution of products, art initiatives, and provide other resources for homeless individuals who access the mission.

Bear POWER – Ongoing

- Bear POWER (Promoting Opportunities for Work Education and Resilience) is a two-year, five-semester, inclusive college program for individuals with intellectual disabilities. During the summer of 2018, MSU students worked alongside perspective Bear POWER students to engage them in service activities.
- MSU service-learning students from social work, education, and psychology worked during the spring 2019 semester to assist with the development of the program and the preparations for a summer event, along with projects to support the first cohort of students in January of 2019.
- As of January of 2019, several of the Bear POWER students served as Bear POWER leaders in our office and within the community. They worked on projects to include the art design for fire hydrants in the Doling Neighborhood and costume design for a new Bear POWER super-hero video, work with

photography for our web pages and videos, work with our Robberson afterschool programs, and work with our community gardens.

Nixa Alternative Court Program - Ongoing

- In partnership with the Nixa Court Systems and the City of Nixa, Missouri, Psychology, Social Work and Criminology service-learning students work with low-level offenders to reduce potential jail time.
- Service-Learning students continue to serve as Case Managers conducting assessments, identifying educational and other resources for their clients, and reporting to the court system the client's progress.
- The Missouri State University Program Assistant/Bonner Leader who coordinates this program, works with our service-learning students, and has responsibility for the on-going success of this program, received this spring semester, an award from the Mayor of Nixa for her selfless participation to the CASC Court program and the Nixa Community. MSU students worked this academic year to not only serve as case managers and lead this program but spent hours researching programs such as this coupled with the development of a toolkit for other court systems to use. Their work will be presented at a conference in 2020.

Robberson Community School – Ongoing

Our collaboration with Robberson connects the academic resources of the University to the development of a sustainable community in this low-income area of Springfield. Service-learning students organize and lead after-school programs and activities such as a Spanish Club, musical theatre, science, and Math LEGOLAND.

Walkable Springfield – Ongoing

Our collaboration with the City of Springfield and the Community Partnership of the Ozarks continues as service-learning students from multiple academic areas, including Sociology, Recreation, and Planning, continue to assess and evaluate streets and neighborhoods. During the 2018-2019 academic year, art students walked the streets/neighborhoods of the Doling Neighborhood to determine the best placement for art. These service-learning students, in partnership with Dr. Fatih Benzer, are working to improve the community through a Community Art Revitalization program.

Women's Medical Respite – Ongoing

Nursing and pre-Med service-learning students continue to work with homeless women who are under medical care in a respite typesetting. Often women discharged from the hospital who are in need of wound care, for example, are unable to take care of the wound living in a homeless situation.

Voluntary Income Tax Assistance (VITA) Program – Ongoing

Accounting, business and gerontology students continue to work with the VITA program providing individuals throughout the community, who are high-poverty or seniors with limited resources, with assistance in preparing their income tax returns during tax session.

Scholarship of Teaching and Learning 2018–2019

As a commitment to Research and Resources for faculty and staff, CASL provided the following opportunities:

- **Provided service-learning faculty presentation** for a session at the Faculty Center for Teaching and Learning 2018 Fall Showcase
- **Created an educational handout for new faculty** to educate them on service-learning course options
- **Provided one-on-one training for new faculty** engaging in the use of the service-learning teaching methodology
- **Provided information about service-learning** at the Master Advisor Training sessions
- **Engaged in and worked collaboratively with faculty** on research studies centered on service-learning topics
- **Provided Faculty/Student Showcase** for the university and the community during the Public Affairs Conference (fall 2018)
- **Co-hosted the Community Engagement Conference** in the spring of 2019 in conjunction with the office of Public Affairs Support.

Assessment and Program Improvement Efforts

Assessment continues to be an essential tool for all programs and initiatives, including academic service-learning. Beginning with the fall of 2013, both integrated and component service-learning students complete a survey at the end of their service-learning course. The survey examines the students' perception of expected outcomes related to and having completed a service-learning course. The survey also examines the students' perception of their role as an ethical leader, who is culturally competent and who is or intends to be engaged in their communities. Results from the survey continue to inform the delivery of academic service-learning and provide a lens from which to view areas of success and determine areas for improvement.

Of the 7,280 students (unduplicated count) who completed service-learning courses during the 2018-2019 academic year, 1,137 students or 16% completed the survey administered during the last of week of class (fall 2018 and spring 2019) through Survey

Monkey. The assessment consists of 15 course outcome questions that examine critical thinking skills, communication skills, career and teamwork, civic responsibility, and academic development and educational success as it related to the students’ service-learning course/experience and 15 questions from the MSU Public Affairs Scale that examined ethical leadership, cultural competence, and community engagement. Questions were to have consisted of a 5-point Likert scale from 1=Strongly Disagree to 5=Strongly Agree. The overall weighted average for each of the survey question areas is provided in the below tables. Results were similar among academic years.

Table 1: Service-Learning Student Outcomes & Public Affairs Scale (5-year Period)

Service-Learning Student Outcomes & Public Affairs Scale

Summary of Score Responses	Weighted Average Score (Based on a 5-Point Likert Scale)					Percent "Agree / Strongly Agree"				
	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19
Critical Thinking	4.16	4.25	4.00	4.11	4.43	88%	86%	82%	83%	90%
Communication Skills	4.24	4.33	4.19	4.34	4.47	93%	91%	88%	92%	95%
Career and Teamwork	4.24	4.39	4.21	4.68	4.59	92%	90%	90%	90%	95%
Civic Responsibilities	4.23	4.29	4.12	4.27	4.48	92%	87%	87%	88%	92%
Academic Development & Educational Success	4.24	4.38	4.15	4.25	4.51	89%	88%	85%	81%	91%
Public Affairs Scale Responses										
Community Engagement	4.33	4.35	4.35	4.41	4.50	92%	88%	90%	88%	92%
Cultural Competence	3.96	4.15	4.11	4.16	4.35	76%	80%	81%	82%	85%
Ethical Leadership	4.41	4.52	4.48	4.55	4.61	96%	96%	97%	94%	97%

Goals for 2019–2020

Based on the results of the assessment data CASL will:

- Continue meeting with learning sites to improve service-learning opportunities to enhance student learning, foster active citizenship, meet career competencies, general education goals, and support the pillars of the Public Affairs mission.
- Review the current survey to students to adjust language within questions to be more user-friendly for students (Example: I understand the root cause of the problem).
- As part of the Carnegie Recertification for Missouri State University, as identified on page 22/23, section 3.9a, our office, in conjunction with the Center for Community Engagement and Public Affairs Support, will select and implement a campus-wide assessment to gauge the campus community’s perspective on community engagement. The assessment will include both a

Likert-scale survey and focus group interviews during the summer/fall of 2019. Analysis and reporting will take place during the spring of 2020. Tools being considered include:

- Furco, A., Weerts, D., Burton, L., & Kent, K. (2009). Assessment Rubric for Institutionalizing Community Engagement in Higher Education.
- Gelmon, S. B., Seifer, S. D., Kauper-Brown, J. & Mikkelsen, M. (2005). Building Capacity for Community Engagement: Institutional Self-Assessment.
- Holland, B. A. (2006). Levels of Commitment to Community Engagement. Adapted from Holland, Michigan Journal of Community Service-Learning, Vol. 4. Fall 1997, p. 30-41.

Additional Goals for 2019-2020

- Continue working with the NACE Career Core Competencies and the General Education goals as part of service-learning coursework.
- Continue working with faculty to increase service-learning course offerings.
- Continue to identify ways to host mini-workshops or “Brown Bag Lunches” for faculty and community to learn more about the teaching pedagogy of service-learning, how service-learning meets NACE Career Core Competencies and General Education goals, how to use service-learning in courses, and meaningful ways to impact the community.
- Continue to work collaboratively with First-Year Programs and the Student Success Committee on the “hand-off hip” program moving students from their 4-hour service experience during their GEP 101 course to an identified course in the student’s second year on campus in an effort to increase student retention rates (Bear/Maroon Path).
- Continue to develop new signature service-learning programs and featured initiatives and expand opportunities for high-impact practices.
- Continue to expand service-learning opportunities for diverse student populations across campus and community in the areas of business, healthcare, and agriculture.
- Share results of the Carnegie Classification recertification application with campus and community upon notification from Carnegie
- Work with the Office of Public Affairs Support to increase civic engagement efforts through voter education by serving as a voter registration and resource location and providing services as Deputy Registrars.
- Work on the development and implementation of a certificate program in Leadership and Community Engagement.

- Continue to provide website enhancements for faculty, advisors, students, and community learning sites to provide education and better visibility of our programs.

EJOURNAL OF PUBLIC AFFAIRS

During the past year, the *eJournal* has made valuable progress in projects, process, networking, and new initiatives, along with completing three publications. While continuing to enhance the new website, we achieved the major task of replacing the Open Journal System publishing software with Bepress Digital Commons, or “Bearworks” as it is referred to by the University’s system. We revised the Features section to now be referred to as “*Tell Your Story*”, and pursued efforts to promote and encourage this opportunity for community partners, students, and faculty. Reflective of this effort, we produced a video describing a dynamic civic engagement project that originated from the Missouri State Public Affairs mission and is making a huge impact in the Springfield community, while a growing interest in surrounding states. More details can be seen under the Highlights for 2018-2019 section.

This online journal is a peer-reviewed, multidisciplinary, open-access journal that provides a nationally refereed venue for scholarly work related to the university’s mission in Public Affairs. By providing an academic, nationally refereed venue for such work, the *eJournal of Public Affairs* aims to advance the status of public scholarship. This collaboration between Missouri State University, MSU and the American Democracy Project, ADP publishes three issues each year and regularly accepts submissions for both its Scholarly and Features sections. The journal is focused on scholarship related to engagement in the public arena, with themes that include:

- Considerations of citizenship and what it means to be a citizen, including local and global citizenship, and eCitizenship
- Scholarship of Teaching and Learning, problem-solving, and leadership related to citizenship and civic engagement
- Assessment of civic-engagement projects
- The relationship between social media (e.g., Facebook, Twitter, YouTube) and civic engagement

The primary purpose of the *eJournal of Public Affairs* is to publish scholarly work addressing civic engagement, citizenship, and other areas of public affairs. Articles can include embedded internet links and multimedia, with alternate forms of media (e.g., videos, photo-essays, etc.). This may involve applications of research for scholarly and creative endeavors for assessment and scholarship of teaching and learning, as indicated in the *eJournal’s* Focus and Scope. We are looking for submissions for themed topics for special issues and continuous open submissions.

Publications

During the past year, the *eJournal* completed its seventh year and began our eighth year of publishing. Publications included:

Vol. 7 No. 2 *Setting the Stage for Highlighting Work in Cultural Competency Pedagogy*, "...highlighting perspectives and experiences in developing, implementing, and supporting cultural competency pedagogy in graduate public affairs programs to prepare emerging and current professionals in public-sector careers. As faculty members engaged in public affairs disciplines, we are committed to strategies designed to integrate cultural competency at various levels—in the communities we work with, in the institutions we teach in, and in our classrooms through pedagogy. We value the need for cultural competence, especially as major demographic, socioeconomic, and political shifts have brought into relief significant shortcomings in how various communities have been served and in the conception, design, implementation, and evaluation of public goods and services. However, with challenges come opportunities to critically evaluate and more comprehensively honor public values such as democracy, equality, and justice. Cultural competency provides both a pathway and a lens to accomplish this goal."

April Jackson, Section Editor, Florida State University

Vol. 7 No. 3 *First-Generation College Students*, "... to focus upon this unique population and the many ways that institutions of higher education can support them. First-generation college students, defined as neither parent having completed a four-year degree, are a growing and increasingly important population at institutions of higher education. First-generation students often hail from diverse backgrounds and bring a wealth of valuable experiences with them to the college environment. Additionally, first-generation college students are becoming an increasingly important part of institutional recruitment and retention plans."

Tracey Glaessgen, Section Editor, Missouri State University

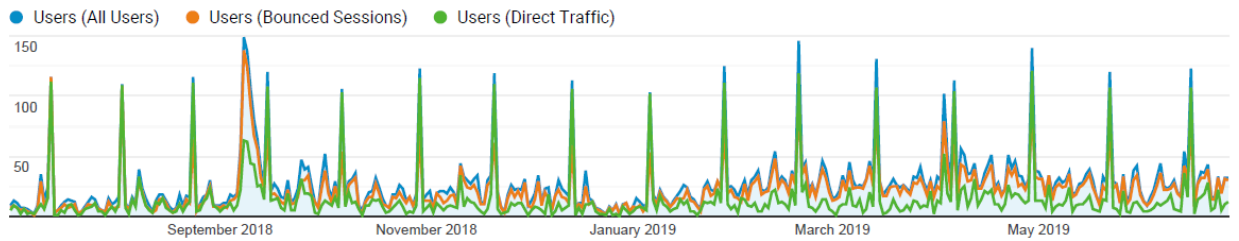
Vol. 8 No. 1 *Exemplary Scholarship from the 2018 CLDE Meeting: Innovative Civic Engagement Pedagogy* "This special issue of the *eJournal of Public Affairs* highlights exemplary work that was presented at the meeting and that has since been further developed into peer-reviewed scholarship ready for broader dissemination. Readers who attended CLDE18 will be reinvigorated by this collection of articles, while those who could not participate can now join the conversation. Though the journal editors considered manuscripts describing a number of exemplary programs, this special issue focuses on projects related to innovative civic engagement teaching pedagogy."

Bethany Fleck, Section Editor, Metropolitan State University of Denver

Highlights for 2018-2019

- **Migrating to new publishing software:** After several failed contracts with the Public Knowledge Project to provide the necessary upgrade for the Open Journal Systems (OJS), we decided a change was required. We explored other options for a suitable publication software solution and concluded that the Digital Commons platform, or Missouri State Bearworks publishing software, was the best option. This system was acquired by the Provost office and University Libraries as a resource for the campus. We found it to be a user-friendly application with good user support in place. With OJS failing and the occurrence of repeating system compromises, we had to move quickly in this large-scale project to replace OJS and are implementing Bearworks in the next publication.
- **Enhancing the *eJournal* website:** It is our belief that an effective website should continue to evolve and grow. Under that premise, we continue to tweak our layout design, improve navigation, utilize impactful visuals, ensure user-friendly interface and access to mobile devices, and strive to provide a visually stimulating display. We implemented the long-considered goal to allow us to post open submission articles within another publication issue to provide a timelier publication before the open submission issue is ready.
- **Monitoring growth with analytics:** Google Analytics have been hooked into the *eJournal* WordPress site to measure visitors and how they're using our content. We are currently developing methods for reporting detailed usage in order to make strategic efforts towards reader and subscriber growth. Following the positive changes in the publication process in the past two years, we feel ready to expand communications about the *eJournal* to a broader public. Analytics will help us achieve marketing goals. Included, is a brief snapshot of visitors to the WordPress site. Our evaluation indicates that intermittent peaks and a high bounce rate offer no surprises for blog/article-like usage (visitors seek the specific page and then leave, which is common). One aspect worth noting, however, is that starting in January, usage of all kinds increased noticeably. The usage dropped off a bit as summer started, showing the possibility of usage by those in an academic setting. These analytics may indicate success in some of the changes that we have implemented on the WordPress site, such as increased efforts towards efficient SEO, user interface improvements and content management. Further examination is needed, but the current results look hopeful and usage, in general, has far exceeded use during OJS-housed publications.

Overview



- **Book review repository:** With the increase of book reviews, we decided to formulate a book repository, complimenting the video gallery, to provide easy access to the collection of books that have been featured in past publications.
- **Adding calendar for civic engagement events:** We have started building a new calendar on the website to post national holidays concerning our democracy and to post civic engagement events. We intend that this feature will generate interest and participation in events and another reason to visit the *eJournal* website.
- **Change the “Features Section” to “Tell Your Story”:** We decided to rebrand this section to help call more attention to and help promote this opportunity. This is an important resource that can broaden our audience and potential participants. It allows us to be more inclusive by providing an opportunity for students, community members, faculty, and educational institutions. The *eJournal*, as confirmed by the Editorial Board, values the importance to be inclusive and to offer a place for sharing experience, observations, and perspectives that complement the research, projects, and practice.
- **Crossref:** We consulted with Crossref support and resolved some issues and found information to address assigning DOIs in the publishing software, Digital Commons.
- **2020 pre-election 9-2 issue planning:** The *eJournal* Editors have started to work on the proposed descriptions for the subject matter and collaborations to construct what we feel is a very important issue to promote citizens to be informed, empowered, and motivated to participate in this very important election, both at a national and local level. This will be one of the unique issues that the editors will compose rather than manage open submissions or work with guest editors on a themed topic.
- **Special issues:** We have been very successful at acquiring guest editors to formulate issues with special themed topics. This year included Cultural Competency Pedagogy, First Generation College Students, the CLDE conference, and Institutionalizing Community Engagement at the College Level. Future themes under consideration include Service Learning, Psychological Processes in Democratic Deliberation, STEAM, Student Poverty on Campus, Disconnect

Between the Social Justice Movements and the Civic Engagement Movement, and several others in discussions.

- **Editors attended, presented, and promoted the *eJournal*:** Including the 2019 Civic Learning and Democratic Engagement Meeting, MSU Public Affairs conference, MSU Showcase for Teaching & Learning.
- **Networking:** Made site visits to Ohio University, James Madison University, Towson University, and Salisbury University to promote awareness and participation.
- **Updated Reviewers and Board members:** With the migration to Bearworks we updated information for the reviewers list and added new reviewers. Under the new publishing software, authors are automatically placed on the reviewer list. With several board members stepping down we have added their replacements.
- **Managing Editor and Copy Editor change:** After we acquired a new Managing Editor to replace Dr. Marc Cooper, Dr. Darrell Hamlin has been getting up to speed with these responsibilities. We also obtained a second freelance Copy Editor to ensure that we will not fall behind on the publication process if one of them is not available.
- **Revised *eJournal of Public Affairs* logo:** Incorporating the new color scheme, we will send the new poster and t-shirt designs to print after making final revisions.



- **Give 5 Project:** A video produced by the *eJournal* for a *Tell Your Story* submission. This video describes a program that was developed by a former Missouri State University Administrator, who retired to become the City Manager of the City of Springfield. Greg Burris initiated a unique civic engagement program that linked retirees to volunteer opportunities in the community. We are in the process to pursue another larger scale civic program developed in Springfield. We want to refer to these programs to encourage other institutions to share similar civic engagement projects.
- **Webinar:** TAKING A DEEP DIVE: CLDE THEORY OF CHANGE Felice Nudelman, Executive Director, The American Democracy Project, will provide a brief intro of ADP Webinar Series. Lindsey Woelker, from the University of Michigan, will then speak about her article *Taking a Deep Dive into the Emergent Theory of Change* published in the *eJournal*. Andrew Lokie, Editor and Darrell

Hamlin, Managing Editor will then provide a brief overview of the *eJournal of Public Affairs*.



Response to 2018-2019 Goals

- **Data Reports:** Complete planning for and implement data reports.
 - *Due to the compromise with the OJS software, we had limited time to finalize the criteria and formulate the types of data reports we want to pursue.*
- **Integrate media opportunities:** Continue to look for more opportunities to develop and include more media and videos in the *eJournal* publications.
 - *We produced the Give 5 video, now developing the Zone Blitz video, and planning a new eJournal promo video. We participated in our first Webinar and considering podcast opportunities.*
- **Themed topics:** Continue to seek new ideas for theme topics and recruit section editors to participate in producing special issues.
 - *We have been very successful at acquiring guest editors to formulate issues with special themed topics. This year included Cultural Competency Pedagogy, First Generation College Students, the CLDE conference, and Institutionalizing Community Engagement at the College Level. Future themes under consideration include Service Learning, Psychological Processes in Democratic Deliberation, STEAM, Student Poverty on Campus, Disconnect Between the Social Justice Movements and the Civic Engagement Movement, and several others in discussions.*
- **Continue to add new Reviewers:** to expand the *eJournal's* peer-review pool.
 - *With the new publishing software, we updated our reviewer's list, added new reviewers, and implemented a new policy where authors are automatically added to the reviewers list.*
- **Create Self-paced tutorials:** Plan and produce materials to assist tasks for procedures, such as the Submission process for new authors, Review process for Section Editors, etc.

- *We have discussed tutorials for the new publishing software, which will be included in next year's goals. As we learn more about the new software, we will address topics as we determine needs.*
- **Crossref:** Evaluate and reduce errors with Crossref system, which assigns DOI, Digital Object Indicator that links to content materials on our website.
 - *We consulted with Crossref technician to address some errors and determine how to assign DOIs with the new software.*
- **Seek personnel and resources** to provide IT and media design support.
 - *The Bearworks (Digital Commons) software solution has included support from both MSU staff and Digital Commons. So far this has worked great.*
- **Continue to maintain** quality Copy-editing service.
 - *We have added a new copy editor to now have two on our current eJournal staff.*
- **Employ Social Media:** Complete planning, then implement and manage social media applications, such as our Twitter account and Facebook accounts.
 - *This will be included in next year's goals.*

Goals for 2019-2020

- **Continue website evaluations:** We have agreed with board member Rich Halstead-Nussloch to conduct a survey with his graduate class.
- **Data Reports:** Complete the development of the criteria and process for producing regular data reports.
- **Networking and collaboration efforts:** We are currently working with prominent colleagues to develop the important 2020 Pre-election 9-2 issue. Continue to initiate new contacts, conferences to attend, and collaborations to promote the *eJournal*.
- **Consider and employ strategies** to the website that promote more contacts across the website, such as refreshing the content on a more regular basis outside the publication cycle, foster more opportunities for input, discussion, and response (e.g. podcasts) and the events calendar.
- **Integrate media opportunities:** Continue to look for more opportunities to develop and include more media and videos in the *eJournal* publications.
- **Themed topics:** Continue to seek new ideas for theme topics and recruit section editors to participate in producing these special issues.
- **Create Self-paced tutorials:** Develop a tutorial for the Layout and evaluate additional needs as we become more familiar with the new software and consider various training programs.
- **Continue maintaining Crossref DOIs (digital object identifier):** Evaluate and reduce errors with Crossref system, improve the ability to assign DOI in the new system, and continue to confirm these links.

- **Employ Social Media:** Complete planning, then implement and manage social media applications, such as our Twitter account and Facebook accounts.

Assessment and Program Improvement Efforts

The *eJournal* Editors have worked hard to improve the website, update the publishing software, improve software support, resolve Crossref issues, update and add reviewers, and incorporate more collaborating, such as guest editors with themed topics. With software solutions, we will continue to formulate our process for collecting and distributing data from Google Analytics. We want to compile summary reports that summarize the usage of each issue, and regular reports that provide data for specific criteria. With the managing editor getting up to speed, we hope to soon display our publication timeline. We plan to also display peer-review acceptance percentage and expectation that we operate under. As the Editors continue to examine and improve our processes and procedures, we look for ways to measure and expand our exposure, participation, and recognition.

FACULTY CENTER FOR TEACHING & LEARNING

The Faculty Center for Teaching and Learning (FCTL) 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, implementation of new technology and learning models into the digital classroom, and professional development for faculty.

The Faculty Center for Teaching and Learning is committed to applying research-based principles of pedagogy, instructional design, and integration of technology to encourage active student engagement and deep learning. The FCTL supports the professional development of faculty and staff and the equipping of classrooms with learning-centered technology. Firmly rooted in the sciences of learning and cognition, instructional design, and multimedia learning, the FCTL strives to promote a culture of active learning and assessment.

Highlights of 2018–2019

- The 33rd Showcase on Teaching and Learning was held on August 15, 2018.
 - Dr. Christy Price, Professor of psychology at Dalton State College and Outstanding U.S. Professor chosen by the Carnegie Foundation for the Advancement of Teaching was the luncheon keynote speaker. Her motivating presentation “Why Don’t my Students think I’m Groovy? The new R’s for Engaging Modern Learners” was attended by over 300 faculty. Dr. Price also facilitated an afternoon workshop titled, “Extreme Arousal 2.0: Creating ‘I don’t want to miss a moment of this!’ Learning Environments.” She presented her own research on student engagement supported through video clips of student interviews and opportunities for faculty to reflect on their own teaching methods and learning environments they are creating. Over 60 faculty attended the workshop.
 - The morning plenary session included a continental breakfast and a panel discussion entitled “Blackboard in the Cloud: Are you Ready.” The Blackboard Administrator, Blackboard Training Specialist, and other Computer Services staff along with Dr. Eric Nelson, History Professor and FCTL Faculty Fellow for Accessible Learning and Stacy Rice, FCTL Instructional Designer shared important updates on Blackboard’s Cloud hosting model and changes in how faculty request Blackboard courses.

Information also provided on more accessibility features and the upcoming implementation of Blackboard Ally.

- o Twelve break-out sessions were presented by faculty and staff during the morning session:

Presentation Title	Presenter(s)
Student-led Facebook Groups in Online Courses: Effect on Engagement	Stanley Leasure and Alicia Mitchell Mercer
Utilizing Open Access Educational Resources: Benefits and Challenges for Faculty and Students	Gary Phillips and Tim Daugherty
Grading in Blackboard the Painless Way and Some Tools that Integrate into Blackboard	Ching-Wen Chang and Annice McLean
Demystifying Technology in the Classroom: Teaching Tools and Resources for Luddites	Julia Troche
Interprofessional Education: Collaborative Assignment Development Across Professions	Traci Garrison, Natalie Allen, Louise Bigley, Tara Boehne, Natalie Curry, Carolyn Graves, Shannon Hauschildt, and Hillary Roberts
Collaborative Group Testing for Assessment and Learning	Sarah Lancaster and Elizabeth Walker
Utilizing Universal Design for Learning (UDL) to the Neurodiversity of all our Students	Shannon Locke
Service Learning in the Community and Beyond: Local and Global Opportunities	Mary Newman, Rachel Essmeyer, Heather Felske, Alex Johnson, and Kathy Nordyke
Identifying and Improving Students' Attitudes toward General Education	Christie Cathey, Hayley Berry, Christina Bowles, Michael Foster, Christopher Panza, Steven Senger, and Joshua Smith
Copyrights and Copy Wrongs: Addressing Copyright in Distance Courses	Lacey Geiger
Using Technology to Promote Student Reflection and Critical Thinking	Patrick Sullivan
FCTL Faculty Teaching Awards	Didem Koroglu, Sarah Nixon and Margaret Weaver

- o Twelve information tables promoting university service units and 5 Curriculum Innovation award recipient posters were presented at Showcase:

Poster Sessions	Presenter(s)
Immersive Virtual Reality (VR) Technologies for Introductory Physics Education	Beck Baker, Ridwan Sakidja and Amir Behzadan
Smartphone Connected Microscopy for Student Group Work	Marilyn Odneal and Brad Bodenhausen
Improved Public Outreach through Service Learning in Infectious Disease	Christopher Lupfer
Enhancing Life Participation in Persons with Dementia through Socially Validating Storytelling	Alana Mantie-Kozlowski and Jennifer Kerr
Cross-Curricular Biophysics Laboratory Experiences	Daniel Wilson

- Awarded funding of eight Curriculum Innovation Projects.
 - *360 Interactive Videos to Promote Learning of Chemistry*—Helena Metzker, Brian High, and Dr. Matthew Siebert; Chemistry
 - *Integration of Team-based Learning into Community Health Nursing: Building Critical Thinking and Group Collaboration Skills*—Dr. Rita Million; School of Nursing
 - *Using a Video Robot for Content Curation to Promote Engagement and Collaboration in Online Learning Environments*—Dr. Ching-Wen Chang and Annice McLean; Reading, Foundations, and Technology
 - *Increasing On and Off-Campus Student Behavior Science Laboratory Experiences by Embedding a Computer-Simulated Operant Conditioning Program (CyberRat) within Course Work*—Drs. Dana Paliliunas, Michael Clayton, Jordon Belisle; Psychology
 - *Integration of Point-of-Care Ultrasound in the Physician Assistant Didactic Curriculum*—Andrea Applegate and Shannon Hauschildt; Physician Assistant Studies
 - *High Impact Practices in Cell Biology Course*—Dr. Kyoungtae Kim; Biology
 - *Spanish Heritage Language Program: Curriculum Design and Implementation*—Dr. Luciane Maimone; Modern and Classical Languages
 - *Impact Cratering: Physics and Geology of Craters and Impact Structures*—Dr. Kevin Ray Evans; Geography, Geology, and Planning and Dr. Ridwan Sakidja; Physics and Materials Science
- FCTL Advisory Council awarded the following Excellence in Teaching awards recognizing the outstanding achievements of faculty.
 - *Excellence in Online Teaching*: Dr. Ethan Amidon, Criminology and Criminal Justice; Dr. Kent Ragan, Finance and General Business
 - *Excellence in Accessible Learning Practices*: Katy Fredrick-Hudson, Biology

- *Excellence in High-Impact Practices*: Dr. Holly Holladay, Media, Journalism, and Film; McQueary CHHS Interprofessional Education Faculty Committee, MCHHS
 - *Excellence in Diversity and Inclusion*: Dr. Kimberly Stormer, Reading, Foundations and Technology
 - *Excellence in Per-Course Teaching*: Jon Marc Baney, Communications; Kathy Beberniss, Dietetics; Brandi Lofaro, Communication Sciences and Disorders; Sandra Meyers, Finance and General Business
- Dr. Chuck Hermans, professor of Marketing served as the FCTL Fellow for Online Learning and Chair of the FCTL Advisory Council. A faculty representative from each college serves on the advisory council providing valuable input into the FCTL's planning processes and also representing the interests and needs of their respective college.
 - Eric Nelson, professor of History, served as FCTL Accessibility Mentor. In his role he worked with Stacy Rice, FCTL Instructional Designer to assist the Provost's office with the implementation of the Blackboard Ally tool. This included training and coordinating Ally Ambassadors in each of the colleges, meeting with academic administrators, presenting to AAA and providing other Ally training as necessary.
 - Presented and participated in the *Per-Course Orientation*, the *New Faculty Orientation*, and other Provost sponsored faculty development programs throughout the year.
 - Instructional designers and educational technologists in the FCTL have worked with nearly 200 faculty members throughout the year on either online course development, course redesign, instructional media, or enhancement of teaching through technology.
 - Delivered 3 Course Development Boot Camps supporting faculty in developing and teaching an online course. Forty-six faculty participated in these one-week boot camps having dedicated time to work with an instructional designer to create an online course. Online courses developed through a boot camp are reviewed and evaluated according to the *Online Learning Consortium (OLC) Quality Course Design Review Scorecard*. The Course Development Boot Camps are offered in January before the start of the spring semester, in May following the end of the spring semester and one week during the summer.
 - Awarded 20 diversity scholar stipends to faculty who completed the diversity programming facilitated by the Diversity Fellow, Dr. Adena Young-Jones. As a part of their participation, these faculty wrote a reflection of this experience and how they intended to incorporate it into their teaching practices.

- Worked with the Graduate College supporting faculty developing online courses for the UDABOL/MSU partnership (Bolivia Project). The instructional designers created a new online course development model supporting the creation of online degrees. This model employs a master course template to provide a continuity of all the Bolivia courses, faculty developers doing the preliminary design and providing all the course content, a course builder building the online course, writing a facilitator's guide for teaching the course and providing training to the facilitators that will be teaching the online courses. Eleven faculty are currently developing courses for the Bolivia project with another 9 faculty developing courses next year.
- Facilitated 3 department boot camps meeting with faculty multiple times on the development of online courses and other topics. Departments and faculty include Religious Studies – 6 participants, Social Work – 12 participants, and Nursing – 6 participants.
- Hosted *Faculty Writing Retreats* bi-monthly throughout the academic year. Forty-one faculty participated in these retreats which support faculty research and writing through a collegial atmosphere. Dr. Etta Madden is the faculty facilitator and promotes a structured support approach designed to help faculty complete writing projects and goals from their discipline.
- Sponsored Book Talks for faculty on how to connect the common reader, *Lab Girl*, to coursework for students. Sponsored faculty Book Talk discussion on the book *White Fragility*; these were held prior to the author's speaking engagement on campus. These discussions were led by the Diversity Fellow, Dr. Adena Young-Jones.
- Supported 4 Inclusive Instruction for Diversity mini-workshops and Lunch and Learns that were facilitated by the Provost's Diversity Fellow.
- Provided 2 professional development opportunities for 20 faculty from the Hainan University Visiting Scholar Program. Eric Nelson, FCTL Faculty Mentor presented an interactive session on flipped instruction and using media in courses. Provided training and opportunities for these visiting faculty to use the MediaSite studio to create short videos for use in their own courses.
- Worked with the Management Development Institute (MDI) on course redesign and articulation with COB to provide a pathway for MDI's program participants to receive college credit for BUS 135.
- Sponsored a four-day Social Network Analysis summer workshop, facilitated by Dr. Leslie Echols. Twelve faculty attended this workshop including one from another university. Dr. Echols has been invited to provide this training at other universities as a result of her research and work with this summer program.
- As part of the Hill Hall renovation, the Classroom Instructional Technology (CIT) technicians installed 15 new classrooms, 3 meeting rooms, 2 conference rooms,

and digital signage. This was the first classroom building to be equipped exclusively with laser projectors reducing support and maintenance of these systems.

- The Classroom Instructional Technology team provided support and service for 364 technology-enhanced classrooms on the Springfield campus. This year 80 classrooms were migrated from analog to digital technology and an additional 86 classrooms were renovated or received other instructional technology upgrades.
- In addition to providing a walk-in MediaSite studio for faculty, Learning Glass Lightboard technology was added to the FCTL's studio facilities. This technology provides a transparent glass board with lighting inside the glass. What is being drawn on the glass "glows" like a neon light image and the video is filmed so the instructor is always facing the camera. The writing and images on the glass board are flipped horizontally providing an immediacy with what the instructor is drawing while lecturing and eliminates the distracting "back to the camera." Students experience the interactivity of seeing the instructor and what they are writing at the same time.
- FCTL worked collaboratively with numerous academic support units and academic programs throughout the year. This included the Academic Advisement Center, Academic Integrity, Academic Subcommittee on Sustainability, Assessment Office, Bear Power, Blackboard Learn Training, Center for Academic Success and Transition, Center for Community Engagement, Citizenship and Service Learning, Disability Resource Center, Diversity and Inclusion, Faculty Senate, Graduate Office, The Learning Commons and Student Learning Services, Management Development Institute, Meyer Library, MS Online and Access and Outreach, Public Affairs Support, and the Testing Center.
- FCTL staff served on numerous university committees and councils this past year. These included the Assessment Council, Distance Learning Committee, Bear Power Strategic Planning Committee, Faculty Senate Academic Relations Committee, Internet Compensation Committee, IT Council – Instructional Technology Advisory Committee, Blackboard Learn Advisory Committee (LMSAC), and the President's Council for Disability.
- Completed a self-study of the FCTL and how the center is effectively using communication processes for promoting professional learning opportunities and expectant-value motivation factors of faculty to participate in such activities.
- Hosted a variety of university meetings held in the FCTL's Innovation Commons room including Academic Relations Committee, Turning Technologies visits and training, Student Success Committee, Ally Ambassadors, SDPA Book Discussions, Hainan Visiting Faculty, Scholar 2 Scholar, and First Year Programs.

Goals for 2019–2020

- Provide best practices through faculty development offerings that align with university initiatives and long-term goals.
- Provide classroom technology and media services in order to meet the instructional technology needs of faculty.
- Offer faculty development opportunities that support
 1. culturally responsive teaching
 2. effective online course design
 3. accessible learning
 4. teaching with technology in and out of the classroom
- Analyze and incorporate external review data to advance program changes and efficiencies in the following areas:
 - Aligning FCTL activities with the university mission and long-term goals.
 - Connecting faculty to and involving them in professional learning activities.
 - Improve faculty outcome measurements in terms of overall knowledge, confidence, and motivation.

Assessment and Program Improvement Efforts

Evaluation data will continue to be collected and analyzed to inform changes or improvements in the processes, operations, and impact of services and activities. Program assessment has become a customary process step in all programming efforts. The FCTL Advisory Council is actively involved in the planning and evaluation of faculty programs, and they use these findings to make recommendations regarding policy, programs, and necessary resource levels. The FCTL Advisory Council also ensures the alignment of FCTL goals and objectives with the needs of faculty, university goals, and key performance indicators that have been established by the Provost, President, and Board of Governors. Any faculty support or professional learning needs identified through program assessment that cannot be achieved due to resource limitations are communicated to the FCTL's direct administrators, SDPA Associate Provost and the Provost's office for possible funding or other organizational consideration.

CENTER FOR ACADEMIC SUPPORT & TRANSITION (CAST)

The **mission** of the **Center for Academic Success and Transition (CAST)** is student success at Missouri State University, beginning with student transition into the university and their persistence through graduation. Our goal is to ensure that students are retained, thrive, and graduate from the University. We do this through coordination of activities and delivery of student services focusing on academic support. The Center for Academic Success and Transition opened its doors on July 1, 2018, and completed its first year of operations.

We deliver programs that support student retention and completion while serving as a resource for the campus community.

- a. First-Year Programs (GEP 101). *Programs to support 1st-2nd year retention (see below)*
- b. First generation support/student programs. *Activities designed to improve first gen student retention and engagement on campus.*
- c. Maroon Milestones and high impact practices to graduation. *Programs to communicate the sequence of high-impact practices to move students to graduation.*
- d. Student transition programs. *Programs that help students onboard to MSU, respond to probation or return after suspension, and an early alert system for advisors and faculty.*
 - i. Second Year Experience
 - ii. Academic Care Team (ACT) & Coaching
 - iii. Proactive Advising
 - iv. Student Messaging
- e. Collaborate and coordinate with campus units to facilitate delivery of student services and success.

First-Year Programs

First-Year Programs (FYP) is committed to assist new students in achieving a successful transition to Missouri State University's community of scholars. This mission is realized through the following means:

- **Promoting a deeper understanding of the Public Affairs Mission** and its wider societal impact through a critical analysis of a common reader
- **Helping students build the necessary skills** to be academically successful

- **Assisting students to establish campus connections** and form a supportive network of faculty, staff, and other students
- **Developing ethical leaders and positive role models** through the Peer Leader program
- **Offering professional development opportunities** for instructors to collaborate and enhance their pedagogical skills

Through the administration of GEP 101: First-Year Foundations, Peer Leader program, and instructor professional development, First-Year Programs serves as an academic cornerstone to assist students in attaining the University's guiding purpose, which is "to develop educated persons."

Overview

Over the last four years, we have averaged about 90 sections of GEP 101 each fall, with additional sections during the spring and summer semesters. All classes include a four-hour service project, Title IX requirement, and various common assignments (advisor presentation, four-year guide, a common reader). Additionally, the office collaborates with a variety of campus support offices within Academic and Student Affairs Divisions to ensure our students become engaged with learning both within and beyond the classroom.

Highlights of 2018-2019

- GEP 101 Course Enrollment- SU 2018: 1 section (18 students, *JumpStart students now take course in Fall*); FA 2018: 92 sections (2729 students); SP 2019: 9 sections (180 students). Total annual students enrolled at census: **2927 students**.
Location: Student.Campus-wide Enrollment.ODSPROD - Enrollment Reports
- GEP 101 Offered in Multiple Modalities:
 - All sections with an integrated Service-Learning component
 - 1 section of GEP 101 fully online
 - 4 evening sections (1 for Inclusive Excellence Leadership recipients)
 - 17 sections for first-generation college students
 - 21 sections that are college-dedicated
 - 1 section of GEP 101 as part of LLC for Fit and Well

- FYP Additional Focus:
 - Provided additional instructor development workshops for GEP 101 with a focus upon common reader implementation, syllabus brainstorming, information literacy, and instructor mentoring
 - Offered 2 Peer Leadership classes, for a total of 38 Peer Leaders
 - Greater emphasis on recruiting diverse peer leaders and instructors
 - Second year using a common Blackboard course template for all instructors. FYP sought feedback on their experience and used their input to make revisions for Fall 2019 template.
 - Office staff collaborated with the Office of the Registrar and three academic programs to implement pre-registration of all GEP 101 students for SOAR 2019.

Goals/Planning for 2019-2020

- Each section of GEP 101 will continue to require a 4-hour public affairs service activity with dedicated GEP days of service (in partnership with Community Involvement & Services)
- All eligible students will be preregistered for GEP 101.
- 75 sections of GEP 101 planned for fall 2019
 - 17 first-generation/college designated sections
 - 21 college-designated offered
 - 2 dedicated sections for Inclusive Excellence Leadership Scholarship recipients
 - 2 sections for individually reviewed students
 - 1 section online
- 2 Peer Leadership classes (38 students)
- Based upon instructor feedback, continual improvements to common GEP 101 Blackboard course template for all sections.
- Coordinate GEP 101 Instructional Support Workshops.
- Continued emphasis on faculty recruitment for GEP 101
- Encourage use of common reader beyond the first year; including Springfield community with common reader activities.
- Greater emphasis on assessment and program evaluation, including developing processes to assess general education goals in GEP 101
- Continue including Title IX information in all sections
- Continue to offer partner with Division of Diversity and Inclusion to offer workshops for instructors on Cultural Consciousness in the Classroom.
- Continue to establish campus partnerships to better serve our first-generation students and students from underrepresented populations

Common Reader for 2019

The 2019 Common Reader is *Station Eleven*, by Emily St. John Mandel. This book was selected by a university committee of faculty, staff, student, and one representative from the following categories: Greene County libraries and OTC. In addition, the author will be the Public Affairs convocation speaker in November.

Assessment and Program Improvement Efforts

- **CGEIP Periodic Review and GEP 101 Revision Team findings** served as a factor in the creation of a GEP 101 course blackboard shell to help provide consistency among all sections
- **Required common information literacy assignment** to meet the general education goal
- **Included additional reflection requirements** for Peer Leadership class and implemented improvements for the training workshop and Peer Leadership course
- **Requested additional feedback** from instructors via the end of semester survey. Incorporated improvements in processes for 2018 for a service project and Title IX requirements

First Generation Support

At Missouri State University, first-generation students are defined as neither parent has graduated from a four-year university. The Center for Academic Success and Transition will continue to offer support for students who self-identify as first generation; support programs vary based upon student needs.

Highlights of 2018-2019

- Expanded offering of specialized first-generation, college dedicated first-year seminar sections
- Offered financial aid workshops
- Offered university scholarship workshops
- Contributed a monthly featured article to the Family and Parent Newsletter, *Bear Notes*, with useful information for students' families
- Partnered with TRiO to offer first-generation students and families a breakout session during SOAR
- Served as advisors to the MSU I'm First student organization

Goals/Planning for 2019-2020

- Continue to offer financial aid and university scholarship workshops
- Continue to submit a featured article to *Bear Notes*

- Continue to partner with TRiO to offer first-generation students and their families a breakout session during SOAR
- Increase first-generation student awareness by co-chairing the second First-Generation Student conference
- Continue to offer specialized first-generation, college dedicated first-year seminar sections, based upon enrollment of first-generation students
- Student Transition Programs
- Second Year Experience
- The Center for Academic Success and Transition will partner with the divisions of Student Affairs, Academic Affairs, and International Programs to create a Second-Year Experience designed to meet the needs and interests of our second-year and transfer students.

Second-Year Experience

The purpose of the **Second-Year Experience** is to:

- Celebrate the completion of students' first year of college,
- Help prepare students for a successful second year and beyond,
- Encourage students to develop a stronger connection with their faculty members, and
- Deepen students' involvement with the Public Affairs mission.

Highlights of 2018-2019

- Welcome Back event
 - Using the Maroon Milestones as a guide, this fun and interactive welcome back event provided an opportunity for second-year students to deepen their academic connection as they transition to their second year at Missouri State. Select campus resources were invited.
- MO State Midpoint service opportunity
 - Offered in April, this bookend event provided students with an opportunity to learn about the Bear Pantry and to receive one hour of service.

Goals/Planning for 2019-2020

- The Center for Academic Success and Transition will continue to offer the Welcome Back and MO State Midpoint events. Based upon demand, additional events that mirror the Maroon Milestones may be offered.

Academic Care Team

In fall 2018, we established an Academic Care Team (ACT), similar to the Behavioral Intervention Team (BIT), to provide academic support for students struggling in GEP 101 and other classes. The Academic Care Team recommended creating a referral form for faculty and staff to submit student concerns. Based on the referral forms, we would offer coaching services to those students.

Highlights of 2018-2019

- For spring 2019, hired a graduate assistant to provide academic coaching to students referred to the Academic Care Team.
- Launched an Academic Referral Form in January 2019.
 - Received 53 student referrals over 15 weeks
 - Sent an average of 4 email notifications per student offering coaching services, alerts about grades, and recommendations to return to class.
 - Fourteen students met at least once with an academic coach.
 - Forty-six active cases (removed students who withdrew from the university)
 - Thirteen students have registered for the fall semester. Twenty-Eight students were not registered as of May 30, 2019. Twenty-one of those were suspended. Will continue to update report the summer progresses.

Goals/Planning for 2019-2020

- Hired a second graduate assistant to serve as an academic coach. Both coaches will have a caseload of between 50-60 students.
- Will use text messages to reach students in GEP 101 at midterm with grades of B- or less to offer coaching services.
- Will offer coaching services to Jump Start and Bears LEAD students.
- Will establish a student satisfaction survey for care students at midterm and end of the semester. Use those and other data to assess the coaching and referral program.

Proactive Faculty Advising Program

The Center for Academic Success and Transition has established a Proactive Faculty Advising Program. This program includes a six-hour specially designed workshop, in which advisors learn about ways to better support first-generation and underrepresented students. Offered to one designated faculty advisor per department, the workshop includes an analysis of relevant university data, an overview of select campus resources, and practical application.

Highlights of 2018-2019

- Completed three, 2-hour training sessions with eight COAL and eight CNAS faculty advisors.
- Faculty from 2017 COAL program continued to advise their students into the second year. Fall 2017 to Spring 2019 advisees had a 3.5% persistence to their fourth semester compared to all MSU first-generation students.

Goals/Planning for 2019-2020

- Based upon interest, expand the Proactive Faculty Advising program to three colleges, which includes maintaining COAL and CNAS and adding one more college.
- Develop an advanced proactive faculty advising workshop to offer continuing support for COAL and CNAS advisors.

Student Messaging

In spring 2019, CAST took the lead in securing funding for, purchasing, and implementing a university-wide messaging (text) program. The goal of the year-long pilot program is to nudge first- and second-year students to act regarding advisement, financial aid, registration, and academic success. Text messaging has emerged as a highly effective means of communicating with today's college students. "Nudging" students to make an appointment with an advisor, complete a financial aid application, or register for classes can improve student success.

Participating Departments/Offices:

- Center for Academic Success and Transition, lead office
- Academic Advisement Center
- Business Advisement Center
- Education Advisement Center
- Office of the Registrar
- Office of Student Financial Aid

Highlights of 2018-2019

- Sent first MSU text message from CAST on Thursday, May 16 to approximately 3000 students who were enrolled fall 2018 as first-time new, new transfer, spring 2019, and summer 2019 students.
 - 10% of students opted out over the next two weeks.
 - Also received numerous "thank you" and "thumbs up" responses from students.

- The College of Education Advisement Center sent their first message on Friday, May 17 to their first-year advisees.
- The College of Business Advisement Center sent their first message on Monday, June 10 to 600+ first-year advisees.
- A Texting Administrative Team meets twice monthly to create a calendar of regular, planned messages to go out by the department and organize message strategies.

Goals/Planning for 2019-2020

- Create messaging campaigns to encourage students to register, check financial aid, consider using coaching services, and make advising appointments.
- Determine the success of texting on student retention and other outcomes such as kept advising appointments, registration, etc.
- Secure long-term funding to purchase texting platform to message all MSU students including West Plains.
- Facilitate a campus-wide texting policy to be approved by the Administrative Council.

CAST Campus Collaborations

CAST staff served on and chaired multiple committees, including common reader selection committee, common reader curriculum development committee, first-year programs advisory council, second-year experience, JumpSTART/Summer-bridge, study away appeals committee, undergraduate recruitment committee, provost's academic advising council, SOAR, student success, assessment council, Lumina steering committee, transition support program task force, transfer council, and executive enrollment management committee.

Office staff attended multiple diversity and inclusion sponsored events and served as a facilitator for the Cultural Consciousness in the Classroom workshops

THE LEARNING COMMONS

Bear CLAW (Center for Learning and Writing)

The Bear CLAW provides opportunities for students to receive assistance from peer tutors who can help them be successful in their courses. All subject area tutors are students at either the graduate or undergraduate level and are recommended from faculty within the department of the course they want to tutor. Subject area tutoring covers a wide range of undergraduate courses and includes new courses as the need arises. One-to-one appointments and drop-in tables are available. Subject areas of high demand will find drop-in tables staffed by two to four peer tutors on a regular schedule published on the Bear CLAW website. Currently, drop-in tables cover Mathematics, Sciences, Economics, and Business courses. Small group tutoring is available by appointment. Online tutoring may be arranged based on student demand and tutor availability through the Blackboard Bear CLAW Community. Generalist tutors and academic coaches may assist students desiring assistance with general education courses and overall college success strategies.

Highlights of 2018–2019

Subject Area Tutoring | Summer 2018–Spring 2019

Summer 2018

Description of Visits	Number of Tutors & Visits
Number of tutors (1 Volunteer, 1 Non-Student)	6
TA for Math (½ in lab ½ in Bear CLAW)	1
Business Drop-In Table	6
Math Drop-in Table	251
Science Drop-In Table	104
Jump START Study Hall	2645
Business Drop-In Table	6
Total Number of Visits	3012

The 50 Jump Start students could check-in and attend study hall hours or the Math drop-in table. Summer tutoring is very limited due to the limited number of on-campus courses offered.

Fall 2018

Description of Visits	Number of Tutors & Visits
Number of tutors (1 work study)	45
Number of front desk student workers	5
Number of Graduate Assistants	2
Academic Coaching	43
Business Drop-In Table	122
Economics Drop-In Table	120
General Computer Assistance	8
Math Drop-in Table	1719
Science Drop-In Table	1476
Subject Area Tutoring	43
<i>Subject area appointment areas: AGB, AGN, ART, HST, LTN, PHI, PLS, REL, RUS, SPN, Generalist, Study Skills</i>	
Total Number of Visits	3531

A total of 12 hours a week were provided for by the S-STEM Grant directed by Dr. Matt Pierson for STEM tutors at the Math drop-in table.

Spring 2019

Description of Visits	Number of Tutors & Visits
Number of tutors (3 work study tutors, 2 volunteers)	50
Number of front desk student workers	6
Number of Graduate Assistants	2
Business Drop-In Table	37
Economics Drop-In Table	61
History Drop-In Table	18
Math Drop-In Table	1662
Science Drop-In Table	2056
Study Hall (For Advisors)	110
Subject Area Tutoring	17
<i>Subject area appointment areas: AGB, AGN, ART, FRN, HST, ITL, LTN, PHI, PLS, RUS, SPN, Generalist, Study Skills, Academic Coaching</i>	
Total Number of Visits	3,961

A total of 12 hours a week were provided for by the S-STEM Grant directed by Dr. Matt Pierson for STEM tutors at the Math drop-in table.

Goals for 2019–2020

- Market the ability of faculty to request tutoring for a particular subject area, focusing on courses with high D, F, W rates
- Improve services and professionalism of tutoring staff through the Leadership course
- Continue to develop the program for Bear CLAW Academic Coaches
- Continue to develop the course mentor program
- Communicate directly with online faculty, department heads, and students to evaluate the need for continued online tutoring services
- Administer a second type of survey for Bear CLAW clients
- Encourage faculty to be involved with students and tutors in the Bear CLAW space
- Encourage faculty and students to be involved in the advisory board
- Evaluate the Bear CLAW services regarding CRLA certification
- Continue to monitor Bear CLAW resources and the requirements for the National College Learning Center Association Learning Center of Excellence Certification
- Collaborate with colleagues at other colleges and universities to improve the services learning centers provide students

Assessment and Program Improvement Efforts

To assess the work of the tutors, Tutor Trac reports are examined for the quantity of services provided. During self-check-out, students can comment on their experience, which provides an opportunity to gather qualitative data. The comments are reviewed and discussed with the tutors during tutor training programs and at other checkpoints throughout the semester. Tutors are informed of things both positive and negative that would result in a more positive and productive experience for the students. During the semester tutors will now participate in a weekly leadership course. Additionally, throughout the semester, individual students are randomly consulted with regarding their experience while in the Bear CLAW space. Discussion with the advisory board and faculty liaisons provide an important opportunity for program feedback. As a result of these efforts, tutoring hours are frequently adjusted and the number of tutors available has been increased. If the demand for assistance with a specific class is apparent, new tutors are added as the budget allows.

Online tutoring is available through Blackboard Collaborate and the Blackboard Bear CLAW Community. If needed, the Tutor Trac whiteboard or other computer online systems may be used. Online tutoring requires more faculty cooperation than

traditional face-to-face tutoring. Faculty and students continue to express little interest in online tutoring services.

Director Highlights

- Publication: Garland, D & Darabi, R. (2018). Introduction: Strategic Development of a Learning Center. *Learning Centers in the 21st Century*. National College Learning Center Association editor.
- Collaborated with Missouri Southern State University Director to establish a non-profit and state affiliate of the National College Learning Center Association, MoCLCA.
- Serving as 2018-2019 President of MoCLCA.
- Planned conference for MoCLCA
- Currently serving a second term as Professional Development Officer for the National College Learning Center Association
- Currently serving as Membership Coordinator for the Heartland College Reading and Learning Association
- Presented “2019 Developing your winning conference proposal,” webinar, Mar 2019.
- Presented “Tight budgets? Management ideas for tight times,” roundtable discussion at the annual Heartland chapter of CRLA, Ashland, NE, Mar 2019.
- Presented “CAS Standards for Learning Assistance Programs: Your Guide to Self-Assessment,” presentation with L. Sanders at the 2018 NCLCA Annual Conference, Niagara Falls, NY, Oct 2018.
- Presented “From First Generation to Council for the Advancement of Standards of Higher Education.
- Served as an external program reviewer for the Writing and Learning Commons at Western Carolina University.
- Continue to serve as a University Staff Ambassador and Bear Connection Mentor.
- Served on the CAS internal review team, TRiO services.
- Continue to serve as treasurer for the Missouri Distance Learning Association.
- Continue to serve on the MSU Employee Wellness Committee.

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 Convocation, Democracy Week (including Constitution Day events), Community Engagement Conference 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. This office also partners with many units and programs within the university to promote the public affairs mission.

Activities managed through the Office of Public Affairs Support include:

- Public Affairs Conference
- Fall Public Affairs Convocation Lecture (connected to the common reader)
- Community Engagement Conference (partnership with the Center for Community Engagement)
- Excellence in Community Service Faculty/Staff Awards
- Board of Governors Excellence in Public Affairs Awards for Faculty/Staff
- Missouri Public Affairs Academy
- Selection of future Public Affairs Annual themes
- Selection of the Provost Fellow for Public Affairs
- Other public affairs-related activities sponsored by the Office of the Provost

Highlights of 2018-2019

- One of the major events of the 2018-2019 academic year was the successful migration of the Public Affairs Conference to the fall semester. The conference, *Unity in Community*, was very well received despite having had the spring 2018 conference earlier in the year in April. Jenna Bush Hager brought our opening keynote address to an audience of over 1,700. The plenary and panel sessions had excellent attendance with the total conference attendance of 5,775. This represents a 19% increase in attendance over the spring 2018 conference. Our plenary speakers and their topics were:
 - Massimo Pigliucci, professor of philosophy, stoicism

- Celeste Headlee, journalist, better conversations
 - Mark Horvath, founder of Invisible People, homelessness awareness through social media
- Public Affairs Week was restructured around the events associated with Constitution Day, September 17. The week was rebranded as Democracy Week. Some of the highlights include:
 - MSU Talks, Marijuana Legalization, 147 attendees.
 - Conducted 40 hours of voter registration, 150 registration cards processed.
 - Hosting our third Naturalization Ceremony: included 86 applicants representing 32 different countries. 450 total attendance.
- The public affairs theme for 2019-2020 was selected. The Power of Voice is the theme selected and Dr. Amanda Brodeur will be the Provost Fellow for Public Affairs. Dr. Brodeur is an associate professor in Biomedical Sciences. She is the first Provost Fellow for Public Affairs selected from the College of Health and Human Services.
- Facilitated the appearance of Fredi Lajvardi, subject of the critically acclaimed documentary, *Underwater Dreams*, the major motion picture, *Spare Parts* and the IMAX film *Dream Big* for the Fall Convocation Lecture. Attendance at the convocation event was 750 at Hammons Hall for the Performing Arts. He spoke about the power of communities coming together to reach a once thought unattainable goal.
- Facilitated the Hunger Banquet in November 2018 with over 140 students in attendance.
- Reinstigate the Community Engagement Conference in partnership with the Center for Community Engagement. The Spring 2019 conference entitled, Collaborative Connections for a Resilient Future, had 127 attendees, with 74 of those attendees being community members.
- The Excellence in Community Service Awards were awarded to two faculty and two staff. The Board of Governors Excellence in Public Affairs Award were awarded to three faculty and three staff members.
- Completed and submitted the application form for the Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification. This was a joint project between this office and the Center for Community Engagement/CASL office. This application represents two years of data collection representing various aspects of community engagement from all units across campus. Notification of successful recertification will be announced in December 2019.

- New and existing partnerships were developed in 2018-2019 which help promote the public affairs mission.
 - Voter Registration – American Democracy Project
 - Partnered with the Campus Election Engagement Project (CEEP) to increase non-partisan election engagement and student voting. Helped mentor and served as clearinghouse for the CEEP’s MSU student Fellow position.
 - League of Women Voters of Southwest Missouri.
 - Greene County Clerk’s Office - developing new promotional materials to assist students with voter engagement. Facilitated training with the County Clerk’s Office to certify six new MSU Registrar’s.
 - Green Student Alliance -- advised and assisted with several projects.
 - Sigma Pi – Alpha Rio Chapter – coordinator of public affairs special projects became the new campus advisor
 - NAMI on Campus partnered with this office for installation of Field of Memories display and sponsorship of the Impact Summit
 - Continued partnerships with previous student organizations

Goals for 2019-2020

- Develop new opportunities as we continue to partner with the Center for Community Engagement as well as other campus departments to serve the campus and Springfield community through the public affairs mission
- Develop new avenues of partnering with campus groups to create broader participation in understanding, supporting, and promoting the public affairs mission.
- Once Carnegie Classification notification received (anticipated renewal), share results of application information with colleges and departments across campus.
- Increase citizenship engagement efforts through voter education and new voter resources.
- Increase campus education of “what is public affairs” including more visibility of public affairs mission promotion.

Assessment and Program Improvement Efforts

- Evaluation information will continue to be collected and reviewed from Community Engagement Conference participants and other sources to help this office partner with the CCE to develop additional programming for community

partners. Based on evaluations of these addition programs, future programs will be developed to facilitate partnership between university and community members.

- Evaluations will be distributed, collected and reviewed for the Public Affairs Conference to guide in improving of future conference development as well as assist in collecting ideas for potential future topics for the public affairs theme.
- A year-end review by the director and staff of this office of all programs and event offerings (content, attendance, etc.) will be completed to identify success or failure of events as well as to identify new programming and partnership opportunities for this office.

STUDENT LEARNING SERVICES

Student Learning Services supports the Writing Center, the Peer Assisted Study Session (PASS) Program, and the Absent Professor Program within the Bear CLAW (Center for Learning and Writing).

Writing Center

Semester	Appointments & Visits
Summer 2018	56
Fall 2018	2095
Spring 2019	1692

PASS

Semester	Appointments & Visits
Summer 2018	--
Fall 2018	4167
Spring 2019	3687

Total Visits: 11,697

Writing Center

The Writing Center's mission is to empower students, faculty, and staff to improve their writing skills. Trained writing consultants offer advice regarding beginning an assignment, editing and artful wording, and final review of a writing project. They are equipped to offer advice on any writing assignment regardless of course or topic.

Undergraduate and graduate students, staff, and faculty use this academic support service to workshop papers for their academic courses, creative writing, speeches, presentations, course materials, and articles intended for publication. It is our philosophy that improved writing skills lead to educational and professional success in college and beyond.

Highlights of 2018–2019: Writing Center

- Undergraduate and graduate students, staff, and faculty use this academic support service to workshop papers for their academic courses, creative writing, speeches, presentations, course syllabi, and articles intended for publication:
- Partnered with the Graduate College to serve as a copy editor for theses prior to submission

- Drury University's Writing Center collaborated with our Center for training
- Trained Branson High School's Writing Center team on September 2018
- Worked with students enrolled in AP classes at Catholic High School on October, November 2018 & March 2019

Assessment: Writing Center

- **TutorTrac Reports:** TutorTrac, the Bear CLAW's scheduling system, ties into Banner, enabling me to examine the demographics and majors of our clients.
- **OLAP Cube:** With the help of the Assessment Office, student learning services has developed an OLAP Cube that enables us to determine the impact of the Bear CLAW's services on retention and GPA.
- **Writing Center Surveys:** After each visit, clients receive a survey that asks students to rate our service and offer actionable suggestions.

Assessment Action Plan for 2019–2020: Writing Center

- **Acting on TutorTrac Analysis:** TutorTrac indicates that students majoring in psychology, education, and pre-med use the Writing Center the most, while students majoring in English, art, and business use the service the least.
- Marketing efforts will focus on classes in business, English, and art by promoting the services of the Absent Professor Program, which offers workshops and informational presentations.
- **Acting on OLAP Cube Data:** The OLAP Cube data is too new to provide actionable information. Preliminary results seem to indicate that students who use any service in the Bear CLAW are retained at rates 15-25% higher than students who never visit our space. More data collection is needed to ensure accuracy. The Cube is still in development.
- **Acting on Writing Center Surveys:** Our surveys show that 98% of visitors 1) would recommend our service to friends, 2) were referred by a faculty member, and 3) felt the space was "highly professional." The only complaints regarded the need for Saturday hours and more work with grammar acquisition.
- **Budget constraints** make Saturday hours impossible.
- Student learning services plans to resurrect "Grammar Friday," drop-in hours for students who hope to sharpen their grammar skills.

PASS Program

Peer Assisted Study Session (PASS) is a series of review sessions for students taking historically difficult courses.

Fall 2018

Course #	Course Title	Instructor	Day/Time	Location	Leader
AGN 215	Soil Science	Melissa Remley	TR 11-12:15	KARL 101	Ashton Light
AGR 300	Food	Elizabeth Walker	TR 11-12:15	DACB 116	R. Veenstra
BIO 235 A	Genetics	Laszlo Kovacs	MWF 11:15-12:05	TEMP 001	Julie Curless
BMS 110 A	Intro BMS		MWF 2:15-3:05	CARR 208	Scott Geyer
BMS 110 B	Intro to BMS	Joseph Williams	MWF 9:05-9:55	CARR 208	Avery LePage
BMS 110 C	Intro to BMS	--	--	--	Eli Troutwine
BMS 230/231 A	Human Genetics	Amanda Brodeur	MWF 11:15-12:05	GLAS 101	Lucas Dolan
BMS 307 A	Human Anatomy	Lyon Hough	MW 12:45-2:00	CARR 208	N. Lehman Cassie Waite
BMS 308 A	Human Phys.	Benjamin Timson	MWF 10:10-11:00	CARR 208	Kyle DeMint H. Swyers
CHM 160	Chemistry I	Fei Wang	MTWR 1:20-3:20	TEMP 002	Britt Masters
CHM 201	Ess. Of Org.	Matthew Siebert	MWF 11:15-12:05	TEMP 002	Deanna Means
CHM 170	Chemistry II	Scott Curtis	MWF 9:05-9:55	LIBR 101	Jaden Webb

Spring 2019

Course #	Course Title	Instructor	Day/Time	Location	Leader
AGN 215	Soils	Melissa Remley	TR 9:30-10:45	KARL 101	Gina Wieberg
AGR 300	Food/Ag. CHM	Elizabeth Walker	MWF 11:15-12:05	BOND 116	Macie Clark
BIO 235 A	Genetics	Laszlo Kovacs	MWF 11:15-12:05	TEMP 0001	Julie Curless
BMS 110 B	Intro. BMS	Joseph Williams	MWF 12:20-1:10	GLASS 108	Eli Troutwine
BMS 230/231 A	Genetics	Amanda Brodeur	MWF 10:10-11:00	CARR 208	R. Ingram
BMS 307 A	Anatomy	Robert Morris	MW 1:25-2:40	CARR 208	N. Lehman
BMS 308 A	Physiology	Benjamin Timson	MWF 11:15-12:05	CARR 208	Scott Geyer S. Deakins
CHM 116	Fund. Chemistry	High, Brian	TR 12:30-1:45 PM	GLASS 101	D. Means
CHM 160	Chemistry I	Wang, Fei	MTWR 2:30-3:20 PM	TEMP 002	Megan Woolverton
CHM 170	Chemistry II	High, Brian	MW 2:30-3:45 PM	GLASS 101	Jaden Webb
CHM 170	Chemistry II	Scott Curtis	MWF 9:05-9:55 AM	LIBR 101	Chase Toenjes
CHM 342	Organic Chemistry I	Bosch, Eric	MWF 10:10- 11:00 AM	TEMP 003	Jaden Webb

Assessment: PASS Program

- **TutorTrac Reports:** TutorTrac helps us track the number of students who attend PASS Sessions. According to the University of Missouri – Kansas City, the originator of the program, we should expect approximately 10% of the students enrolled in the target course to attend a session. Our records indicate 20-30% attendance.
- **Class Surveys:** Twice a semester, students enrolled in the target course are invited to fill out a survey. Our records indicate that 1) students who attend a session feel they perform better on tests and in class discussions, 2) feel PASS Leaders are “highly knowledgeable and well-trained,” and 3) are likely to invite peers to sessions. The only actionable criticism came from the loss of our support for chemistry courses.
- **Faculty Surveys:** At the end of the semester, faculty are surveyed to ensure quality communication between leaders and their cooperating faculty members. We also measure the climate and appropriateness of the inclusion of a PASS Leader for particular courses. All cooperating faculty praised our efforts and offered no actionable items.

Assessment Action Plan for 2018–2019: PASS Program

- **Acting on TutorTrac Analysis:** While our attendance is strong, I’d like to bolster the training of PASS Leaders to include creative marketing techniques to encourage more participation. A module has been added to their training.
- **Acting on Class Surveys:** As stated above, with the assistance of SGA, we are offering support for chemistry classes starting this fall.

Absent Professor Program

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.

Workshops Presented

Workshop	Number
Academic Writing	18
AMA Workshop	2
APA Workshop	25
Bear CLAW General	36
Graduate Thesis Formatting	1
Note Taking	8
Test Taking	10
Study Skills General	24

Workshop	Number
Writing Grants for the Arts	2
Total	126

Director Activities/Service to the University

- Member of the Transition Support Task Force
- Member of the Bears LEAD Development Team
- Mentor for the I'm First student organization
- Member of the Interdisciplinary Space Focus Group, Meyer Library
- Assisted CNAS with the organization of Study Groups formed in specific classes
- Served on Hearing Panels and as Hearing Chair and Advisor for Title IX cases with the Dean of Students Office

Relevant Publishing

Frizell, M. (2018). Introduction. *The Adventurers*. (H. Robbins, Author). Fayetteville, AR: Iridium Press. 11 December 2018.

Other Publishing

Frizell, M. & Ilor, F. (2019) *Last Day #1*. (A.L. Burney, Art). Portland, OR: TidalWave. 17 April 2019.

- (2018). *Bender: The Complete Saga*. (D. Frizell, Art). Fayetteville, AR: Oghma Creative Media. 16 October 2018.
- (2018) *Orbit: Guns N' Roses*. (J. Hayshim, Art). Portland, OR: TidalWave. 14 November 2018.
- (2018) *Tribute: Stephen Hawking*. Portland, OR: TidalWave. 4 October 2018.
- (2018). *Tribute: David Bowie*. Portland, OR: TidalWave. 3 September 2018.
- (2018). *Tribute: Prince*. Portland, OR: TidalWave. 3 September 2018.

National Office

- President of the National College Learning Center Association - *October 2017 to September 2018*
- Immediate Past President & Affiliate Liaison for the National College Learning Center Association - *October 2018 to Present*
- Editor of *The Learning Assistance Review* a peer-reviewed journal of the National College Learning Center Association

- Editor of *Learning Centers in the 21st Century*, a book-length overview of the development and management of learning centers at institutions of higher education

Regional Workshops

Guest Writer and Keynote Speaker, Republic High School Writers Reception, Republic, MO, May 2 & 8, 2019.

“Scholarship.” Keynote Speaker, The Honor Society of Phi Kappa Phi Celebration of Excellence, Missouri State University, May 3, 2019.

“The Seven Habits of Effective College Students.” Senior Transition Day, Springfield Catholic High School, Springfield, MO, April 5, 2019.

“Pushing Back: From Circe to #MeToo.” w/Erin Kenny & Holly Holladay. Panel Discussion. Schweitzer-Brentwood Library, Springfield, MO, March 26, 2019.

“Writing for the Field of Learning Assistance.” Breakout Session. ACTP 2019 Conference, Orlando, FL, March 21, 2019.