

2019–2020 Annual Report

Student Development and Public Affairs



Prepared by Michael Frizell and the
Directors of SDPA - July 2020
Missouri State University

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Introduction: A Year of Challenge & Success

By Michael Frizell, MFA
Director of Student Learning Services

Spring 2020 was a challenge. This wasn't the way this semester was supposed to end. We didn't plan for it, and we certainly never dreamed it would go the way it did.

When the pandemic shut down the university, the faculty and staff of Missouri State University's Student Development and Public Affairs division nimbly navigated new waters as they asked themselves a seemingly simple question:

**How do we educate and support our students using alternative means
now that the university has closed its doors?**

"Move online," a simple answer to this question, while easy for faculty in other units who teach primarily through our Blackboard course management system at the university, proved complex for some of our units. It meant setting up training, creating clear instructions, testing newly-developed procedures, researching new approaches, fundamentally rethinking traditional models, and crafting a communication and marketing plan to reach constituents.

Before the pandemic, popping into someone's office to discuss coordination between units took a few minutes after dispensing pleasantries while drinking coffee. Almost overnight, we had to rely on home internet with sometimes-shaky connections, digital forms of communication we learned on the fly, and watching YouTube videos on how to run conferencing platforms moments before we signed into one. We had to bring our work home, blurring the separation between our public and private lives. It pushed the edges of our creativity and ingenuity. And we accomplished it in less than two weeks.

Many of us aren't as adept as our students who have lived their lives online. I can barely read Twitter, don't have an Instagram account, and have had to research the origin of some memes just to get the joke. When someone says, "Tik Tok," I look at my wristwatch. These are unprecedented times, and we need student help. We need students to meet us halfway.

We need them to understand that we just built what you're working on last week while listening to the news and worrying about where we'll purchase toilet paper. We'll download the wrong video by accident, screw up some of the narration on our slapdash PowerPoint presentations, and take our time when responding to your email because we're busily checking our sentences for nuances that might misconstrue our meaning. We'll misspell a few things, get the dates wrong because we're using a now-outdated syllabus that took us months to craft, and grow frustrated at our inability to return work in a reasonable amount of time. Our pets are overjoyed that we're spending so much time at home and just want to step on our keyboards and lick our faces. I suspect many of our cats and dogs will be internet famous by the end of this pandemic.

Here are some things we asked students to think about:

- **Tone should not be read into an online conversation.** Although we love to use sarcasm and humor in online environments, and you may be tempted to crack a joke, avoid it. It's easy to misconstrue meaning and offend someone. Read your emails or comments before you click send and save us all the trouble of trying to figure out what you meant. It may feel awkward at first, but keeping your conversations formal means communication is easier.

- **Keep in contact with your professors.** Your teachers are experts in their fields, but many of us are treading new waters, just like you. If you suddenly stop communicating, how will they know when you need help? They're the ones best equipped to tell you how to study for their classes. Remember this essential study skill above all else: It's hard to flunk somebody you like. They'll work with you. Let them.
- **Be professional.** You're in a professional setting, even if our cats suddenly show up on Zoom. Address other students with respect. If you communicate through the written word, use proper grammar, punctuation, and spelling. Cute emojis are out. Sorry.
- **Ask questions.** There's no need to apologize. If you don't understand something, ask, but be respectful, too. If you're working on an assignment at 2 a.m. and get stuck, don't expect an answer at 2:15 a.m. (although I suspect that many of us will still be pacing the floors waiting for the moment we can think about anything other than the news).
- **Don't procrastinate.** If you were already a chronic procrastinator, imagine what it will be like taking your classes from the comfort of the beanbag chair in your old room at your parent's house while dressed in your most comfortable jammies and eating Funyuns. Hold yourself accountable and jump on those assignments right away.
- **Treat this online course as a seated course.** Yeah, I get it. That's easier said than done. You can tune us out simply by clicking the power button on your computer. Set up your online classroom in a dedicated space instead of in front of the television or Xbox. Clear your desk of distractions. Set a schedule for checking email and Blackboard and stick to it.
- **Take exercise breaks, too.** You learn better in an aerobically fit body. More exercise means more oxygen to your brain. That means better recall of information when you need it during high-stress situations (I'd call those situations a "test," but that's a four-letter word. In my classes, I use the phrase, "Celebration of Learning" because I want to keep it positive). If you think the "freshman fifteen" is a real phenomenon, just wait until you're sitting in front of a keyboard for six to eight weeks. Those sweats fit, but will your jeans?
- **Use campus resources.** The Bear CLAW (Center for Learning and Writing), the Academic Advisement Center, TRIO Student Support Services, the Athletic Achievement Center, Meyer Library, the Disability Resource Center, and many others are ready for you. The staff of these offices and units have worked tirelessly to ensure a seamless transition for you. Bookmark their websites and check them for updates. You'll be glad you did.

As I stated earlier, we need students to meet us halfway. I know they'll be overjoyed to discover that their teachers will work with them, essential support services are there when they need them, and that we as a community understand. We're all in this together.

As a major university, we're focused on the health and safety of our campus community. Our leadership monitors official news as it comes out and discusses strategies with our faculty, staff, and students while making adjustments for a remote workforce and required social distancing. We've increased our cleaning routines and taken numerous other measures to ensure that our campus will be ready for students when the time is right.

I think I speak for everyone when I say that I'm excited to see what shape this takes in the fall of 2020.

It will be a fall like no other. We're losing our leader of twelve years, Dr. Rachelle Darabi, to retirement. Although we have full faith in Dr. Frank Einhellig's chosen successors, we know our unit won't be the same. That's okay. The next academic year won't be the same. Higher education is about change. It's about growing. It's about dedicating our lives to the lifelong pursuit of knowledge and instilling that lofty goal on the students of Missouri State University.

We'll miss Rachelle, but we're looking forward to the future of student success and public affairs.

**Adapted from "A Note from the Director" on the Writing Center's homepage, published March 17, 2020.*

Office of Student Development and Public Affairs

The office of Student Development and Public Affairs (SDPA) fosters student, faculty, and staff success through programs and integrated services that advance academic endeavors while providing student engagement opportunities designed to enrich student life.

SDPA Enhances the Student Experience

- Assisting students in achieving and maintaining good academic standing to persist and attain educational goals
- Building connections to MSU through meaningful relationships with faculty, staff, and other students
- Developing intellectual, ethical, and healthy emotional characteristics through significant co-curricular involvement
- Enhancing an inclusive campus community that is welcoming and respects individual differences
- Engaging students through activities that will prepare them for future education, civic engagement, and productive careers
- Supporting students in their understanding and demonstrated the value of academic integrity
- Demonstrating and participating in the Public Affairs mission

SDPA Enhances the Faculty Experience

- Assisting with the design and development of courses that promote active learning experiences for students
- Enhancing the effective use of educational technology across all modalities
- Contributing to the creation and support of student-centered learning environments
- Increasing student learning through student-centered assessment strategies
- Providing professional development and continuous improvement activities that enhance teaching, advising, and service
- Promoting activities that support scholarship, teaching, and research opportunities related to Public Affairs

SDPA Leadership



Rachelle Darabi
Associate Provost, Student Development & Public Affairs



Dan Raines
Director, Athletics - Academics & Student Services



Ross Hawkins
Director, Academic Advising & Transfer Center



Katie Stinnett
Program Manager



Blanca Mallonee
Executive Assistant III



Kelly Wood
Executive Director, Center for Academic Success & Transition



Tracey Glaessgen
Associate Director, Center for Academic Success & Transition



Kathy Nordyke
Director, Citizenship & Service-Learning (CASL)

[Office of Student Development and Public Affairs](#)

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[First-Year Programs](#)

[Citizenship and Service Learning \(CASL\)](#)



Alex Johnson
Director, Community-Engaged Learning



Andy Lokie
Director of Special Projects and Editor of the
eJournal Public Affairs



Nancy Gordon
Director, FCTL & Instructional Designer



Diana Garland
Director, Learning Commons



Mary Ann Wood
Director, Public Affairs Support



Michael Frizell
Director, Student Learning Services

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[Faculty Center for Teaching and Learning \(FCTL\)](#)

Bear CLAW (Center for Learning and Writing)
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[Public Affairs Support](#)

Student Learning Services

[Writing Center](#)

[Course Mentors/PASS](#)

[Presentation Center](#)

[The Learning Assistance Review](#)



Academic Achievement Center, Mary Jo Wynn

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.

2019-2020 Highlights

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

The GPA for all sports for the 2019-20 academic year was **3.262**

- Fall 2019: **3.076**
- Spring 2020: **3.499**

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

- 242 students for Fall 2019
- 309 students for Spring 2020

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

- 205 students recognized for Fall 2019 achievement
- 199 students recognized for Spring 2020 achievement

Additional Academic Information

- Six-year federal graduation rate = 72% (overall university rate is 55%)
- Single-year federal graduation rate vs. overall university rate of 83%-56% (earning NCAA academic component monies for the MVC, which requires 13% differential)
- Graduation Success Rate = 85% (this measure takes transfers into account)
- Average multi-year APR score of 981 among 16 sports (1000 is a perfect score)
- Three sports received national recognition for perfect APR scores (Women's Soccer, Softball, and Tennis)--
Fourth consecutive year for Softball and Tennis

Missouri Valley Conference Leadership and Service Awards for 2019-2020

- Fall – Shelby Palmer, Cross Country
- Winter – Taylor Beadle, Women's Swimming & Diving
- Spring – Alye Darter, Tennis

Additional Notable Awards or Accomplishments:

- Jordyn Capra (Track & Field), Olina Einarsdottir (Women's Soccer), Erin Griesbauer (Softball), Hannah Heinrichs (Softball), Gerri Idos (Volleyball), Darby Joerling (Softball), Lukas McCalla (Men's Golf), Kaitlin Maxwell (Women's Soccer), Mayleigh Oder (Women's Soccer), Madeline Saville (Track & Field), Payton Smith (Women's Swimming & Diving), and Erica Wollmering (Track & Field)--MVC Presidents' Council Academic

- Award (3.80 overall GPA and pending graduation)
- Thomas Heye (Men’s Swimming & Diving) and Samuel Senn (Men’s Swimming & Diving)—MAC President’s Award (3.50 overall GPA and pending graduation)
- Brock Hughes—MVFC Presidents’ Council Academic Award (3.50 overall GPA and pending graduation)
- Kyle Hiebert & Michael Creek (Men’s Soccer)— CoSIDA Academic All-America
- Kyle Hiebert (Men’s Soccer)—MVC Elite 17 Award (highest GPA among participants in MVC Championship match)
- Kyle Hiebert (Men’s Soccer) & Abigail Cavaiani (Women’s Golf)—MVC Scholar-Athlete of the Year awards for respective sports

Graduates

- Fall 2019: 35 current and former student-athletes graduated in December, including three with Master’s degrees and seven with honors (one Summa Cum Laude, two Magna Cum Laude and four Cum Laude)
- Spring 2020: 76 current and former student-athletes graduated/pending in May, including seven with graduate degrees, four in the Honors College, and 33 with honors (eleven Summa Cum Laude, eleven Magna Cum Laude, eleven Cum Laude)
- Summer 2020: seven current and former student-athletes are on the graduation list for August

Student Development & Community Relations

- Bear Network platform engagement increased to approximately 560 members
- Launched the official Student-Athlete Development Program with workshops/seminars targeting specific academic classes and developmental stages (total attendance of approximately 1000 for all programs)
- Organized and tracked more than 2000 hours of community service completed by student-athletes
- Welcomed Dr. Tiff Jones to discuss Mental Toughness and Ben Tracey to discuss the impact of social media
- Three MSU Student-Athletes applied and were accepted to the NCAA Career in Sports Virtual Forum
- Continued internship position for Student Development programs
- Staff members attended and/or were accepted to the Student-Athlete Development Innovation Summit, NCAA Inclusion Forum, NCAA Effective Facilitation and N4A National Conference (Scholarship)

Goals for 2020-2021

- Develop new departmental educational initiative that “values inclusion of diversity, tolerance and social responsibility”
- Successfully onboard a new Academic Counselor
- Work alongside the Athletics Development unit to develop a coordinated effort to assist graduating student-athletes with career preparation, career placement and 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

- Utilize student-athletes’ exit surveys and interviews, gather specific 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 Advising & Transfer Center (AATC)

The Academic Advising and Transfer Center (AATC) 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 AATC 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 AATC advises the interdisciplinary majors: individualized and general studies. The Jump START program for summer bridge students is administered by the Coordinator of Student Success Initiatives in the AATC.

To contribute to the overall success of academic advising on campus, the Academic Advising and Transfer Center provides advisor training and development programming for all undergraduate advisors.

2019-2020 Highlights

- **Office received a new name (Academic Advising and Transfer Center) to better reflect job duties and campus involvement.** The name change went into effect in January 2020 and reflects the role the office plays in the campus advising community, as well as the addition of two new transfer positions (Transfer Advisor, Transfer Specialist).
- **Leadership change:** After serving 29 years as the director of the Academic Advisement Center, Kathy Davis retired January 1, 2020. Ross Hawkins was named the new director of the Academic Advising and Transfer Center effective January 2020.
- **Utilization of Zoom technology for advising appointments.** Advisors began using Zoom for academic advising appointments in March due to the COVID-19 pandemic. The transition has been positive for both advisors and advisees. Zoom will continue to be used for advising when in-person appointments are not possible.
- **Online scheduling option for student advising appointments.** Advisees and students can schedule advising appointments online by using the YouCanBook.me platform. This allows for convenience for students to make appointments at any time.
- **Offered Advising Basics and Master Advisor Workshops in August and December. Offered the first-ever Advising Basics Workshop via Zoom in May.** All workshops were well attended, including the Zoom Advising Basics Workshop that was expanded and reached capacity.
- **NACADA Region 7 conference was held at University Plaza in Springfield, MO on Feb. 27-29 with the theme “Leap Into Advising.”** Christina Bowles served as the conference co-chair and Kimmy Walker served as the volunteer chair. Ross Hawkins presented at the orientation for new region members. Amy Marie Aufdembrink and Kimmy Walker co-presented a session on “Lost In Translation: Helping Students Express Their Awesomeness to Employers.” Most members of the AATC attended the conference and volunteered a minimum of two hours.
- **NACADA Recognition:** Christina Bowles was selected as one of ten mentors for the international Emerging Leaders Program (ELP) class of 2020-2022. Ross Hawkins continued his role as a mentor for the 2019-2021 ELP class. Kimmy Walker was recognized with a NACADA Outstanding New Advisor Award at the annual conference in Louisville, KY.
- **Provided recognition and reward for outstanding advising, advising support, and administrative contributions.** “Curtis P. Lawrence Award for Excellence in Advising” faculty recipient Dr. Gary Meints was chosen as a 2020 NACADA Outstanding Faculty Advising Award recipient. Kimmy Walker was chosen as the

staff recipient. Kathryn Vliestra was selected for the Excellence in Advising Graduate Student Contribution Award.

- **Bachelor of General Studies program continues to experience growth.** Amy Marie Aufdembrink serves as the lead for this program and Kimmy Walker is very involved as well. The program continues to generate interest both on-and off-campus. Opportunities have arisen to work closely with OTC, St. Charles CC, and the Springfield police academy.
- **Held third “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. The event was held in University Hall for students to meet their advisor and become familiar with the Center and the services it provides.
- **Developed a communication plan for texting platform.** Darren Wienberg and Amy Marie Aufdembrink serve as functional leads.
- **Created an Instagram account and repurposed the Facebook page.** An Instagram account was created to help students connect with the office and advisors. The Facebook page will be used primarily for professional development purposes, including announcements and upcoming events. Luke Thomas serves as the lead for social media.
- **Created an onboarding process for new members of the office.** A PowerPoint presentation was created by Christina Bowles and Luke Thomas to help new members integrate into the office environment. Staff members from the office will present this information in-person or via Zoom during the first week of hire.
- **Reestablished the transfer advisor position.** Caitie Dyer was hired for this position and is meeting with undeclared/exploratory transfer students as well as meeting with transfer students interested in the Bachelor of General Studies program.
- **Cooperatively worked with the Office of Admissions to proactively contact transfer students upon admission.** The transfer advisor worked with the Associate Director of Admissions to receive a weekly report of admitted transfer students in our area to proactively contact and schedule advising appointments.
- **Work with community college partners.** Caitie Dyer and Luke Thomas visited several community colleges for transfer fairs, including OTC, State Fair, Crowder, St. Louis CC, Jefferson College, and North Arkansas College. OTC and MSU advisors met with for an advisor luncheon at Big Whiskey’s downtown. Donna Rebmann continues to staff the MSU/OTC Transfer Help Desk and offers pre-advising opportunities for students. Donna has contact with hundreds of OTC students monthly through in-person visits, emails, and phone conversations.
- **Provide practicum experiences for students in the Student Affairs in Higher Education graduate program.** Two practicum students joined the office in the spring 2020 semester and worked closely with Amy Marie Aufdembrink and Christina Bowles as the practicum supervisors. The office will also have the opportunity to work with a practicum student in the summer semester for the first time.
- **Assist with the Student Success Response Team (SSRT).** Darren Wienberg joined this group from its inception. Luke Thomas joined later to help as the team begins to restructure. This group was instrumental in assisting students with questions and concerns as a result of the COVID-19 pandemic.
- **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, search committee members, 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.

Goals for 2020-2021

- **Create a task force for a major refresh of the Academic Advising and Transfer Center website.** This task force will be chaired by Stacey Trewatha-Bach and will be comprised of members from the office as well as members from other campus offices, including University Communications and Citizenship and Service-Learning. A Student Affairs in Higher Education practicum student will also serve on the task force. There will be a greater focus on serving the student population with the refresh. There will also be more direct pathways for advisors to learn about the campus-wide advisor training and development program.
- **Create a task force for assessing student advising experiences and advising training and development program.** This task force will be chaired by Kelly Rapp, Director of the Career Center, and will be comprised of members from the office as well as an individual from the Office of Assessment. This group will be tasked with assessing advising appointments both in-person and remotely. The task force will also look at the comprehensive advisor training and development program to determine if additional assessment is warranted.
- **Continue training advisors campus-wide on the Core 42 program.** Caitie Dyer plans to offer an opportunity in fall 2020 for advisors to learn more about CORE 42.
- **Continue the “Meet Your Advisor” event** with a different format utilizing Zoom.
- **Better track students who go through the appeal process and are allowed to return on probation status.** By tracking the progress of students, the office will use data to make informed decisions on whether or not it is in the best interest of a student to return to MSU after being placed on academic suspension.
- **Expand social media presence and create a communication plan.** Continue to grow social media presence by providing content that is beneficial to students and advisors.
- **Utilize Zoom for advisor training and development purposes.** As the Springfield campus continues to expand downtown and off-campus sites continue to grow, the office will be intentional in creating additional professional development opportunities that can be attended remotely. The fall 2020 advisor forum series will be offered 100% remotely.

Changes Due to Assessment Feedback

- **Continued to add more emphasis on advising diverse students** in response to the assessment of Master Advisor Workshop and other components of advisor training and development.
- **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 Integrity

The Office of Academic Integrity educates, encourages, and empowers lifelong ethical leaders. We provide resources to members of the student body to raise awareness of ethical standards and to help them gain the skills they need to make informed, ethical choices at Missouri State and beyond. We offer educational workshops and guest lectures to help prevent Academic Integrity Policy violations and act as a resource and support system for students and faculty should a violation occur.

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
2019-2020	14	93	98	205

2019-2020 Highlights

- Had personal contact with more than 2500 students through workshops and classroom lectures facilitated.
- 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 ITC 200 and ITC 201 sessions on Ethical Leadership to help students identify their 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 to reduce violations and provide student support.
- Worked 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.
- 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.
- Facilitated training in integrity and ethics with approximately 500 students from Branson High School, Nixa, and West Plains.

Goals and Assessment of Program Improvement Efforts

Our office had more contact with faculty this year; however, many did not follow through with completing an Incident Report. This is an area we are going to work on improving this next year by helping faculty to understand they are in

control of the sanction and can file a warning report only – no sanction. The changes to instruction due to Covid-19 reduced reports for the spring 2020 semester as many faculty admitted they were more lenient. We did see an increase in violations involving the Respondus Lockdown Browser and Monitor.

We will work with FCTL this year to increase faculty training on using these tools and then will help students understand the expectations and how to use the tools ethically. We saw an increase in students bragging about unethical behavior on social media. We will attempt to reduce this by modeling good behavior and facilitating workshops directly relevant to recognizing unethical behavior.

This past year we worked on increasing the diversity of our Council to make it a better representation of our campus. We will continue this work as we select faculty and Student Council members for the 2020-2021 academic year.

One way to measure the effectiveness of an academic integrity program is by the number of students that have additional incidents after first being reported. We will run reports for the past few years and look at anecdotal communications with the students to determine if they gave a reason for the additional incident. We will also seek this information from new students that have more than one incident and then use this information to develop educational material and training workshops for students to reduce this behavior in the future for other students.

Academic Standards and Opportunities

Academic Standards & Opportunities is responsible for Scholastic Standards and Revision of Records appeals, grade appeals after an extended period, 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 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.

This office processes all General Education re-evaluations and preapprovals, any request from MSU 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.

2019-2020 Highlights

- Scholastic Standards and Revision of Record Committee: 130 student appeals
- Degree's Committee: 38 student appeals
- Early Walk Requests: 33
- Transfer Credit Re-Evaluations: 233
- Transfer Credit Preapprovals: 80
- Change from CORE42 to MSU Gen Ed requests: 34
- Change from MSU Gen Ed to CORE42 requests: 7
- Partners in Education participants: 1,030
- General Education Course Approval/Waiver: 32
- Repeat Policy: 1
- Dual Credit Exception: 3
- Expedited Appeals: 7
- Pass/Not Pass Appeals: 49
- Overload Permission Request: 1
- Civic Exam: 26
- Academic Renewal: 1

Goals for 2020-2021

- Help ease students concerns during appeals that were affected by the Covid-19 virus
- Find additional ways to work with Parents and Family Programs to improve the PIE programs
- Streamline CORE42 questions and requests
- Generate and review reports on each of the areas covered by Academic Standards & Opportunities
- Continue to serve individual student needs

Center for Academic Success and Transition

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.

- 1) **First-Year Programs (GEP 101).** Programs to support 1st-2nd year retention (see below)
- 2) **First-generation support/student programs.** Activities designed to improve first-gen student retention and engagement on campus.
- 3) **Maroon Milestones and high impact practices to graduation.** Programs to communicate the sequence of high-impact practices to move students to graduation.
- 4) **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.
- 5) **Academic Care Team (ACT) & Coaching**
- 6) **Proactive Advising**
- 7) **Student Text Messaging**
- 8) **Second Year Experience**
- 9) **Collaborate and coordinate** with campus units to facilitate the 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 skill

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 70-90 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 2019-2020

- GEP 101 Course Enrollment- SU 2019: 1 section (9 students, JumpStart students now take course in Fall); FA 2019: 77 sections (2389 students); SP 2020: 9 sections (165 students). Total annual students enrolled at census: **2563 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
 - 9 spring sections of GEP 101 (moved online after spring break)
 - 5 evening sections (2 for Inclusive Excellence Leadership recipients)
 - 16 sections for first-generation college students
 - 22 sections were college-dedicated
- FYP Additional Initiatives:
 - 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 37 Peer Leaders at the census
 - Greater emphasis on recruiting diverse peer leaders and instructors
 - Third-year using a common Blackboard course template for all instructors. FYP sought feedback on their experience and used their input to make revisions for the 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.

Outcomes of 2019-2020 Goals

- 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). **Completed**
- All eligible students will be preregistered for GEP 101. **Completed**
- 75 sections of GEP 101 planned for fall 2019 **Goal Met** (77 actual)
- 2 Peer Leadership classes of 38 students: **Partially Met**
 - Completed semester with 36 Peer Leaders.
- Based upon instructor feedback, continual improvements to the common GEP 101 Blackboard course template for all sections. **Completed**
- Coordinate GEP 101 Instructional Support Workshops. **Completed**
 - Offered 10 spring/summer workshops with 111 attendees.
- Continued emphasis on faculty recruitment for GEP 101 **Completed**
 - 32 faculty taught the course in fall 2019
- Encourage use of common reader beyond the first year; including Springfield community with common reader

activities **Not Met**

- Greater emphasis on assessment and program evaluation, including developing processes to assess general education goals in GEP 101 **Goal Met**
 - Submitted an Assessment grant to review the information literacy goal. Received grant in spring 2020. Will conduct an assessment review in summer 2020.
- Continue including Title IX information in all sections **Completed**
- Continue to offer partner with Division of Diversity and Inclusion to offer workshops for instructors on Cultural Consciousness in the Classroom. **Not Completed**
- Continue to establish campus partnerships to better serve our first-generation students and students from underrepresented populations **Completed**
 - Partnership with Bears LEAD for the coordinator to recommend students to academic coaching.

Common Reader for 2020

The 2020 Common Reader is *Educated*, by Westover, T. (2018). This book was selected by a university committee of faculty, staff, student, and one representative from the following categories: Greene County libraries and OTC. The author will not visit campus in fall 2020. Instead, all sections of GEP 101 will watch a web video provided on the Bb course shell.

Assessment and Program Improvement Efforts

- **CGEIP Periodic Review** not required this year. Will conduct the 2020 report in conjunction with the Assessment Grant in summer.
- **Course consistency among sections** is still a guiding strategy through the continuation of a GEP 101 course blackboard shell.
- **Required common information literacy** assignment to meet the general education goal
- **Included additional reflection requirements** for Peer Leadership class and implemented improvements for a training workshop and Peer Leadership course
- **Requested additional feedback** from instructors via the end of semester survey. Incorporated improvements in processes for 2019 for the service project and Title IX requirements

Goals/Planning for 2020-2021

- Offering GEP 101 as an 8-week, first block course in a blended format (2 hours in class, 2 hours online work). This decision supports University efforts to minimize the spread of COVID-19 in the fall semester.
- Enhanced curriculum provided on thematic discussion of public affairs mission and racism in America.
- Continued support and interaction with students provided in 2nd block through instructor and peer leader/peer counselor contact and messaging.
- End of semester instructor survey and peer leader feedback will be gathered with an emphasis on assessment of 8-week block course and curriculum changes. In spring 2021, First-Year Council and a sample of GEP faculty will conduct a review of course feedback and make recommendations for fall 2021.

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 2019-2020

- 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
- Co-hosted National First-Generation Celebration Day November 8 with TRIO Student Support Services and Office of Student Engagement.

Outcomes of 2019-2020 Goals

- Continue to offer financial aid and university scholarship workshops **Met Goal**
- Continue to submit a featured article to Bear Notes **Met Goal**
- Continue to partner with TRiO to offer first-generation students and their families a breakout session during SOAR **Met Goal**
- Increase first-generation student awareness by co-chairing the second First-Generation Student conference **Met Goal**
- Continue to offer specialized first-generation, college dedicated first-year seminar sections, based upon enrollment of first-generation students **Met Goal**

Goals/Planning for 2020-2021

- Continue to offer financial aid and university scholarship workshops
- Continue to submit a featured article to Bear Notes
- Continue to offer first-generation students and their families support during SOAR. Due to COVID-19 breakout sessions are not offered but will plan to resume the partnership with TRIO in subsequent years
- Continue to offer specialized first-generation, college dedicated first-year seminar sections, based upon enrollment of first-generation students
- Serve as university representatives on NASPA's First-Gen Forward and First Scholars program
- Add program summary to CAST webpage

Student Transition Programs

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 and GPA data, we offer coaching services to students.

Highlights of 2019-2020

- Two graduate assistants provide academic coaching to students referred to the Academic Care Team.
- Fall 2019 semester:
 - 101 coaching students (includes 6 academic coach requests initiated by students and 1 peer counselor request initiated by a student)
 - 27 students met with a coach; 47 total meetings
 - 65 students registered for the spring semester. 37 students did not register for the spring semester; twelve of those students were suspended.
- Spring 2020 semester:
 - 75 coaching students (includes 13 academic coach requests initiated by students)
 - 31 students met at least once with an academic coach (in person, via email/phone or zoom); 58 meetings
 - 31 students have registered for the fall semester. 4 students are not registered for the fall semester but are taking summer classes. 39 students were not registered as of June 11, 2020. Nine of those were suspended.
- Coaches emailed and texted students offering services, in most cases an average of 5 email or text notifications per student. Text alerts were sent about grades, COVID-19 assistance, and recommendations to return to class.

Outcomes of 2019-2020 Goals

- Hire a second graduate assistant to serve as an academic coach. Both coaches will have a caseload of between 50-60 students. **Completed**
- Use text messages to reach students in GEP 101 at midterm with grades of B- or less to offer coaching services. **Met Goal**
- Offer coaching services to Jump Start and Bears LEAD students. **Met Goal**
- 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. **Partially Met Goal**

Goals/Planning for 2020-2021

- Offer coaching as an option for Jump Start students as part of their academic support requirement
- Connect with Bears LEAD coordinator to refer students to coaching earlier in the semester
- Create a handbook for coaching to support graduate student development
- Hire ½ time graduate assistant as a coach to support Student Success Infoline and coaching data project
- Add program summary to CAST webpage

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 2019-2020

- Completed three, 2-hour training sessions with eight COAL and eight CNAS faculty advisors in fall 2019.
- Faculty from the 2017 COAL program continued to advise their students into the second year. Fall 2017 to

spring 2019 advisees had a 3.5% higher persistence to their fourth semester compared to all MSU first-generation students.

- Added McQueary College of Health and Human Services (MCHHS) as proactive advisor participants beginning in January 2020.

Outcomes of 2019-2020 Goals

- Based upon interest, expand the Proactive Faculty Advising program to three colleges, which includes maintaining COAL and CNAS and adding one more college. Completed (McQueary College of Health and Human Services began in January 2020)
- Develop an advanced proactive faculty advising workshop to offer continuing support for COAL and CNAS advisors. **Completed**

Goals/Planning for 2020-2021

- Seek interest in the participation of a 4th college to the program
- Create and distribute regular retention data to college administrators per semester
- Add proactive program summary to CAST webpage

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 2019-2020

- Regularly met with Signal Vine Implementation Team and developed a calendar of regular messaging, planned messages to go out by department, and organized message strategies.
 - 10 or less % of students opted out over first-year across programs
 - Continue to receive "thank you" and "thumbs up" responses from students.
- CAST distributed the following messages through the year
 - Welcome to campus, first- and second-year students
 - Offer coaching and support to first-generation students
 - Offer coaching to students at midterm with B- or less in GEP 101
 - Welcome back to the spring semester

- Offered registration support after COVID-19 instructional change
- Created a COVID-19 hotline in March 2020. Later called the Student Success Hotline established to receive text messages from students in response to moving instruction online, moving out of residence hall, and related issues.
 - Created Student Success Response Team of SPDA, Student Affairs, and Graduate College staff.
 - Developed a dedicated Student Success webpage for students to refer to for questions.
 - Created a dedicated email StudentSuccess@MissouriState.Edu and an online form for students to submit questions and concerns.
- Received year 2 funding from Provost and VP of Student Affairs.
 - Added three new programs: Residence Life, McQueary College Advising, and CNAS Advising.

Outcomes Goals/Planning for 2019-2020

- Create messaging campaigns to encourage students to register, check financial aid, consider coaching services, and make advising appointments. **Completed**
- Determine the success of texting on student retention and other outcomes such as kept advising appointments, registration, etc. **Completed**
- Secure long-term funding to purchase a texting platform to message all MSU students including West Plains. **Received 2nd year of funding**
- Facilitate a campus-wide texting policy to be approved by the Administrative Council. **In progress**

Goals/Planning for 2020-2021

- Automate regular student data upload to Signal Vine
- Increase texting reach by adding three programs to the core team
- Begin to use Virtual Advisor in Fall 2020
- Add program summary to CAST webpage

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.

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

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

Highlights of 2019-2020

- 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.

Outcomes 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.
 - Welcome Back event was offered but MO State Midpoint (due to Covid-19 was canceled) **Partially Met**

Goals/Planning for 2020-2021

Second-Year Experience has been suspended for fall 2020/spring 2021

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 indicate that Service-learning increases student retention contributes to higher GPAs 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:

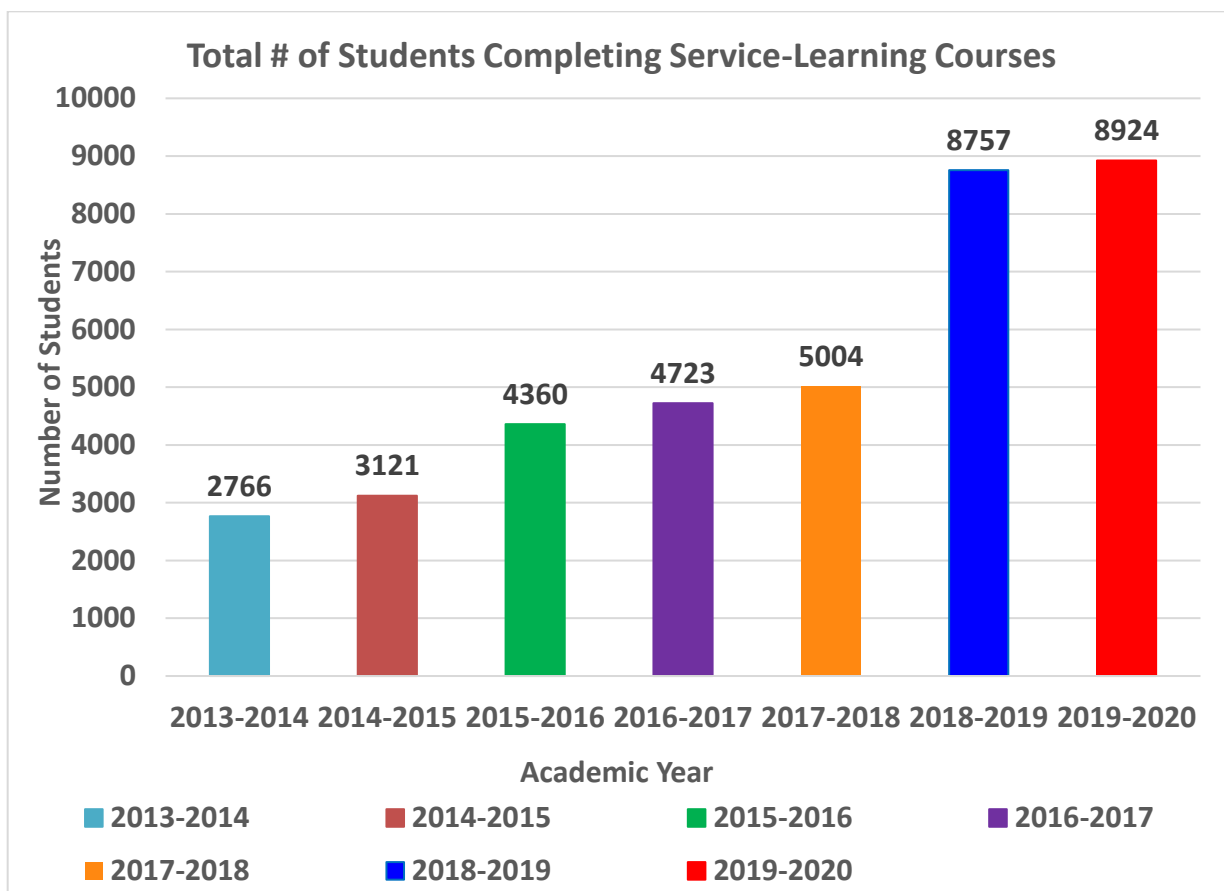
1. **Introduction to Service-Learning (INT)** requires a minimum of 4 hours of service-learning and is embedded within the course;
2. **Integrated Service-Learning (ISL)** requires a 15 hour (minimum) service-learning project and is embedded within the course; and
3. **Component Service-Learning** is 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 2019-2020

The CASL office continues to experience growth in the number of students engaged in service-learning. Over the 2019-2020 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.

- **Participation.** 8,924 students participated in one or more service-learning courses.
 - This number was lower by approximately 340 students as a result of GEP 101 student decrease in enrollment. Overall, however, service-learning numbers increased by 167 students compared to the AY 2018-2019.
- **Community Support.** Total Service-Learning hours provided to community = 160,833
- **Value of Service.** Value of Service to community @ \$23.96/hour = \$3,853,559.00 (Independentsector.org)
- **Course Sections.** Number of Service-Learning course sections = 863 course sections (Introduction, Integrated and Designate/Component Courses); up from 667 course sections during the AY 18-19
- **Service-Learning Courses.** MSU Faculty/Staff Offering/Teaching Service-Learning courses = 368 (Introduction, Integrated and Designate/Component Courses); up from 292 during the AY 18-19
- **Retention.** Overall Average Retention Rate Semester-to-Semester: 92%

The following graph illustrates the increase in the number of students completing service-learning courses since the 2013-2014 academic year. Of the 8,924 students who completed academic service-learning courses, 2,534 of those students were enrolled in more than one academic service-learning course during the 2019-2020 academic year.



Note: The increase in service-learning students between the 2017-18 academic year and the 2018-2019 academic year is the result of GEP 101 becoming a service-learning course for all students.

Of the unduplicated count of 6,390 students, 5,442 students re-enrolled in MSU courses the following semester. **This represents an overall semester-to-semester retention rate of 93% 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 2019–2020 academic year, 1,839 students (non-duplicated) who identified as First-generation students completed an academic service-learning course. Of those 1,839 students, 1,662 students (undergrad) re-enrolled in coursework for the following semester. **This represents a 90% semester-to-semester retention rate for First-generation students.**

Carnegie Classified Community Engaged Institution Recertification

In addition to the increase in service-learning numbers, the service-learning office, in conjunction with the Office of Public Affairs Support, spearheaded the recertification of the University’s Carnegie Classification as a Community Engaged University during the 2017-2018 and 2018-2019 academic years. The year and a half long application process entailed a collection of data from across the entire campus (colleges, academic departments, administration, student affairs, etc.) and the community-at-large, compiling an in-depth report, and then the submission of the report to the Carnegie Foundation in April of 2019. A notification was received in December of 2019 that MSU was recertified as a Carnegie Classified Community Engaged University. This certification is important to the University and aligns with the

University's Public Affairs mission, the University's Long-range Goals, and the University's accreditation from HLC.

CASL Service-Learning Signature Programs & Featured Initiatives

During the spring of 2020, when the COVID pandemic hit, service-learning students moved from direct service-learning to indirect, advocacy-based, and research-based service-learning to assist our communities. As a result of working with some of our community partner learning sites, new opportunities came about:

Masks & Meals Project

In partnership with Community Partnership of the Ozarks and Life 360, service-learning students, from multiple academic areas, including biology, biomedical sciences, nutrition, and sociology either made sew or no-sew masks and/or packaged meals to be distributed throughout southwest Missouri and beyond.

- 69 service-learning students, including international service-learning students from Ningxia University in China, made well over 500 sew and no-sew masks.
- 23 service-learning students contributed some 500 hours to packaging meals for children and families in partnership with Life 360 to address the nutritional needs of children who might go hungry as a result of schools being closed due to COVID-19.

Prosper Springfield

In partnership with Prosper Springfield, 9 service-learning students, worked alongside Lauren Rogers, Assistant Director, and Francine Pratt, Director, on the grant-funded research project, School-to-Prison Pipeline Research Project for the State of Missouri. This project is being conducted on behalf of the Missouri Department of Developmental Disabilities Council (MODDC) to make policy and practice change recommendations for Missouri K-12 institutions.

Beginning late March, based on the need for virtual projects for our students, Prosper Springfield provided the 9 MSU service-learning students provided 276 hours of service at a value* of \$6,613.00 to this project. (independentsector.org).

The Fairbanks

In the wake of needing indirect projects for the remainder of the spring semester due to COVID-19, The Fairbanks/Drew Lewis Foundation/Northwest Project, provided opportunities for 15 service-learning students, to work alongside Amy Blansit, Executive Director, on several research and assessment projects that examined community health services and assessments, education, and resource management of services in the community.

These 15 MSU service-learning students provided 448 hours of service at a value* of \$10,734.00 to this project. (independentsector.org).

VRCO / Dr. Debra Williams Clinical Research Study Program

In a new partnership program with the Vision Rehabilitation Center of the Ozarks (VRCO) and Dr. Debra Williams, 35 service-learning students, in Biology, Biomedical Sciences, and Nursing, were provided with the opportunity to begin the initial gathering of data and examination of literature and previous studies conducted on the topic of Diabetic Retinopathy in preparation for a clinical research study to begin within the next few months. As the CASL office began seeking opportunities for our students to have a meaningful impact, while completing their service-learning experience through indirect, research-based experiences, this project was an excellent fit. Examination of literature and previous research studies conducted by service-learning students included, but was not limited to, Hyperbaric Oxygen Therapy,

Medical Device and Treatment protocols through the FDA, Testing Protocols, Oxidative Stress on Cellular Levels, Electrophysiology of ERG/VEP and the brain as read by Diopsys Instrumentation, and Genetics of Diabetes.

These 35 MSU service-learning students provided 868 hours of service at a value* of \$20,797 to this project that will ultimately work to improve the lives of those with Diabetic Retinopathy. (independentsector.org).

MSU Vision Screening Program

The MSU Vision Program has been in place since 2013 and continues to remain the top service-learning opportunity for students.

- Eight-four (84) Biomedical Science, Nursing, Pre-Med, Pre-Optometry, Biology, and Education majors enrolled in service-learning courses were trained to conduct the vision screenings throughout southwest and central Missouri. Service-Learning students contributed 1,870 hours of vision screenings valued at \$23.96 per hour. This equates to a value of \$44,805.00 in services to communities.
- During the AY 19-20, these students screened 15,085 children, youth, adults, and seniors. Of those screened, 1,693 or 11% were identified to have significant or potentially significant vision problems and referred to the Vision Rehabilitation Center of the Ozarks (VRCO) our partner organization for follow-up services.
- Screenings for color-blind deficiencies took place as a part of the vision program. During the 2019-2020 academic year, 2,259 individuals received testing for color-blind deficiencies. Of those tested, screeners found 89 individuals or 4% to be color-blind.
- Screenings took place in some 107 locations including, low-income daycare centers, elementary, middle and high schools throughout southwest and central along with community locations including OTC's Adult Literacy Program and the Hope Connection event and
- This 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.
- Service-Learning students from the Biomedical Science department continue to conduct research examining the role genetics plays in vision deficiencies and color-blindness.

Springfield Community Gardens

- Having just completed the third 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 services to eradicate poverty and hunger in the community.
- During the 2019-2020 academic year, despite the excessive amount of rain in January, February, and early March, and the 21 garden locations being closed from mid-March through the end of the academic year that prevented gardening, 816 service-learning and leadership students, provided 4,627 hours of service at a value of \$110,863.00. (independentsector.org). These figures do not include services provided by MSU student volunteers.
- The purpose behind this three-year collaborative partnership between Springfield Community Gardens, US Department of Agriculture, and Missouri State University was 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 means for financial security.

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.

Ongoing Signature Programs

Urban Roots Farm

- The CASL office was pleased to receive funding for a second year for the Urban Roots Farm program. 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.
- At the height of the COVID-19 pandemic, when students were unable to work at the farm, the funders for the Urban Roots Farm grant graciously permitted students to work with the MSU Food Pantry to address hunger and food insecurity in our community.

Lift-Up Springfield/Ozark Valley Medial

- 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.

Victory Mission

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

- 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 2019, MSU students worked alongside perspective Bear POWER students to engage them in service activities.
- 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 stepping stones at many of the Springfield Community Garden locations, work with our Robberson afterschool programs, and work with our community garden programs. One student in the Bear POWER program hand-designed and then assisted with the painting of two large murals in the new MSU Bear Pantry.

Robberson Community School

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 Club Med, FENLE, Art Clubs, Spanish Clubs, and Math LEGOLAND to name a few.

Women's Medical Respite

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 need wound care, for example, are unable to take care of the wound living in a homeless situation.

Voluntary Income Tax Assistance (VITA) Program

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 season.

Scholarship of Teaching and Learning 2019-2020

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

- 1) Provided one-on-one training for new faculty engaging in the use of the service-learning teaching methodology.
- 2) Provided information about service-learning at the Master Advisor Training sessions.
- 3) Engaged in and worked collaboratively with faculty on research studies centered on service-learning topics.
- 4) Co-hosted a workshop in the spring of 2019 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. As the University has been recognized and granted, for the second time, the Carnegie classification of "Community-engaged University", the requirements for this classification served as and continues to serve as a guide for excellence as we develop and evaluated programming through the office of Citizenship and Service-Learning.

In addition to the requirements provided under the Carnegie Classification, the CASL Office uses a survey to assess student service-learning outcomes. 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.

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.

It is important to note that data collected for the academic year 19/20 does not include the spring 2020 data. As a result of COVID-19 and moving all service-learning students placed in direct service-learning sites, to indirect service-learning projects. Even without the spring 2020 data, results remained comparable to previous academic years.

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

Summary of Scores	Weighted Average Score (Based on a 5-Point Likert Scale)					Percent "Agree / Strongly Agree"				
	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20 *
Service-Learning Student Outcomes										
Critical Thinking	4.25	4.00	4.12	4.37	4.40	86%	82%	82%	93%	90%
Communication Skills	4.33	4.19	4.34	4.45	4.51	91%	88%	92%	95%	97%
Career and Teamwork	4.39	4.21	4.38	4.50	4.54	90%	90%	91%	95%	95%
Civic Responsibilities	4.29	4.12	4.25	4.41	4.44	87%	87%	88%	92%	92%
Academic Development & Educational Success	4.44	4.15	4.25	4.39	4.44	90%	84%	80%	88%	85%
Public Affairs Scale Responses										
Community Engagement	4.30	4.36	4.41	4.40	4.45	95%	89%	88%	92%	92%
Cultural Competence	4.12	4.11	4.16	4.28	4.22	84%	81%	82%	88%	85%
Ethical Leadership	4.52	4.49	4.54	4.54	4.62	98%	96%	96%	97%	96%

Goals for the AY 20-21

In the wake of COVID-19 and with the University’s efforts to practice social distancing, our goals for this academic year will focus on:

- Developing resources to assist faculty and our community learning site partners with the tools they need to move service-learning forward in a variety of nationally recognized service-learning platforms (direct; indirect; advocacy-based; research-based) and that academic rigor is maintained in service-learning courses
- Developing protocol and resources necessary to move Service-Learning Orientation and one-on-one advising to a virtual environment to ensure
- Ensuring that all associated service-learning forms are created as online fillable formats that accept electronic signatures, including, but not limited to, Student Time Sheets, Information and Release Forms, Course Enrollment Forms, and, MOU’s between community Partner Learning Sites and Students
- Enhancing the CASL website
- Producing video service-learning presentations that can be shown in classrooms
- Additionally, based on the results of the assessment data, CASL will:
- Continue to meet with learning sites to improve meaningful 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 adjust language within questions to be more user friendly for students (Example: I understand the root cause of the problem I am addressing).

Additional goals for 2020-2021

- Continue work with the NACE Career Core Competencies and the General Education goals as part of service-learning coursework.
- Continue work 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, what service-learning looks like in the indirect, advocacy-based and research-based environment, how service-learning meets NACE Career Core Competencies and General Education goals.
- 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.
- 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.

Community-Engaged Learning

Community-Engaged Learning includes a set of programs that support and engage students in their pursuit of active citizenship. These programs seek to engage students in experiential learning opportunities that enhance the Missouri State University Public Affairs Mission. Community-Engaged Learning programs stress the importance of structured reflection and connection to academic knowledge in the context of reciprocal, asset-based community partnerships. Learning Outcomes associated with each program connect to MSU General Education Learning Outcomes, the university’s public affairs pillars, and NACE Career Readiness Competencies.

Programs managed through Community-Engaged Learning include:

- Bear Breaks Immersion Programs
- Bear Service
- Introduction to Service-Learning partnerships
- Student Food Assistance (Bear Pantry)
- Peace Corps Prep Program
- Pat Walker Missouri Public Affairs Academy

Bear Breaks Immersion

Immersion programs feature the opportunity for students to learn about and engage in social issues in local, national, and global communities. These experiences allow students to immerse themselves in cultures, develop skills, and grow as active citizens. Principles of Immersion Programs include strong direct service, full engagement, diversity, and social justice, education, orientation, training, reflection, and reorientation.

2019-2020 Trips

The following programs were developed by student leaders in collaboration with communities across the country. In consideration of health concerns due to COVID-19, March 2020 trips were canceled, and student participants were refunded.

Location	Trip Title	Participants
Oklahoma City, OK Fall 2019	Reframing Perspectives on Homelessness and Hunger	16
Springfield, MO Fall 2019	Engaging, Supporting, and Transforming Lives: service and education with Drew Lewis Foundation	20
Springfield, MO Spring 2020	Being a Citizen Bear: A weekend immersion focused on the Public Affairs Mission	10
Asheville, NC Spring 2020	What Makes Up a Community? Exploring Health and Wellness	13
Atlanta, GA Spring 2020	Getting Back on Your Own: Self-Sufficiency and the Ability to Transform Lives	16
Aurora, CO Spring 2020	The Art of Relationship and Therapeutic Play	12
Chicago, IL Spring 2020	Breaking Bias: Creating New Perspectives on Homelessness and Hunger	13
Dallas, TX	Children are the Future: Empowering Youth While	16

Spring 2020	Exploring Justice	
Houston, TX Spring 2020	Bears Against Human Trafficking	15
New Orleans, LA Spring 2020	Many Hands Make Light Work: Revitalization and Renaissance in the Big Easy	15
Total		146

Highlights of 2019-2020

- **Ten First Generation students were awarded financial assistance** to participate in Bear Breaks, a collaboration between Community-Engaged Learning and the Center for Academic Success and Transition.
- **In collaboration with International Programs, 21 members of the Ningxia Cohort were accepted** as participants of 2020 Immersion experiences. This is an ongoing, successful partnership between Bear Breaks and International Programs.
- **Bear Breaks Programs were awarded three university-wide honors** at the Student Talent and Recognition ceremony, including the Public Affairs Commitment Award, Outstanding Service/Volunteer Program of the Year Award, Distinguished Merit Award.
- **An online educational resource was developed** to help connect student trip leaders with community partners based on social issue topics. This resource is instrumental in quality reorientation programming.
- **Education, Orientation, and Training (EOT Plans) were developed for each trip** to help participants gain an understanding of their trip's social issue.
- **The Bear Breaks Executive Board developed 15 weekly Trip Leader Training** focused on topics such as Facilitation Reflection, Active Citizen Continuum, Sustainability, Social Justice, Community Development, etc. For each of these Trip Leader Training, student leaders worked with non-profit agencies and on-campus resources.
- **Community-Engaged Learning partnered with TRIO Programs** to develop a service-immersion trip to New Orleans. Though this trip was canceled due to COVID-19, logistics were developed to create a future trip.

Goals for 2020-2021

- Work with MSU legal counsel to evaluate safety procedures for immersion experiences after COVID-19. This is to ensure policies are still in line with our mission and vision.
- Develop resources for students to engage in indirect service, including research and advocacy. Though travel might be questionable in the 2020-21 year, Bear Breaks can still serve as a resource for students to learn about best practices for community engagement.
- Coordinate collaborations with other alternative break programs across the country. In our increasingly digital world, we hope to share ideas with colleagues.
- Continue to encourage curricular connection with immersion programs and academic service-learning.

Bear Service

To support the Community Engagement pillar of the Public Affairs Mission, Community-Engaged Learning provides resources for student organizations, scholarship students, etc.

2019-2020 Scholarship Service Hours

Community engagement is part of the renewal requirements for the following scholarships awarded to students. The hours in the table below were tracked through CampusLink and approved by Community-Engaged Learning staff based on service guidelines.

Scholarship	Service Hours Approved
Board of Governors Scholarship	16,660
Inclusive Excellence Leadership Scholarship	3,307
University Scholarship	1,705
Presidential Scholarship	2,528
Total	24,200

Highlights of 2019-2020

- 2,554 students engaged in more than 12,000 hours of service-learning in the community.
- **Community-Engaged Learning served as an advisement resource** to student organizations such as Fraternity and Sorority Life, University Ambassadors, MSU Campus Gardens, Multicultural Resource Center to develop education about and engagement with community issues.
- **Community-Engaged Learning hosted BEAR P.O.W.E.R. students** in service projects with the Bear Pantry and MSU Campus Garden.

Goals for 2020-2021

- Create online tutorials to support students with community engagement programming available on the website.
- Promote partnerships across campus based on affinity groups in the community to avoid over programming.
- Work with Fraternity and Sorority Life to develop virtual/hybrid Community Engagement Fair to promote academic and co-curricular service-learning opportunities.

Introduction to Service-Learning

In alignment with General Education Goals and the Public Affairs Mission, GEP 101: First-Year Foundations includes an Introduction to Service-Learning assignment. This assignment engages students with community learning sites (in Springfield, and beyond). We work alongside instructors and the community to develop resources to ensure student learning outcomes are met.

Highlights of 2019-2020

- X students engaged in 12,000 hours of service-learning in the community.
- **Community-Engaged Learning staff conducted 40 presentations** to GEP students, focused on service projects connected to majors and careers.

Goals for 2020-2021

- Develop indirect service-learning opportunities for students, including research and advocacy. This will allow students to learn about and engage in Springfield Red Flag Issues virtually.
- Continue drop-in advisement for students enrolled in GEP 101, and expand drop-in advisement to include virtual office hours. These advisement sessions help connect students with agencies, reflect on their service experience, document hours, etc.
- Develop sample assignments that can be used by instructors to connect research and service.
- Develop a guide for students focused on connecting Red Flag Issues in Springfield and service opportunities to the Common Reader and Public Affairs Theme.

Student Food Assistance

The Bear Pantry was established in February of 2019 to serve members of the MSU community who face food insecurity. The Bear Pantry is a member of the College and University Food Bank Alliance, a professional organization consisting of campus-based programs alleviating food insecurity, hunger, and poverty among college students. The Bear Pantry is available to faculty, staff, and students at Missouri State, and is supported by the MSU Foundation.

The following chart shows food and hygiene items received and distributed by the Bear pantry in 2019-2020. The total weight of goods distributed was more than 6,500 lbs.



Highlights of 2019-2020

- **The Bear Pantry distributed 6,518 lbs. of food and hygiene items to 802 people** over the 2019-2020 year.
- **New space was designated for the Bear Pantry in University Hall** thanks to Student Development and Public Affairs. This more than tripled the space available for the Bear pantry to operate, and also allowed more confidentiality to members. This move also allowed more space for refrigeration needs, as well as a more streamlined client-choice model.
- **The Bear Pantry made several operational shifts in spring 2020** to continue serving members during COVID-19. Changes were made to Bear Pantry operations, including physical space and process for distributing food and hygiene items. In March of 2020, University Hall closed, and the Bear Pantry was able to move to a study room in Meyer Library. That same week, the Meyer Library was temporarily closed, and the Bear Pantry was able to relocate to the Hutchens House Residence Hall. The Bear Pantry remained in Hutchens House through summer 2020 with an online shopping order system.
- **The Bear Pantry developed a Foundation Account through the MSU Foundation to support its efforts.**
- **The Bombas Socks Company donated 3,000 pairs** of socks to be distributed by the Bear Pantry.
- **The Bear Pantry was awarded a grant by Delta Dental** to receive 1,000 oral hygiene items.
- Among various financial donations, an **MSU alum donates \$100 per month** to support Bear Pantry members with healthy foods.

- Springfield Community Gardens donated regularly to the Bear Pantry, providing healthy and fresh foods regularly.
- **The MSU Campus Garden has chosen the Bear Pantry** as their exclusive donation partner.

Goals for 2020-2021

- Continue development of resources for MSU West Plains to operate a food assistance program. This partnership began in spring 2020, and meetings were scheduled to discuss the Bear Pantry process and tour of the space. These were postponed due to COVID-19.
- Encourage a Syllabus Statement for faculty to adopt focused on basic needs resources for students. This is a collaboration between the Bear Pantry, the Dean of Students, and the Deputy Provost.
- Continue to promote student leadership and ownership of the Bear Pantry. Build upon established student leadership roles, including Service Coordinator, Donations Coordinator, Education Coordinator, and Communication Coordinator.
- Continue to develop service-learning opportunities for students enrolled in 1-credit courses.

Peace Corps Prep

The Missouri State University Peace Corps Prep program launched in September of 2019, after MSU's proposal was accepted to support students through community engagement campus-wide. This partnership integrated four key objectives into coursework and service-learning, including Training and experience in a specific work sector; foreign language skills, intercultural competence; and professional and leadership development. Missouri State was one of 27 institutions nationwide invited to apply to host the program.

Highlights of 2019-2020

- Upon acceptance to the Peace Corps Prep Program, the Director of Community-Engaged Learning became a Missouri State Peace Corps Prep Coordinator. In this capacity, he works alongside Peace Corps Recruiters and campus affiliates to provide resources and guidance to students interested in the program.
- In September 2019, MSU participated in the national Peace Corps Conference in Washington, D.C. to connect with other partner institutions.
- Sixteen students completed the Peace Corps Prep program in its first year at Missouri State University.

Goals for 2020-2021

- Continue partnerships with academic departments at Missouri State to recruit students to engage in the program. Many programs of study parallel requirements for the Peace Corps Prep Certificate.
- Continue to develop programming based around diversity and inclusion, and making Peace Corps Prep accessible to all students at Missouri State.

Pat Walker Missouri Public Affairs Academy

Each summer the Pat Walker Missouri Public Affairs Academy brings talented high school students from throughout the state together to develop their understanding of public affairs. The Academy combines presentations by guest speakers with discussions, hands-on activities and service projects, and allows students to learn from talented and accomplished political and community leaders in the state. The MPAA has three main goals:

- To help students understand their role as citizens working "for the greater good"

- To provide a forum for discussion with distinguished speakers including community leaders, government officials, journalists, and university professors
- To provide students with the leadership skills necessary to become actively involved in their communities

Highlights of 2019

- **14 rising high school seniors representing 13 communities across Missouri were selected** to the Academy.
- **Dr. Lyle Foster served as the Mel Carnahan Fellow for the 2019 Academy.** Dr. Foster worked with students for 3 days on social justice training and community engagement work.
- **Numerous community leaders served as educators for students as they worked for the greater good.** These included representatives from Harmony House, the Drew Lewis Foundation, Springfield Community Gardens, Convoy of Hope, the Missouri Supreme Court, Missouri State University Political Science Department, Missouri State House of Representatives, Springfield Public Schools, Watershed Committee of the Ozarks, Victory Mission, and the James River Basin Partnership.
- **Six service projects, totaling 400 hours of service were completed** throughout the Springfield community, serving as examples of community change.
- Participants completed 14 individual “For the Greater Good Plans,” which centered around their unique interests and skills

Goals for 2020

- Due to health concerns regarding COVID-19, the 2020 Missouri Public Affairs Academy will be developed on a virtual engagement platform. This will alter both the type of engagement for student participants and the budget for the program. The virtual environment and budget adjustments will allow us to offer more Public Affairs Academy experiences for students in 2020-2021. However, the Academy hopes to resume its in-person delivery in 2021.
- Diversify recruitment efforts across the state to engage more high schools.

Assessment and Program Improvement Efforts

Community-Engaged Learning programs will continue to collect evaluations to help us assess student learning outcomes, processes, and services. Each program utilizes a unique assessment process, determined by type and purpose. Student leadership teams are formed for several of these programs, including Bear Breaks, Bear Pantry, and Bear Service Team. These groups help to formulate program goals by meeting with the Director of Community-Engaged Learning frequently and by partnering with faculty and staff. Using assessment data from 2019-20, our overarching goals include:

- Developing new ways to gather student feedback for new programs, including food assistance, bear breaks, and first-year service-learning.
- Continuing to increase indirect service opportunities for students, while keeping the immediate and long-term needs of the community in mind. This will include research, advocacy, and other indirect service.

Assessment continues to be a key to the success of programs, and it is our goal to enhance assessment efforts in 2021-21, especially for programs heavily impacted by COVID-19. For example, Spring Break Immersion Trips were not able to travel, cutting a significant portion of learning from the student experience. Typically, students complete pre and post-trip surveys asking their understanding of the Public Affairs mission, relevance to their major, etc. Use of the Bear Pantry increased significantly in 2020, and we shifted processes to adhere to health and safety guidelines. User satisfaction surveys will be edited for 2020-21 to mirror these changes.

eJournal of Public Affairs

The *eJournal of Public Affairs* completes another year of distinctive scholarly work and continues to strive for opportunities for faculty, students, and community members.

Due to the impact of Covid-19 and subsequently addressing urgent needs on the Missouri State University campus, the *eJournal* staff decided to publish two issues this year instead of three.

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. The *eJournal* aims to publish three issues each year and regularly accepts continuous 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:

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

“As a community partner once commented, what we need is less evidence-based practice and more practice-based evidence.”

From John Saltmarsh's Introductory essay Volume 8 Issue 3

The primary purpose of the *eJournal of Public Affairs* is to publish scholarly work that addresses 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.). Submissions may involve applications of research for scholarly and creative endeavors, for deliberation and assessment, and scholarship of teaching and learning, as indicated in the *eJournal's* Focus and Scope. We are looking for submissions for Special issues - themed topics and Continuous - open submissions.

Publications

During the past year, the *eJournal* completed its eighth year of publishing and began our ninth year.

Volume 8 No. 3 Institutionalizing Community Engagement at the College Level

The pilot study that created the basis of this special issue originated from experience. As a community partner once commented, what we need is less evidence-based practice and more practice-based evidence. The design of the rubric was practice-based and the colleges that participated in its implementation and study of its use have provided evidence of its efficacy in advancing community-engaged scholarship in a college within a university.

Guest Editors: John Saltmarsh, University of Massachusetts Boston; Michael Middleton, Hunter College; and Melissa Quan, Fairfield University

Volume 9 No. 1 All Voices Count - Advancing Democratic Engagement

This special issue of the *eJournal of Public Affairs* emerges from the scholarship and professional practices shared at the 2019 Civic Learning and Democratic Engagement (CLDE) meeting in Fort Lauderdale, Florida and in anticipation of the work that will be shared at the 2020 CLDE meeting in Minneapolis, Minnesota.

Guest Editors: Felice Nudelman, Executive Director, American Democracy Project, ADP, and Cathy Copeland, Program Coordinator, American Democracy Project, AASCU

Vol. 9 No. 2 Erosion and Renewal in Democratic Life

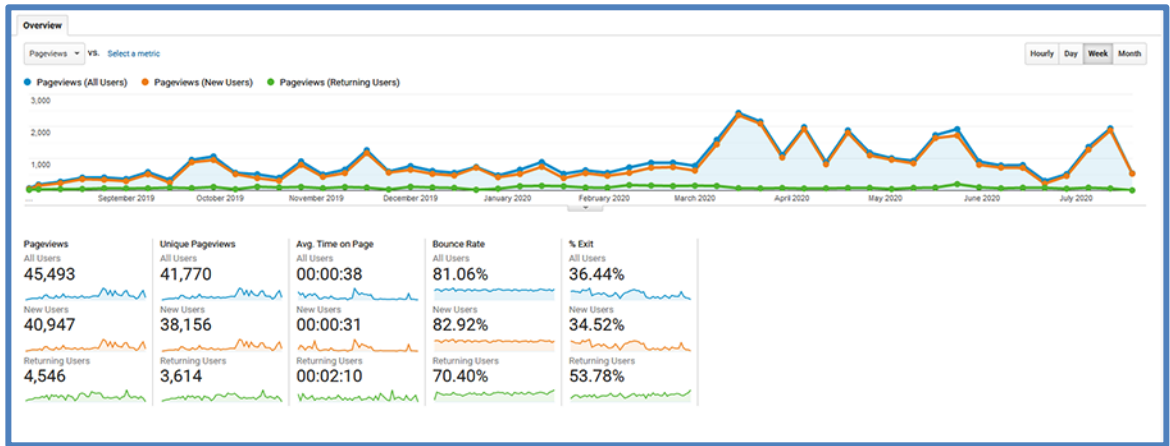
This special issue of the *eJournal of Public Affairs* comes at what could be perceived as a contentious time with critical challenges to our political process and national integrity. How do we perceive the condition of our democracy? What is working? What is not? How do we continue to evolve the balance that promotes an effective governing of our democracy?

We are looking for scholarly submissions and commentary on the current condition of our democracy and what we are doing to inspire better aware, informed, and participating citizens. We would like to include articles, research notes, descriptive essays, videos, interviews, photo essays, multimedia, and more that showcase innovative or exemplary projects. For this special issue, topics should focus on presenting quantitative and/or qualitative results of studies relevant to civic education and commentary that share experience and observations related to shortcomings, solutions, and best practices in our democracy.

Editors: Rachele Darabi, Executive Editor, Missouri State University; Andrew P. Lokie, Jr, Editor, Missouri State University; and Darrell Hamlin, Managing Editor, Fort Hays State University

Highlights for 2019-2020

- Successful migrating to new publishing software: After setting up the Missouri State Bearworks (using Digital Commons by Bepress) publishing software for the *eJournal*, we published the first issue through this system. This platform was acquired by the Provost Office and University Libraries as a resource for the campus. We have received strong support from Bepress for the transition and maintenance and found this user-friendly application to be a manageable and reliable resource.
- Continuing development of *eJournal* website: We've edited or added content and user design elements to the *eJournal* WordPress site that will make navigation and readability easier for visitors. This includes the organization of archives, a web design refresh and consistency edits, accessibility improvements, proper header and footer content, adjustments to guides and policies with new boilerplate information and disclaimers. We still have goals for the site, including better image accessibility and post-by-post archive rebuilding. These are already in progress.
- Monitoring growth with analytics: We are using Google Analytics to capture brief snapshots of visitors to the WordPress site to measure visitors and how they're using our content. We produced our first issue report for the current issue duration for the Vol. 8 No. 3 publication. We will continue to develop methods for reporting detailed usage to make strategic efforts towards readership, subscriber growth, utilization, and impact goals.



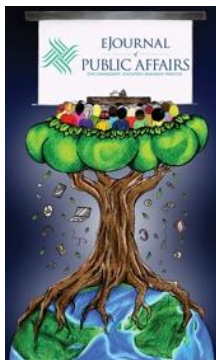
- **Reviews:** After establishing a book review repository, we decided to expand reviews to include other forms of content such as multimedia, photography, or other expressions of art. This repository will complement the video gallery and provide easy access to the collection of books that have been featured in past publications and provide broader opportunities for future issues.
- **New submission categories:** To help simplify the various kinds of submissions we revised our categories to include: Research, Research Notes, Reviews, and Tell Your Story. Invited essays, editorials, peer-review, or other commentary is determined by the Editors.
- **Tell Your Story:** We have added a form submission and file upload section to the *eJournal* reader website. This is separate from the BearWorks research publication platform and will allow us to quickly accept content from the community or students to contextualize academic research with real-world thoughts, experiences, and feelings. The intended result is the publication of relevant, timely, and inclusive material – involving everyone in the research, education, and practice of public affairs.
- **Improved cover design:** We designed a new cover page to precede each scholarly publication. This helps us meet expectations from peer publications and elevates the presentation of the hard work our editors and authors have committed to the *eJournal* and public affairs research.







- **9-2 Erosion and Renewal in Democratic Life issue:** For this special 2020 pre-election issue, the *eJournal* Editors have been recruiting and collaborating for submissions. This issue intends to promote informed citizens, share pedagogy, and motivate active citizenship by participation, and empowering accountability in our democracy. This will be a unique issue that the editors will compose rather than working with guest editors on a themed topic or managing open submissions.
- **Social media project:** We acquired the services of a talented student with the skills to develop a strategy for implementing a process to be more active with social media tools. Due to COVID-19, we were not able to

implement this plan, but have it on hand for when we can continue this strategy.

- **Revised *eJournal of Public Affairs* logo:** To incorporate the new website color scheme, we acquired the work of a talented student illustrator and designer to produce a new display poster and t-shirt designs. We were ready to send for printing but had to stop the process due to budget hold due to the health pandemic. We then saw an opportunity to pivot the work from the student and implement it into the *eJournal's* branding. The new design will start rolling out soon. The illustrator and designer also created cover images that were used for several special issues.



- **Special issues:** We have been very successful at acquiring guest editors to formulate issues with special themed topics. This year included: *All Voices Count - Advancing Democratic Engagement* from the CLDE conference, and *Institutionalizing Community Engagement at the College Level*. Future themes underway: *Education in the Face of Poverty, Public Deliberation and Democratic Practice*. Being considered: *Public Affairs during a Health Crisis, Disconnect Between the Social Justice Movements and the Civic Engagement Movement*, and several others under discussion.
- **Update reviewers and board members:** With the migration to Bearworks, authors are automatically placed on the reviewer list. We are updating information for the reviewers' list and adding new reviewers. With several board members stepping down we have added their replacements. We are starting a board newsletter to go out with each publication to update the members, inform them about the publication, and send any new call for submissions. We are also updating their photos and bios.
- **Editors attended, presented, and promoted the *eJournal*:** Public Affairs Conference, MSU Showcase for Teaching & Learning, and New Faculty.
- **Editor updates:** Our Managing Editor is now acclimated to the publishing software and review process steps to oversee the peer-review process. This involves working with guest editors and directly managing continuous open submissions. We also have reached an agreement for a new Contributing Editor. Our Executive Editor has announced her retirement for August 1st and has agreed to continue to serve on the Editorial Board. We also continue to actively confirm availability for copyeditors to ensure that we will not fall behind in the publication process if one of them is not available.

Editorial Team			
RACHELLE DARABI	ANDREW LOKIE	DARRELL HAMLIN	CHARLES WHITAKER
			
Executive Editor	Editor	Managing Editor	Associate Editor
Associate Provost Missouri State University	Associate Professor Missouri State University	Associate Professor Fort Hays State University	Project Coordinator Missouri State University

- **Networking:** Made site visits to the University of Florida and the University of Tampa to promote awareness and participation with the *eJournal*. Attended and held meetings to discuss projects at the CLDE conference.

Response for 2019-2020 Goals

- **Continue website evaluations:** We have agreed with board member Rich Halstead-Nussloch to survey with his graduate class.
 - We were working to pursue a survey that would provide valuable feedback from end-users but had to postpone this project to address a new priority for implementing the new publishing software.
- **Data reports:** Complete the development of the criteria and process for producing regular data reports.
 - We composed and provided the first analytics report for the 8-3 issue. We plan to continue this process and make it available to the Board.
- **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*.
 - Made site visits to the University of Florida and the University of Tampa to promote awareness and participation with the *eJournal*. Attended and held meetings to discuss projects at the CLDE conference.
- **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.
 - We are starting a newsletter for the Board to announce new publications and share new Call for Submission topics. We continue to make revisions to the website to trigger interest and more exploration across the various items on the website.
- **Integrate media opportunities:** Continue to look for more opportunities to develop and include more media and videos in the *eJournal* publications.
 - We used a video introduction to announce the Book review on Impeachment
- **Create self-paced tutorials:** Develop a tutorial for the Layout process. Evaluate needs as we become more familiar with the new software and consider various training programs.
 - Tutorials were placed on hold until we have more experience with the new platform. We created a submission portal to encourage student essay submissions.
- **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.
 - Charlie has made great progress in understanding Crossref and keeping up on identifying and addressing errors and updates.
- **Themed topics:** Continue to seek new ideas for themed topics and recruit section editors to participate in producing these special issues.
 - We have been very successful at acquiring guest editors to formulate issues with special themed topics. This year included: *All Voices Count - Advancing Democratic Engagement* from the CLDE conference, and *Institutionalizing Community Engagement at the College Level*. Future themes underway: *Education in the Face of Poverty, Public Deliberation and Democratic Practice*. Being considered: *Public Affairs during a Health Crisis, Disconnect between the Social Justice Movements and the Civic Engagement Movement*, and several others under discussion.
- **Employ Social Media:** Complete planning, then implement and manage social media applications, such as our Twitter account and Facebook accounts.

- Although we developed a great plan to implement more social media, due to the health pandemic we were not able to implement this and have placed on hold.

Goals for 2020-2021

- **Analytics Reports:** Develop and implement regular analytics reports for each issue. This will be used to inform board members and guest editors and help us make strategic efforts towards readership and subscriber growth as well as assist to make marketing goals and expand communications about the *eJournal* to a broader public.
- **Update Reviewers:** We will update information for the reviewers' list and add new reviewers to assist editors when assigning reviewers. Under the new publishing software, authors are automatically placed on the reviewer list, we are planning to create a notice to authors to confirm their commitment.
- **Update Board members:** Since the circumstances have changed for board meetings, we want to start a board newsletter that will be sent when an issue goes online. We also need to update bios and photos for those board members continuing with the *eJournal*.
- **Print and implement the revised *eJournal* materials:** We decided to incorporate the new website color scheme into our materials. We were fortunate to acquire the work from a talented student to produce a new display poster, logo, and t-shirt designs. When we were ready to print we had to stop the process due to budget hold caused by the health pandemic. We intend to complete this as soon as can print.
- **Calendar updates:** Increase adding civic engagement events to the calendar and decide if this is a helpful asset to continue on the website. We want to post national holidays and events that involve our democracy and to post civic engagement activities. We hope this feature will generate interest and participation in events and another reason to visit the *eJournal* website.
- **Continue Networking and collaboration efforts:** As budgets allow, seek site visits, attend conferences, and seek new talents to contribute.
- **Improvement Measures:** Continue efforts to enhance the website, seek valued collaborations, commit guest editors with new topics, look for ways to improve processes, and recruit quality submissions.
- **Social Media Strategy:** Implement the plans for utilizing social media that was not completed last year. This was developed to help expand our reach and interactions.
- **Continue to integrate media opportunities:** Continue to look for more opportunities to develop and include more media and videos in the *eJournal* publications.

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 new 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 percentages and expectations that we operate under. As the Editors continue to exam and improve our processes and procedures, we look for ways to measure and expand our exposure, participation, and recognition.

Lastly, I want to acknowledge the great work and collaborations that have produced impressive publications. I have long

deduced that collective efforts involving great people produce great results. I like to believe that the *eJournal of Public Affairs* is a great example of this and therefor express my great appreciation.

Faculty Center for Teaching and Learning (FCTL)

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.

2019-2020 Highlights

- The 34th Showcase on Teaching and Learning was held on August 14, 2019.

Dr. Saundra McGuire, Director Emerita of the Louisiana State University (LSU) Center for Academic Success and retired Assistant Vice-Chancellor and Professor of Chemistry was the luncheon keynote speaker. Her motivating presentation “Teach Students How to Learn: Metacognition is the Key!” was attended by over 350 faculty. Dr. McGuire also facilitated an afternoon workshop titled, “Increasing Student Motivation: Strategies that Work”. She focused on the importance of helping students acquire simple, but effective learning strategies based on cognitive science principles. Over 130 faculty attended the workshop.

The morning plenary session included a continental breakfast and a panel, including Rachele Darabi, Kelly Wood, Alex Johnson, Thomas Lane, Michael Frizell, Diana Garland, Carol Shoptaugh, led a discussion entitled “Student Success at Missouri State.” The Missouri State vision is “Missouri State University will be the university of choice to develop successful students who excel academically and in ethical leadership, cultural competence and community engagement.” But what does it take to develop successful students and what is student success? In this interactive opening session, the panel discussed how faculty and staff impact student success. Attendees were encouraged to join the discussion and had an opportunity to ask questions. Faculty and staff who offer student-focused services described how their work contributes to student success at MSU.

Twelve breakout sessions were presented by faculty and staff during the morning session.

Presentation Title	Presenter(s)
High Involvement Group Learning with OneNote Class Notebook	Jonathan Newman
Would You Like Some Grades with That?	Taleyna Morris
Student Success and Blackboard Ally	Aubrey Larimore Vargas and Margaret Weaver
Teaching with Web-Conferencing Software	Natalie Curry
Increasing Student Success in Online Courses: Strategies and Best Practices	Kent Ragan, Jeff Jones, and Ethan Amidon
Teaching with Games	Siyu Wang
Connecting with Online Students Via Weekly Videos	Chloe Bolyard
Small Strategies for High-Impact Learning	Holly Holladay

Flipping the Script on “Gen Ed Reports”	Keri Franklin, Rich Biagioni, John Strong, LeAnn Brazeal, Sarah Lancaster, and Josh Smith
Increasing Student Success Through OER’s	Tracy Stout and Joshua Lambert
A Screen Capture is Worth a Thousand Words!	Ching-Wen Chang and Annice McLean
Designing a Learning-Focused Online Course	David Stockburger

Twelve information tables promoting university service units and 10 posters, including one FCTL Excellence in Teaching recipient and three FCTL Curriculum Innovation recipients, were presented at Showcase:

Poster Sessions	Presenter(s)
Digital Fabrication Project	Joshua Albers
The Road to Student Success is Paved with Information Literacy	Jessica Bennett
IEP Faculty Team	Louise Bigley
Using a Video Robot System to Promote Engagement in Online	Ching-Wen Chang
Impacting Cratering: Physics and Geology of Craters and Impact Structures	Kevin Evans
Meditation Does What?	Mary Newman
Assessing Relative Learning in Large Sections of Online Courses	David Rohall
Practices to Increase Ethical Behavior	Katie Stinnett
BearWorks	Lindsey Taggart
Establishing a Go Baby Go	Marc Willey

- Awarded funding of eight Curriculum Innovation Projects.

Teaching Diagnostic Assessment Procedures via ZOOM Online Format to a Diverse Student Population—Tamara Arthaud; Counseling, Leadership, Special Education

Simulated Patient Experience to Supplement Skill Development—Christian McCall and Tona Hetzler; Sports Medicine and Athletic Training

Developing Cultural Competence in Technical and Professional Writing—Leslie Seawright; English

Strengthening the Curriculum to Support the Online Program in Blindness and Low Vision—Paul Ajuwon; Counseling, Leadership, and Special Education

High-Impact Learning in Ancient History Instruction—Julia Troche; History

Enhanced Learning: Flipping Online Social Work Practice Courses—Amanda Keys and Michele Brown; Social Work

Student Success and Learning Foundation Development in a Large-scale Introductory Biomedical Sciences Course—Joseph Williams; Biomedical Sciences

- FCTL Advisory Council awarded the following Excellence in Teaching awards recognizing the outstanding achievements of faculty.

Excellence in Online Teaching: Dr. Margaret Weaver, English

Excellence in High-Impact Practices: Dr. Carrisa Hoelscher, Communication; Dr. Sarah Mellors, History; and Dr. Rohit Dua, Engineering

Excellence in Diversity and Inclusion: Dr. Lyle Foster, Sociology and Anthropology

Excellence in Per-Course Teaching: Frederica Gentile, Gender Studies; Heather Haynes, History; and Raymond McCord, Media, Journalism and Film

- 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.
- 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 400 faculty members throughout the year on either online course development, course redesign, instructional media, or enhancement of teaching through technology.
- Delivered Online Course Development Boot Camps in July and January for faculty who are developing and teaching an online course. Twenty-two faculty participated in these one-week boot camps and 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*.
- Awarded 20 diversity scholar stipends to faculty who completed the diversity programming facilitated by the Diversity Fellow, Dr. Judith Martinez. 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.
- Continued work with the Graduate College supporting faculty developing online courses for the UDABOL/MSU partnership (Bolivia Project). Twenty faculty members are participating in the Bolivia project.
- Facilitated department boot camp meetings for Marketing to assist their faculty with online course development.
- Provide training to colleges and academic departments on request. Delivered special training on best practices for using Respondus Lockdown Browser and other testing tools for McQueary College of Health and Human Services.
- Hosted *Faculty Writing Retreats* bi-monthly throughout the academic year. Twenty-five 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, *Station Eleven*, to coursework for students. Sponsored faculty Book Talk discussion on the book *Among the Lost*; were held before the author's speaking engagement on campus. These discussions were led by the Diversity Fellow, Dr. Judith Martinez.
- Supported 4 Inclusive Instruction for Diversity mini-workshops and Lunch and Learns that were facilitated by the Diversity Fellow.
- Participated in the Visiting Scholar Program making a presentation on the history of teaching and learning centers to visiting faculty from the Hainan University.

- Sponsored a four-day Social Network Analysis summer workshop, facilitated by Dr. Leslie Echols. Thirteen faculty attended this workshop including one from another university. Dr. Echols has presented this workshop at national conferences and other universities as a result of her research in this area.
- The Classroom Instructional Technology (CIT) technicians completed upgrades to LIBR 101 and Foster Recreation Center classroom.
- Converted existing seminar room in Pummill Hall into the new ZOOM Seminar room.
- Installed technology for a collaborative classroom in Professional Building. Installed sound masking system in Magers Health and Wellness Center Pharmacy. Installed new technology in Carol Silvey Student Union, Hass-Darr Hall at West Plains.
- 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, IT Council – Instructional Technology Advisory Committee, and the President’s Council on Accessibility.
- Hosted a variety of university meetings held in the FCTL’s Innovation Commons room including the Academic Relations Committee, Scholar 2 Scholar, and First-Year Programs.

Response to the Spring 2020 COVID-19 Shutdown and Continued Support for Faculty during Times of Uncertainty

- Provided training and support to 113 faculty during the extended Spring Break and final weeks of the spring semester as it was moved online.
- Aligned Faculty Boot Camps to meet the changing needs of faculty responding to interruptions in teaching due to the COVID-19 shutdown and preparing for uncertainty of the fall 2020 semester.
- Increased the number of Boot Camp offerings to provide training to as many faculty members as possible.
- Self-paced training modules were created and added to the Bb Academic Community.
- In the spring 2020 survey, nearly 400 faculty self-identified as not having taught online or participated in any type of professional development for how to teach online. Nearly 300 of these faculty participated in some form of support or training offered by the FCTL during the spring and early summer.
- An Online Teaching Mentor program was offered, and 10 faculty mentors are supporting faculty within their academic departments and colleges in teaching online.
- Classroom Technology continues several ongoing projects to assist with preparing for the fall 2020 semester. These include:
 - Upgrade 80 classrooms with web-conferencing technologies by mid-Aug 2020
 - Upgrade nine (9) classrooms and install technology in seven (7) additional classrooms at Brick City
 - Install classroom technology at Ozarks Education Center – Bull Shoals
 - Complete classroom technology installations and upgrades as part of McQueary Addition (two new spaces, one renovated classroom)

- Install technology as part of Graduate College Renovation (conference rooms)
- Upgrade projectors to new high-brightness laser projectors in Temple 1, 2, 3, and Cheek 102
- Ongoing campus-wide digital classroom upgrades

Response to 2019-2020 Goals

- Provide best practices through faculty development offerings that align with university initiatives and long-term goals.

This goal was accomplished through the book talk series, Showcase sessions, diversity and inclusion workshops, faculty writing retreats, course development boot camps, online course reviews, Curriculum Innovation awards, faculty teaching awards, OER course development, and expanded offerings of faculty boot camps to address support needs during the response to Coronavirus pandemic.

Efficiencies and activities initiated after analysis of collected data and evolving university goals included:

- Realigned the Online Program Curriculum Innovation funding category to support faculty readiness for online curriculum development and online teaching rather than marketing efforts through Access and Outreach.
- Worked with the library on a collaborative program to offer a stipend for faculty to redesign courses centered on Open Educational Resources.
- Aligned and expanded offerings of Boot Camps for online course development to meet the needs of faculty preparing for Fall 2020 semester and possible interruptions to teaching if the Coronavirus pandemic continues/resurges.
- Transferred final course development of the UDABOL/MSU program back to the Graduate Office for final alignment to client needs.

- Provide classroom technology and media services to meet the instructional technology needs of faculty.

This goal was aligned with the needs of expanding distance learning technology in response to Coronavirus pandemic continuation/resurgent. This includes the upgrade of 80 classrooms with web-conferencing technologies by mid-August.

- 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

This goal was accomplished through the book talk series; Showcase sessions; diversity and inclusion workshops; Online Course Development Boot Camps; online course reviews; Ally workshops; Curriculum Innovation awards; faculty teaching awards; OER course development; classroom technology projects; lecture-capture studio enhancements; Blackboard training and support provided by the instructional designers, per-course, new faculty, and other workshops; and focus groups and faculty surveys used to identify needs and opportunities for professional learning for faculty.

Goals for 2020-2021

- Provide best practices through faculty development offerings that align with university initiatives and long-term goals.
- Provide classroom technology and media services 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.
- Complete an external review of FCTL; the reviewer visit was postponed due to the COVID-19 shutdown. Review questions to answer include:
 1. How do FCTL activities relate to the university mission and long-term goals?
 2. Is the FCTL positioned in the university structure to best connect and involve faculty in activities?
- The evaluation self-study, full technical report and executive summary have been completed. This goal will continue to be accomplished when external reviewers are scheduled to visit Missouri State.

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.

Learning Commons

Bear CLAW (Center for Learning and Writing)

Overview

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 by 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. Before the COVID-19 conversion to online one-on-one appointments and drop-in tables were available. Subject areas of high demand were covered by drop-in tables staffed by two to four peer tutors on a regular schedule published on the Bear CLAW website. Drop-in tables covered Mathematics, Sciences, Economics, and History courses. Small group tutoring was available by appointment. Online tutoring was arranged based on student demand and tutor availability through the Blackboard Bear CLAW Community. Generalist tutors and academic coaches assisted students with general education courses and overall college success strategies.

The Effects of COVID-19

Due to COVID-19, the normal operating procedure changed. When the students left for Spring Break, tutoring services were moved from face-to-face to only online. In SDPA no student employees other than work-study and Graduate Assistants were permitted to work until it was decided at least two Bear CLAW mathematics tutors were needed. 55 Graduate Assistants, work-study students, and staff from across the University were reassigned to tutor students. After working with the new tutors on setting schedules and course tutoring agreements they began taking appointments April 13. Previous users of the BearCLAW tutoring services received direct emails weekly after April 14 to inform them and remind them of the Bear CLAW online services. With 4 weeks left of classes, the ability of students to put all courses on Pass/Not Pass, and now only offering tutoring online, the use of our subject area tutoring services plummeted. This was a common occurrence reported by learning center directors across the country.

Our method of online line tutoring involved enrolling the spring tutors (GA's) in the Blackboard Bear CLAW community and assigning them a Blackboard Collaborate room. Their hours and tutoring information were then input into the TutorTrac booking system. Students would then make an appointment at least 24 hours in advance and at the time of their appointment, the student would log back into TutorTrac, where 15 minutes before the appointment time the "entrance button" to the tutors Collaborate room would appear.

Another method for helping students online was through our online open ZOOM room students could find the link once they had logged into their My Missouri site. The link was open 9 to 4 Monday – Friday where BearCLAW staff was able to answer questions or connect them to the tutors.

The following highlights usage before for the full summer and fall semesters then reflect January 13 to March 14 of the spring semester and after the extended spring break, COVID-19 impacted data from March 30 to May 7.

Highlights

Subject Area Tutoring Summer 2019

Description of Visits	Number of Tutors /Visits
Number of tutors	5
Subject Area Tutoring	2
Math Drop-in Table	95
Science Drop-In Table	100
Jump START Study Hall	1179
Total Visits	1,374

The 59 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 2020

Description of Visits	Number of Tutors & Visits
Number of tutors (2 work-study)	49
Number of front desk student workers (4 work-study)	6
Number of Graduate Assistants	2
History Drop-In Table	25
Business Drop-In Table	117
Economics Drop-In Table	63
Subject Area Tutoring	80
Math Drop-in Table (12 hours provided by S-STEM Grant directed by Dr. Matt Pierson)	1,817
Science Drop-In Table	1,291
Chemistry GA Office Hours	363
Study Hall Hours	18
Subject area appointment areas: AGB, AGN, ART, HST, LTN, PHI, PLS, REL, RUS, SPN, Generalist, Study Skills, Time Management	
Total Number of Visits	3,843

Spring 2020 (January 13 to March 14)

Description of Visits	Number of Tutors & Visits
Number of tutors (1 work-study, 3 volunteers)	53
Number of front desk student workers (3 work-study tutors)	5
Number of Graduate Assistants	2
Number of Chemistry GA's	19
Economics Drop-In Table	32
Math Drop-In Table (12 hours provided by S-STEM Grant directed by Dr. Matt Pierson)	559
Science Drop-In Table	466
Generalist Tutor	31
Subject Area Tutoring	30
Chemistry GA Office Hours	89
<i>Subject area appointment areas: ACC, AGB, AGN, ANT, ART, CSC, FIN, FRN, HST, ITC, ITL, KIN, LTN, MGT, MKT, PHI, PLS, PSY, QBA, RUS, SPN, TCM, THE, Study, Skills, Time Management, Academic Coaching</i>	
Total Number of Visits	1,207

Spring 2020 (COVID-19 Impacted Data: March 30 to May 7)

Description of Visits	Number of Tutors & Visits
Number of budget-based Bear CLAW tutors (1 tutor remained available provided by the S-STEM Grant directed by Dr. Matt Pierson)	2
Number of ZOOM room work-study receptionist (1 Bear CLAW, 2 SDPA-Stinnett)	3
Number of Bear CLAW Graduate Assistants	2
Number of Chemistry GA's	19
Number of reassigned Mathematics GA's	3
Number of reassigned COB Tutoring GA's	15
Number of reassigned GA's from across campus	11
Number of work-study tutors (SDPA-Johnson)	2
Number of full-time employees (volunteering a few hours for Bear CLAW work, 1 tutoring)	5
Total Number of Bear CLAW Workers	62
Appointments for Subject Area Tutoring	
<i>Subject area appointment areas: AGB, AGN, ANT, ART, CSC, FRN, HST, ITC, ITL, KIN, LTN, PHI, PLS, PSY, RUS, SPN, TCM, THE, Generalist, Study Skills, Time Management, Academic Coaching</i>	
Total Number of Visits	64

*During the period between April 2 to May 31, the Administrative Specialist III was placed on 2/3 pay with no work allowed. The 5 full-time employees were volunteers who helped with normal Bear CLAW operations.

Goals for 2020-2021

- Due to COVID-19, limited online tutoring hours will be required by all tutors.
- For the fall 2020 semester, we will maintain only appointment-based tutoring, including online or multi-student appointments.
- 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 the 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 increase the usage of online tutoring services.
- Administer a second type of survey for Bear CLAW clients.
- Encourage faculty and students to be involved in the advisory board.
- Continue to monitor the requirements for CRLA certification and adjust tutor training as needed.
- 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 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, the number of tutors and tutoring hours are frequently adjusted. If the demand for assistance with a specific class is apparent, new tutors are added as the budget allows.

During the summer a survey will be administered to tutors and tutees so they can contribute to the improvement of our continued online tutoring.

Director Highlights

- Serving as 2018-2020 President of MoCLCA.
- Planned conference for MoCLCA 2020; moved to 2021.
- Currently serving a third term as Professional Development Officer for the National College Learning Center Association.
- Currently serving as Secretary for the Heartland College Reading and Learning Association.

- Attended many COVID-19 based webinars and discussions with Learning Center staff from across the country.
- Continue to serve as a University Staff Ambassador and Bear Connection Mentor.
- Served on the CAS external review team, Missouri Southern State University, April 29, 2020.
- Continue to serve as a University Staff Ambassador and Bear Connection Mentor.
- Continue to serve as treasurer for the Missouri Distance Learning Association.
- Continue to serve on the MSU Employee Wellness Committee.
- Presented “2020 applying for NCLCA Scholarships and Awards: “What you need to know!” webinar, February 2020.

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. The office also leads and coordinates educational initiatives and activities to increase civic and voter engagement across campus.

This office facilitates community interaction, 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.

Core areas managed through the Office of Public Affairs Support include:

- 1) Public Affairs Conference
- 2) Fall Public Affairs Convocation Lecture (connected to the common reader)
- 3) Community Engagement Conference (partnership with the Center for Community Engagement)
- 4) Excellence in Community Service Faculty/Staff Awards
- 5) Board of Governors Excellence in Public Affairs Awards for Faculty/Staff
- 6) Selection of future Public Affairs Annual themes
- 7) Selection of the Provost Fellow for Public Affairs
- 8) Civic and voter engagement initiatives
- 9) Theme/topic-specific programs throughout the academic year
- 10) Other public affairs-related activities sponsored by the Office of the Provost

2019-2020 Highlights

The 2019 Public Affairs Conference, 21st Century Digital World, was very well received. Bobby Bones, award-winning radio host, brought our opening keynote address to an audience of over 1,400. The plenary and panel sessions had good attendance with the total conference attendance of 4,657. While this number represents a decrease in attendance from the fall 2018 conference, it does show an increase in attendance over previous years. The 2019 conference did not have as many special pre-conference events as the previous year which had a significant number of additional pre-conference events, unlike most previous years. Our plenary speakers and their topics were:

- Jason Anderson, head of research, United Masters: ethics of data science
- John Raines, chief commercial officer, Climate.com: impact of digital technologies on global food issues
- Spencer Harris, director of operations, Mostly Serious: the return of board games in a technological world
- Tiana Epps-Johnson, founder/executive director, Center for Technology and Civic Life: digital tools to expand voter access

- The public affairs theme for 2020-2021 was selected. Bridging the Divide is the theme selected and Dr. Elizabeth Walker will be the Provost Fellow for Public Affairs. Dr. Walker is a professor of Animal Science. She is the second Provost Fellow for Public Affairs selected from the William H. Darr College of Agriculture.
- Facilitated the appearance of Emily St. John Mandel, author of the common reader for the 2019-2020 academic year, Station Eleven. Attendance at the convocation event was 750 at Hammons Hall for the Performing Arts. This event was unique in that it was conducted as an on-stage interview format featuring Nora Cox, senior instructor from the communication department in the College of Arts and Letters.
- The Community Engagement Conference was reimagined and implemented as a training event on “public deliberation”. 30 community partners participated in this training led by Dr. Mike Stout, Oklahoma State University Center for Family Resilience. This event grew out of participant responses received from last year’s Community Engagement Conference. This program idea was very well received by our community partners. A waiting list was created due to a strong interest in this limited seating, highly interactive learning experience.
- The Excellence in Community Service Awards were issued to two staff members and two faculty.
- The Board of Governors Excellence in Public Affairs Award had nine nominees representing five Colleges and four diverse units across campus. A total of six were awarded: three faculty and three staff.
- In April 2019, the directors of Citizenship/Service Learning and Public Affairs Support completed and submitted the application form for the Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification. In December 2019, notification was received that Missouri State University has been recertified as a Carnegie Community Engaged University for six more years, the longest recertification period possible. This recognition is an elective designation that indicates an institutional commitment to community engagement. Missouri State is one of 359 U.S. colleges and universities to hold this designation, and one of 119 institutions to receive the classification or reclassification this year. Only five other institutions in the state have this distinction. According to the award letter, MSU’s “application documented excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement. It responded to the classification framework with descriptive, coherent, and compelling evidence of exemplary practices of institutionalized community engagement.”
- Efforts to increase student and campus-wide civic and voter engagement centered around key activities and training including:
 - Greene County Deputy Registrar training. Six staff members from SDPA completed training as official Deputy Registrars for the MSU campus.
 - Democracy Week and Constitution Day:
 - Conducted 24 hours of voter registration, nearly 200 students registered as a new voter or issued a change of address.
 - Hosted fourth Naturalization Ceremony for the Western District Courts of Missouri: included 80 applicants representing 40 countries. Nearly 450 family and campus members in attendance.
 - Conducted presentations on Make Your Voice Heard: Be a Citizen Not a Spectator in fall and spring semesters that were attended by students, faculty, and staff.
 - Training conducted to students representing SGA, Academic Integrity, and Paws to Polls. Training centered on how to conduct a voter registration drive, properly fill out the MO voter registration card, request an absentee ballot, and how to assist and educate students regarding voting options and civic engagement resources.
 - National Voter Registration Day partnership with Greene County City Clerk’s Office and the Southwest Missouri League of Women Voters. Group of 10 conducted a 5-hour voter registration drive and handed out resources.
 - Partnering with a group of interested students called Paws to Polls. Provided a Zoom training on proper voter registration, tips, and tricks when assisting students to register, change of address, or vote by absentee ballot.

- Events, initiatives, and partnerships combine to promote and accomplish the goals of the Office of Public Affairs Support to students, the campus, and the community. Below are highlights of those activities for 2019-2020.
 - Director served as the US Census representative to the MSU campus.
 - Developed a partnership with MSU’s Human Resources Employee Performance partnership: developed and conducted a new employee professional development presentation - Public Affairs: Can You Relate?
 - The coordinator became a standing member as a general campus representative on the Staff Senate Communications Committee.
 - Director served as MSU representative on a community-focused candidate forum planning committee with League of Women Voters, Leadership Springfield, Junior League of Springfield, NAACP of Springfield, OTC, and Drury University
 - Representation at B.E.A.R Fair; Second Year Experience Expo
 - Presentation to the Springfield Downtown Rotary
 - Presentation to the Springfield University Club
 - Presentations to GEP classes
 - MSU Talks conducted two debates: Cybersecurity and Delete Your Amazon Account?
 - Developed a new topic series entitled, Public Affairs Talks, to address issues related to the year’s public affairs theme.
 - Smart Phones & Mental Health, a partnership with the MSU Counseling Center.
 - Make Your Voice Heard: Be a Citizen Not a Spectator
 - Further developed existing partnerships with campus and community groups including Greene County Clerk’s Office; League of Women Voters of Southwest Missouri; Green Student Alliance; Sigma Pi – Alpha Rio Chapter; American Democracy Project; All In Campus Democracy Challenge Project.
- Additional programming had to be placed on hold or canceled due to the COVID-19 stay at home orders.

Goals for 2020-2021

- Develop and implement alternative delivery methods for delivering programming and events to accommodate COVID 19 community guidelines.
- 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.
- 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 additional programs, future programs will be developed to facilitate partnerships between the university and community members.
- Evaluations will be distributed, collected, and reviewed for the Public Affairs Conference to guide in improving future conference development as well as assist in collecting ideas for potential future topics for the public affairs theme, possibly in electronic form.

- As the University has been recognized and granted the Carnegie classification of “Community Engaged University” again, the requirements for this classification will continue to serve as a guide for excellence as we develop and evaluate programming through Public Affairs Support.
- 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

Bear CLAW (Center for Learning and Writing)

Student Learning Services leads the Writing Center, the Course Mentoring Program (formerly the Peer Assisted Study Session Program), and the Absent Professor Program within the Bear CLAW (Center for Learning and Writing).

2019-2020 Major Initiatives

- IDS 310 Leadership was created to serve as a training course for Bear CLAW employees. New employees must be enrolled in the course. This 1-semester course started in the fall. Two sections were offered. One section was seated while the other was fully online and are taught by Michael Frizell, Director of Student Learning Services.
- During the spring 2020 semester, two sections were offered. Both moved to online instruction starting March 16.
- Acting on our assessments, IDS 310 will move to a blended first block course starting in the fall 2020 semester.
- The Presentation Center, a support service aimed at COM 115, was created with the help of faculty in the Communications Department. The Center will open in the fall 2020 semester with two presentation consultants working to ensure the success of the pilot program.
- The Writing Center and the Course Mentoring Programs were able to shift to online service starting March 16 due to the pandemic. Although our support staff – all student workers – were ordered to stop working due to budget constraints, the online services they piloted during the fall 2019 semester served the reassigned and quickly trained graduate assistants well.

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.

Highlights of 2019–2020

- 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:
- Drury University's Writing Center collaborated with our Center for training
- Trained Branson High School's Writing Center team on September 2019
- Worked with students enrolled in AP classes at Catholic High School on October, November 2019
- During the fall semester, we piloted using Blackboard Collaborate for sessions. We didn't realize that we'd need to use it full-time during the spring 2020 shutdown.
- Starting March 16, eight graduate students and one intern were used to support our transition to online consultations. They trained during spring break and were able to provide a seamless transition experience for students.
- **Summer 2019 Students Served:** 50, all online
- **Fall 2019 Students Served:** 1726, including 357 online students.
- **Spring 2020 Students Served:** Jan. 13-Mar. 6: 408; Online - Mar. 16-May 7: 78

Assessment

- **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 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 2020–2021

- **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 96% 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.
- **Request for Saturday Hours:** Budget constraints make Saturday hours impossible.
- **Request for Targeting Programming:** The Writing Fellows Program (currently defunct) will be resurrected to support faculty in their efforts to create blended or online courses. By assigning a writing consultant to a particular course section, faculty will be able to target their writing assignments and work with talented writing consultants one-on-one.
- **Request for Continued Online Support:** In fall 2020, the Writing Center will be wholly online (unless circumstances change after the start of FY 2021). This will ensure social distancing in the Bear CLAW space. The Center will offer two types of support:
 - **Synchronous Consultations:** Using Email
 - **Asynchronous Consultations:** Using Blackboard Collaborate and Zoom

Course Mentoring Program (Weekly Academic Enhancement Groups)

Formerly the Peer Assisted Study Session (PASS), course mentoring is a series of weekly review sessions for students taking historically difficult courses.

Highlights of 2019–2020

- The Course Mentoring Program, based on a service offered at the University of Rhode Island, was designed to replace the PASS Program. Budget cuts and rising student wages made it necessary to eliminate the program, and the mentors were designed to manage the transition from PASS to drop-in tutoring services in the Bear CLAW.
- The model easily shifted to all-online work during the pandemic shutdown in the latter half of spring 2020.
- The model was so popular that we're planning to expand it for the fall 2020 semester.
 - **ORIGINAL MODEL: Peer Assisted Study Session (PASS)**
An SI or PASS Leader assists students in understanding course material and interpreting lecture notes. Leaders attend all class meetings of the target course, take notes, do homework, and all assigned class material, and model good student behavior. This ensures that the Leader is on the same page as the students he/she is helping. Sessions are held two to three times a week for the semester for a total of 50

minutes per session. Regular meetings, along with orientation and training workshops, are required. If necessary, Leaders hold pre-test sessions.

○ **NEW MODEL: Weekly Mentoring Groups**

Weekly Mentoring Groups help students work together throughout the semester, meeting once per week for 50 minutes with the same small group of classmates and the same mentor. The mentors work closely with faculty and can also serve as tutors in the Bear CLAW at the drop-in tables. They must enroll in IDS 310 Leadership and meet regularly with the directors of the Bear CLAW.

Fall 2019 - Students Served: 379

Course	Class	Professor	Mentor(s)	Sessions
AGN 215	Soils	Remley	Skyler Lessenden	M 4:00-4:50 KARLS 102
AGR 300	Food & Ag Chemistry	Walker	Ashley Springer	T 6:00-6:50 DACB 118
BMS 110	Intro to BMS	Williams Smith Fitzgerald	Chase Toenjes	F 11:30-12:30 PROF 224
BMS 230/231	Human Genetics	Brodeur	Rachael Ingram	September 4th 3 – 5 PROF 427 September 5th 6 – 8 PROF 101 September 25th 3 – 5 PROF 427 September 26th 6 – 8 PROF 101
BMS 240	Intro to Nutrition	Novotny	Austin Sullivan Hannah Peters	M 2:30-3:30 PROF 224
BMS 307	Human Anatomy	Hough	Nicole Lehman	W 3:00 PROF 432
CHM 160	Gen CHM I	Wang High	Megan Woolverton	M 4:00-4:50 PLAS 244
CHM 170	Gen CHM 2	High Schick	Chase Toenjes	T 4:00-4:50 PLAS 244

Spring 2020 - Students Served: 372

The spring semester's challenges necessitated pioneering ways the mentoring program could be expanded rather than phased out.

Course	Class	Professor	Mentor(s)	Session
BMS 110	Intro to BMS	Joe Williams	Chase Toenjes	M 3:00-3:50 GLAS 227 W 3:00-3:50 GLAS 226
D'TN 240	Intro to Nutrition	Daniela Novotny	Austin Sullivan Hannah Peters	M 10:00-11:00 PROF 101 T 10:30-11:30 PROF 101
AGR 300	Food & Ag Chem	Beth Walker	Jessi Reel	T: 12:30-2 PM (Darr) W: 9:30-11 AM (Darr) F: 9:30-11 AM (Darr)
BMS 230	Human Genetics	Amanda Brodeur	Rachael Ingram	Jan 29 6:00-7:30 PM PROF 103 Jan 30 6:00-7:30 PM PROF 103

BIO 235	Genetics	Laszlo Kovacs	Matthew So	Arranged with dept.
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Assessment

- **TutorTrac Reports:** TutorTrac helps us track the number of students who attend 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 mentor for particular courses. All cooperating faculty praised our efforts and offered no actionable items.

Assessment Action Plan for 2020–2021

- **Acting on TutorTrac Analysis:** While our attendance is strong, I’d like to bolster the training of course mentors to include creative marketing techniques to encourage more participation. A module has been added to their training.
- **Acting on Class Surveys:** Students love the program. An incredible 98% of the students who responded to the survey said that the program contributed to their academic success.
- **Measuring Online Success:** Students were happy to have the program during the shutdown. Although usage dropped considerably, we plan to implement a blended model of support for fall 2020.
- **Expanding the Program for 2020/2021:** The pandemic affected the way the Bear CLAW responds to tutoring. To provide a robust system of student support, the program will be expanded in fall 2020. To pay for new mentors, GA monies were reassigned from the Student Development & Public Affairs office as well as from the Writing Center.
 - **Courses requesting support for fall 2020:** Based on need and the success of the program, the following classes requested support: AGR 300; BIO 101, 121, 235; BMS 110, 230/231, 307, 308; CHM 160, 170; DTN 240; GLG 110, 115.

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.

Highlights of 2019–2020

- With the help of trained mentors, we were able to expand the program. Although the Director presented the bulk of the sessions, the “Bear CLAW General” presentations were handled by student employees.
- Workshops were recorded and placed on MediaSite during the shutdown in late spring 2020 and are available for faculty whose classes move to online or blended formats.

Workshops Presented

Workshop	Number
Academic Writing	12
AMA Workshop	2
APA Workshop	16
Bear CLAW General	22
Note Taking	8
Test Taking	15
Study Skills General	32
Writing Grants for the Arts	1
Total	108

Teaching

Fall 2019

- IDS 310 Leadership (2 sections) – A training course for Bear CLAW employees. One section was taught in-person; the other, online.
- THE 497 Special Problems – In-School Players – I serve as the director of this performing arts troupe. The troupe is designed to bring theatre to school children in the Springfield area as part of the university's public affairs mission.

Spring 2020

- IDS 310 Leadership (2 sections)
- THE 497 Special Problems – In-School Players

Summer 2020

- IDS 118 Enhancing Study Skills for College and Life – a special class created in conjunction with the Dual Credit Office for Blue Springs High School.

Service to the University

- Member of the Student Success Response Team
- 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
- Copy editor with the *eJournal of Public Affairs*
- Managing Editor of the *eJournal of Public Affairs* starting July 1, 2020

National Office

- Chair of the Past Presidents Council of the National College Learning Center Association - *October 2018 – Present*
- Elected Vice President of the National College Learning Center Association – *Term begins October 2020*
- Editor of *The Learning Assistance Review* a peer-reviewed journal of the National College Learning Center Association

- Editor of *The Learning Assistance Review*'s special issue, "Rising to the Challenge: Navigating COVID-19 as Higher Education Learning Center Leaders." - *Publishing Date: August 15, 2020*

Publishing

- Frizell, M. (2020) *Infamous: Tiger King* (J. Paradise, Art). Portland, OR: TidalWave. 24 June 2020.
- Paradise, J. & M. Frizell (2020). *Fame: Stormy Daniels* (J. Paradise, Art). Portland, OR: TidalWave. 5 May 2020.
- (2020). *Royals: Prince Harry & Meghan Markle*. Portland, OR: TidalWave. 1 March 2020.
- (2020). *Orbit: Megadeth*. Portland, OR: TidalWave. 1 March 2020.
- (2020). *Political Power: Senators of the United States – Al Franken, Bernie Sanders, Elizabeth Warren, & Marco Rubio*. (Various Artists). Portland, OR: TidalWave: 1 March 2020.
- (2020). *L'Age Du Rock: Motley Crue (French Edition)*. TidalWave. Portland, OR: March 1, 2020.
- (2020). *L'Age Du Rock: Ozzy Osbourne (French Edition)*. TidalWave. Portland, OR: March 1, 2020.
- (2020). *L'Age Du Rock: Alice Cooper (French Edition)*. TidalWave. Portland, OR: March 1, 2020.
- (2019) *Fame: Ozzy Osbourne and Sharon Osbourne*. Portland, OR: TidalWave. 1 March 2020.
- (2019) *Tribute: Stan Lee* (D. Ryan, Art). Portland, OR: TidalWave. 4 Feb. 2020.
- (2020). *Soldier of Fortune: STEALTH*. Portland, OR: TidalWave. 1 March 2020.

Workshops & Speaking Engagements

- "Publishing in the Field of Learning Centers and Student Support." Session Presenter, College Reading and Learning Association Annual Conference, New Orleans, LA, October 31, 2019.
- "Student Success at MSU." Plenary Speaker, Showcase on Teaching and Learning, Missouri State University, Springfield, MO, August 14, 2019.
- "Successful Learning Centers." Keynote Speaker, the Missouri College Learning Center Association Conference, Joplin, MO, July 29, 2019.
- "Creating & Maintaining an Absent Professor Program." Session Mentor, National College Learning Center Annual Institute, Branson, MO, June 22, 2019.