STUDENT DEVELOPMENT AND PUBLIC AFFAIRS
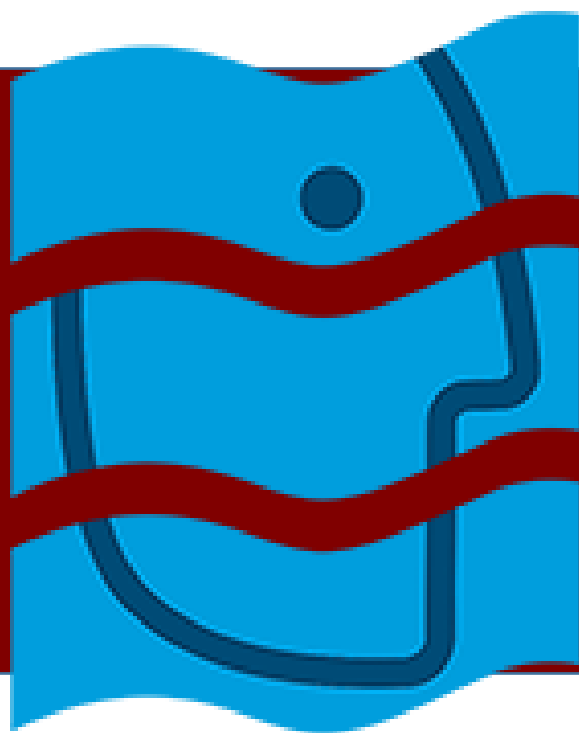
ANNUAL REPORT

2016-2017

TABLE OF CONTENTS

ACADEMIC ADVISEMENT CENTER

The Academic Advisement Center is responsible for advising Missouri State University undergraduates who are in the process of selecting majors as well as students who are admitted through individual review. The Academic Advisement Center advises the interdisciplinary majors: individualized and general studies. The Jump START program for summer bridge students is also administered by the Academic Advisement Center.

To contribute to the overall success of academic advising on campus, the Academic Advisement Center provides advisor training and development programming for all undergraduate advisors. The Academic Advisement Center also works cooperatively with the campus-wide Provost's Academic Advising Council to improve advising services for all MSU students.

Highlights of 2016-2017

- **Marketed the Bachelor of General Studies major.** Through a targeted mail campaign in July of 2016, featuring BGS alumni, Dennis Wiggins and family, the BGS enrollment reached over 250 students declared as pre-BGS and admitted BGS in the spring of 2017. Advisors Jamie Schweiger and Amy Marie Aufdembrink attending the annual conference for the Association for Interdisciplinary Studies to gather information on how other institutions are utilizing interdisciplinary program and providing quality resources to students in these programs.

- **Adopted new policies, language and strategies in line with Complete College America.** Kathy Davis attended the Complete College American Conference in Minneapolis and Ross Hawkins and Amy Marie Aufdembrink attended the conference in Springfield. After which they each participated in subcommittees addressing issues on implementation of Complete College America initiatives and adaptation of these initiatives to our needs at MSU.

- **Continued high quality advisor training and development programming, including four Advising Basics Workshops, four Master Advisor Refresher Workshops and three Master Advisor Workshops.** We also offered ongoing advisor development programs including 23 Academic Advisor Forum sessions and special workshops including the return of the very popular Boots to Books workshop focused on veteran students. We also, in response to demand, offered a special series of Advisor Forum sessions targeting the needs of graduate advisors.

- **In cooperation with the Office of the Registrar, encouraged training for advisors in the new Student Educational Planner (SEP) tool within the Degree Works audit system.** Giving recertification credit for participation in workshops offered by Office of the Registrar on SEP.

- **Hosted students and an advisor from Zayed University in Dubai.** Utilizing this resource in an Advising Forum on peer assistance/advising and engaging in dialog about similarities and difference in higher education internationally.

- **Participated in the improvement and redesign of the Transfer Student Orientation.** Ross Hawkins represented the voice of advising in development and implementation of the new orientation that is more engaging and dynamic, better meeting transfer student needs.

- **Provided leadership and service for professional association.** The center continues to have a very active role in the state's professional organization, MACADA. Jamie Schweiger served as MACADA Secretary, Christina Bowles transitioned on the executive board to NACADA Region VII Liaison, and Rebecca Neal serves as the Southwest Representative. For the Global Community for Academic Advising (NACADA), Ross Hawkins has wrapped up as a Steering Committee Member for the Commission and Interest Group Division, served as a presenter and panelist in multiple training and development opportunities provided to NACADA members. Kathy Davis continues to serve as a mentor for the Emerging Leaders Program for the 2016-18 class. Ross Hawkins, Amy Marie Aufdembrink, Kathy Davis, and Christina Bowles are serving on the planning committee for the annual conference in St. Louis in 2017. Kathy Davis is serving two-year term on NACADA's Professional Development Committee.

- **Provided recognition and reward for outstanding advising, advising support, and administrative contributions.** "Curtis P. Lawrence Award for Excellence in Advising" staff recipient was Mandi Muse and the faculty recipient Melissa Remley, who went on to be chosen as a 2017 NACADA Certificate of Merit, Faculty Advisor. For the fifth year, the Provost's Academic Advising Council gave the "Advising Support Award" for non-advisors who provide excellent support to advisors and students. The Mary Jo Wynn Academic Achievement Center Staff were chosen for that honor. Of note, the 20th anniversary of the Master Advisor program was celebrated in 2017.

Goals for 2016-2017

- **Launch the online handbook for exploratory majors** to guide their process in selecting majors.

- **Redevelop the Transfer Advising Council** with new council members to better address transfer student needs and transfer advisor training and development.

- **Work to enhance tracking of BGS students after graduation** in compliance with mandates as well as to create a greater source of information for potential BGS students about the opportunities available if they select to pursue the BGS.

Changes Due to Assessment Feedback

- **Adjusted the advising load of BGS advisors** to allow greater advisee to advisor accessibility for this growing advisee population.

- **Offered Graduate College focused Advisor Forums** targeting the unique needs of graduate advisors and graduate students in response to high demand. In the past, training and development offerings were limited to undergraduate advisement.

- **Advisors made a dedicated effort to encourage students to enroll in 15 credit hours** in response to information provided by Complete College America and subsequent work groups.

ACADEMIC INTEGRITY

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

The Academic Integrity Council (AIC) works proactively by educating students on the expectations of integrity at the University and helping them to have the tools necessary to meet those expectations. The AIC also works to educate faculty how to report incidents of academic dishonesty and hopefully use the incidents as teachable moments to help our students to be successful.

Reported Cases

	Summer	Fall	Spring	TOTAL
2015 – 2016	4	113	82	199
2016 – 2017	7	153	117	277
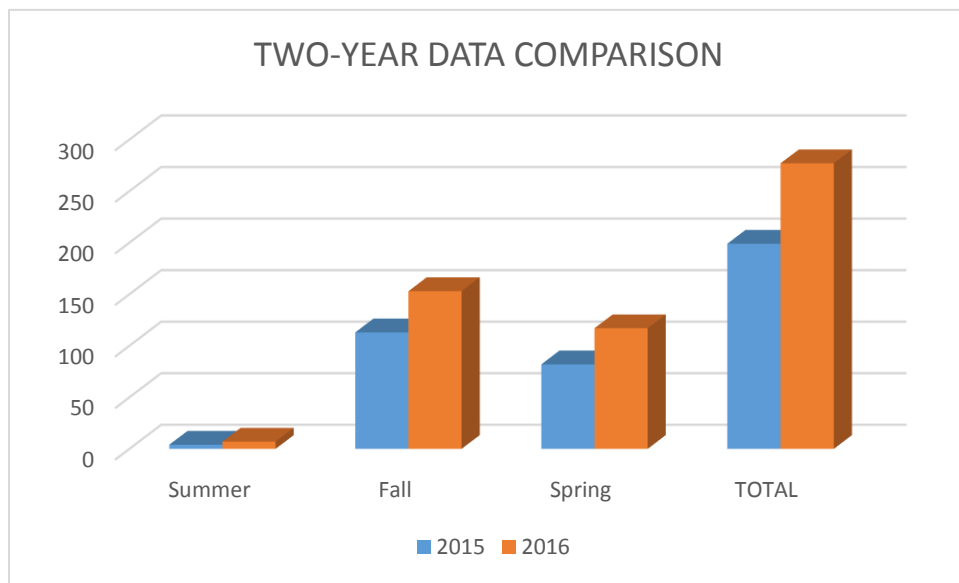
Highlights of 2016-2017

- Participated in Fall International Student Orientation held for over 250 students

- Spoke at the College of Arts and Letters Fall meeting for all faculty

- Provided training for incoming Teaching Assistants for the English department

- Held Fall Academic Integrity Days with 16 events and serving over 450 students

- Spoke at the College of Humanities and Public Affairs departmental heads meeting

- Participated in Spring International Student Orientation held for approximately 75 students

- Held two International Bears Academic Integrity Workshops serving approximately 100 students

- Worked with Dr. Mary Jo Wynn Academic Achievement Center to provide training for over 120 student athletes

- Spoke at a meeting with two sororities (approximately 275 students)

- Providing ongoing training for faculty on an "as needed" case-by-case basis

Assessment and Program Improvement Efforts

Based upon the fact that there was an increase in the number of academic integrity cases reported by students, it is believed that the AIC has made a positive impact on education students about the Policy and integrity in general. There was also an increase in faculty reporting cases for the first time and learning the proper procedures. The AIC will focus on continuing proactive educational opportunities and training for both students and faculty in 2017-2018.

ACADEMIC STANDARDS & OPPORTUNITIES

Academic Standards & Opportunities is responsible for Scholastic Standards and Revision of Records appeals, grade appeals after an extended period of time, early walk requests and Degree's Committee appeals.

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

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

In addition, this office processes all Gen-Ed re-evaluations. Working with the Office of the Registrar, this office handles hundreds of student record issues each year.

Highlights of 2016-2017

- Scholastic Standards and Revision of Record Committee saw 44 student appeals.

- Degree's Committee saw 40 student appeals.

- Approved 122 early walk requests for fall 2016 and spring 2017 graduation.

Goals for 2016-2017

- Generate and review reports on each of the areas covered by Academic Standards and Opportunities.

- Continue to serve individual student needs.

- Find additional ways to work with Parents and Family Programs to improve the PIE programs.

Assessment

- Examined student grievance website to determine its effectiveness.

OFFICE OF ASSESSMENT

The Office of Assessment exists to support evaluation of student learning for academic and non-academic programs at the university, college, department, and program level. The following goals drive the mission of the office:

Gather, make sense of, and summarize what practitioners at MSU are ascertaining about student learning.

Assess and advance student learning in the university's public affairs mission.

Serve as a campus resource for practitioners across the university who are engaging in assessment, and seek out partnerships with curricular and co-curricular groups.

2016-2017 Goals & Highlights

Gather, Make Sense, Summarize

- **700+** examples of student work collected from 22 courses in the Public Affairs section of General Education and reviewed at the 2017 Public Affairs Assessment Workshop.

- **2000+** Public Affairs essays reviewed by faculty, staff, and students at the 2017 Public Affairs Assessment Workshop.

- Converted Assessment website to mobile-friendly template with updated content.

Assess and Advance Student Learning

- **50** faculty, staff, and students representing all colleges and co-curricular units at the 2017 Public Affairs Assessment Workshop.

- Developed assessment rubrics tied to general goals 12, 13, and 14 related to the Public Affairs Mission and the Public Affairs section in General Education.

- **$3,500+** in Assessment Grants awarded to faculty for efforts to assess student learning outcomes in various curricular and co-curricular programs. The recipients:

  - **Alex Johnson** – Assessing Student Learning Outcomes in Campus Immersion Experiences

  - **Tracy Dalton** – ENG 321: Assessing Multi-Section Courses and Proposal Assignments

  - **Rhonda Stanton** – ENG 221: Assessing the Basics

  - **Kelly Wood** – Comparing Student Learning in Face-to-Face and Online Communication Programs

  - **Ethan Amidon** – The Development of Assessment Tools for CRM 210

  - **Marc Willey** – Embedding the Public Affairs Mission in the Occupational Therapy Curriculum

- o **Cathy Van Landuyt** – CIS 200: Assessment, Alignment, and Improvement Project

- Expanded the award of Assessment Grants to twice yearly.

- Tailored the University Exit Exam content to improve state reporting of graduate outcomes.

- Leading HLC Committee to enact 2015 report recommendations campus-wide.

- Sponsored faculty to attend the annual AAC&U conference in Philadelphia.

- Hosted out first annual General Education Coordinator Reception on September 1, 2016.

- Recognized seven faculty members for their outstanding Annual Reports. The recipients of the General Education Assessment Awards are: John Turner, Lynn Gattis, George Connor, Gautam Bhattacharyya, Mitzi Kirkland-Ices, LeAnn Brazeal, and Elizabeth Sobel.

Serve as a Resource

- Keri Franklin and Mark Woolsey presented a review of Missouri State's QIP process at the 2017 Higher Learning Commission Conference in Chicago.

- After hearing MSU's HLC presentation, five representatives from Jefferson College in St. Louis attended the 2017 Public Affairs Assessment Workshop to gain first-hand knowledge of the QIP process.

- Assisted Psychology faculty with data collection to review equitability of student learning outcomes in blended Introductory Psychology courses.

- Reviewed assessment for a training program in use with the office of Multicultural Programs/LGBT Student Services.

- At the request of Transfer Student Programs, analyzed data comparing transfer and non-transfer student satisfaction to improve orientation services for transfer students. Findings were also shared with the Transfer Student Task Force.

- Assisted with design of a marketing survey intended to assess the utility of redesigned recruiting materials for underrepresented students and their parents.

- Worked with Graduate Recruitment and the Graduate College to design a survey to assess reasons for graduate student attrition and determine ways to assist them in completing their degrees.

- Worked with Provost's Fellows to meet Education, General Education Transition, and Student Success objectives.

- Helped SOAR realign their standards with the University and their accrediting body.

- **45%** response rate to Graduate College Exit Survey

CITIZENSHIP AND SERVICE-LEARNING (CASL)

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

The Office of Citizenship and Service-Learning provides two types of service-learning options for students:

1) **Integrated Service-Learning** (ISL) requires a 15 hour (minimum) service-learning project and is embedded within the course; and

2) **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 community partner.

Highlights of 2016-2017

The CASL office continues to experience growth in number of students engaged in service-learning over the course of the 2016-2017 academic year, in the development of new and sustainable community partnerships, and in the number of service-learning courses.

- **Service-Learning Students** = **4,723 students**

- **Total Service-Learning Hours** Provided to Community = **71,664**

- **Value of Service** to Community @ $21.57/hour = **$1,545,792.00**

- **Number of Service-Learning Courses = 631** (Integrated and Designate/Component Courses)

- **Overall Retention Rates** Semester-to-Semester: **94%**

The following graph illustrates the increase in the number of students completing service-learning courses since the 2012-2013 academic year. Of the 4,723 students who completed academic service-learning courses, 1,012 of those students enrolled in and completed more than one academic service-learning course during the 2016-2017 academic year.

MSU Academic Service-Learning
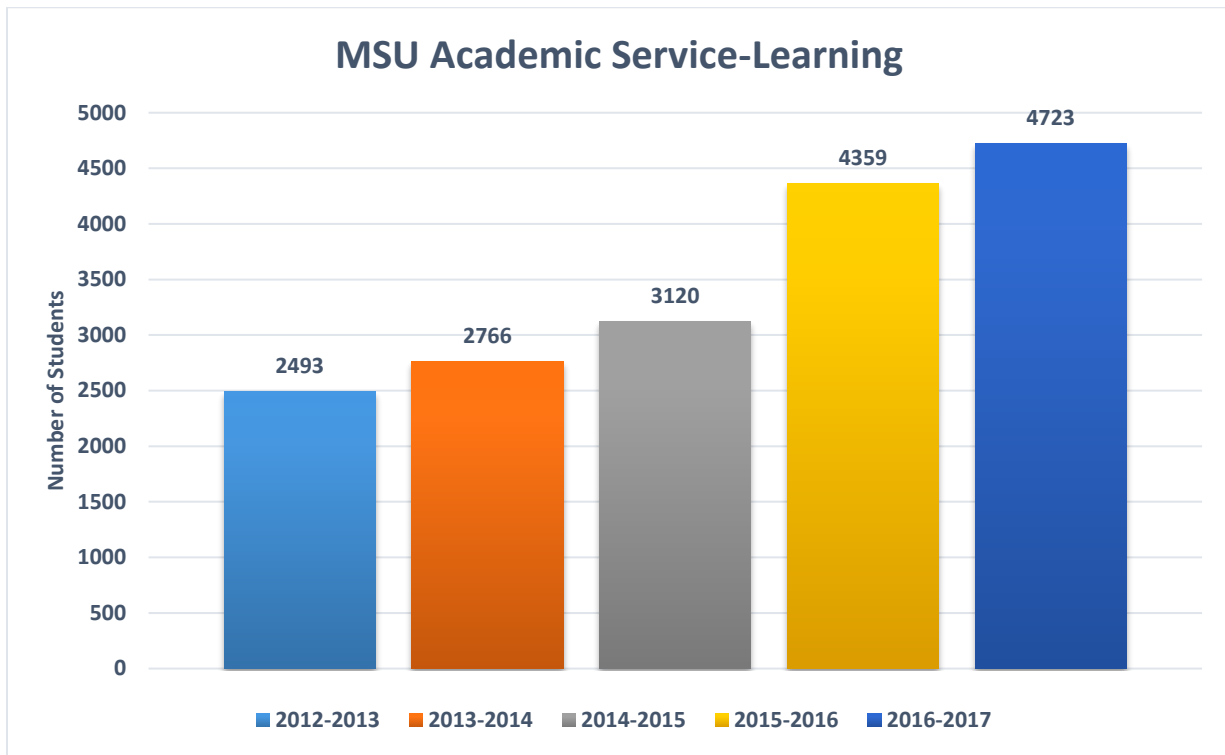
Of the 4,723 students completing academic service-learning courses during the 2016-2017 academic year, 393 graduate. Of the remaining 4,330 students, 4,086 students re-enrolled in MSU courses the following semester. This represents **an overall semester-to-semester retention rate of 94% for students who completed academic service-learning courses.**

Thanks to a new ARGOS report made available for the service-learning office in the spring of 2017, the service-learning office is now able to look at the retention rates, associated with the completion of service-learning courses, far a variety of demographics including students who identified as First Generation students. During the spring of 2017 semester, 723 students, who identified as being First Generation students, enrolled in academic service-learning courses. Of those students, 106 graduated in the spring of 2017. Of the remaining 617 First Generation students, 562 re-enrolled for courses at Missouri State University for the following semester. This represents a **91% semester-to-semester retention rate** for First Generation students who completed an academic service-learning course in the spring of 2017. In future semesters, the service-learning office will not only be able to identify semester-to-semester retention rates for First Generation students, based on enrollment in future MSU courses, but by Gender, Race/Ethnicity, Course/Department, Pell Eligible, International status and Veteran status.

CASL Service-Learning Signature Programs

MSU Vision Screening Program

- **Biomedical Science, Nursing, Pre-Med, Pre-Optometry, Biology and Education majors** enrolled in service-learning courses screened **12,633 children, youth, and adults** up from 6,268 children, youth, adults during the 2015-2016 academic year. During the 2014-2015 academic year, 2,135 children, youth, and adults were screened. Screenings took place in low-income day care centers throughout Greene County and in the West Plains area, elementary, middle and high schools throughout southwest Missouri, OTC's Adult Literacy Program, the Hope Connection event, as well as other locations.

- **1,285 or 10%** of the children, youth and adults screened were found to have significant or potentially significant vision problems and were referred to the Vision Rehab Center of the Ozarks (VRCO) our partner organization.

- **The program provides early detection screening** to identify significant or potentially significant vision problems such as Hyperopia, Myopia, Astigmatism, Anisometropia, Esotropia, Exotropia, Vertical Alignment errors and opacities.

- **Vision screenings, utilizing ophthalmic cameras,** can help to identify problems early so that children can get the help they need.

- **Screenings for color-blind deficiencies also begin the spring of 2016** as part of the vision screen program; during the 2016-2017 academic year 3,093 individuals were tested for color-blind deficiencies. Of those tested, 132 or .04% were identified as being color-blind.

- Vision Screening Services were also provided by our **West Plains Campus Nursing students to the community** during the 2016-2017 academic year. We are still working to secure an additional camera so that our West Plains campus can expand the program.

- **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 Red Flag Issues

Missouri State University Service-Learning students continue to work addressing problems and issues in our communities through a variety of signature projects. This year the Citizenship and Service-Learning Office added three new signature partner programs while continuing another year with our ongoing signature projects. Those partner programs included the Nixa Alternative Court Project, the Women's Medical Respite Program, and Springfield Welcome Home.

Nixa Alternative Court Program – New

- In partnership with the Nixa Court Systems and the City of Nixa, Missouri, Psychology, Social Work and Criminology service-learning students work with low-level offenders to reduce potential jail time.

- Service-Learning students serve as Case Managers conducting assessments, identifying educational and other resources for their clients, and reporting to the court system the client's progress.

Women's Medical Respite – New

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

- This academic year 5 service-learning students contributed some 200 hours to serving this population of women and providing medical services for them.

Springfield Welcome Home – New

- Service-learning students, from multiple academic disciplines, worked with refugees to help them assimilate into the Springfield, Missouri community.

- This academic year 5 component service-learning students and an integrated class of French students provided a variety of services from this population, including language translation.

Safe and Sanitary Homes Initiative – Ongoing

- **This signature project**, in partnership with the City of Springfield, Springfield Fire Department, Community Partnership of the Ozarks, Council of Churches of the Ozarks, various State Agencies, Property Groups etc., arose out of a need to provide access for first responders who often have difficulty responding to those in need as a result of unsafe and unsanitary homes.

- **Service-learning students from Psychology, Gerontology and Social Work** continue to use their skills and knowledge to provide valuable resources to address the issue of hoarding and squalor in our communities.

Robberson Community School – Ongoing

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

- During the 2016-2017 academic year two new afteroschool programs were implemented; the Medical Explorers program and FENLE (Fitness, Exercise, Nutrition, Lifestyle Education).

- o The Medical Explorers program, engaged 3rd-5th grade students with opportunities to explore what it would be like to have a job as a doctor or nurse. Students graduated from the program and received their very own, real stethoscope along with other medical items as a gift from Mercy Health Care Systems.

- o For the FENLE program, K-5th grade participated in a variety of activities to promote a healthy lifestyle in an effort to address Childhood Obesity. FENLE is a little octopus who is seeking the treasures of a healthy lifestyle.

- 16 service-learning students provided afterschool educational programs to K-5th grade students.

Walkable Springfield – Ongoing

- Our collaboration with the City of Springfield and the Community Partnership of the Ozarks continues as service-learning students from multiple academic areas, including Sociology, Recreation, and Planning, continue to assess and evaluate streets and neighborhoods.

- Students use the Active Neighborhood Checklist to record the current condition of sidewalks, traffic, land use, access to health care, food, schools, parks, libraries, and other factors relevant to vibrant and health neighborhoods. The project addresses a key piece of neighborhood vitality and related chronic disease prevention. That is, how easy, safe, and pleasant it is to get out of the house, meet neighbors, walk to school and church etc. In a word: *Walkability*.

- During the spring of 2017, service-learning students assessed and evaluated the streets and neighborhoods in Doling Park. The service-learning leadership team form this project, consisting of 6 individuals, worked hand-in-hand with the Doling Neighborhood Association to revamp the data collection tool, and serve as leaders during the Walkability Project.

Scholarship of Teaching and Learning 2016-2017

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

- **Provided service-learning faculty presentation** for a session at the Faculty Center for Teaching and Learning 2016 Fall Showcase

- **Co-hosted the Third Annual Civic Engagement Conference**

- **Provided one-on-one training for new faculty** engaging in use of the service-learning teaching methodology

- **Engaged in and worked collaboratively with faculty** on research studies centered on service-learning topics

- **Co-Hosted the "For the Greater Good" Workshop** on Civility

- **Provided Faculty/Student Showcase for the University and the Community** during both the Civic Engagement Conference and the Public Affairs Conference

Assessment and Program Improvement Efforts

Assessment is essential to all programs and initiatives, including academic service-learning. Beginning with the fall of 2013, both integrated and component service-learning course. The survey examines the students' perception of expected outcomes related to and having completed a service-learning course, along with their 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 how academic service-learning is delivered coupled with opportunities for growth and provides a lens from which to view areas of success and determine areas for improvement.

Of the 4,723 students who completed service-learning courses during the 2016-2017 academic year, 1,514 or 32% completed the survey. The previous academic year (2015-2016) 30% of the service-learning students completed the survey. The survey was administered during the last week of class (fall 2016 and spring 2016) through Survey Monkey. The assessment consisted of 15 course outcome questions that examined 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. Overall weighted average for each of the survey question areas is provided in the below tables. Results were similar between academic years (15/16 compared to 16/17).

Table 1: Service-Learning Student Outcomes		
Based on Responses to Questions: Upon completion of this course I: (see detail)	Weighted Average Score (Based on a 5-Point Likert Scale)	
	AY 15/16	AY 16/17
Critical Thinking Outcomes	4.30	4.0
Communication Skills Outcome	4.35	4.30
Career and Teamwork Outcomes	4.45	4.33
Civic Responsibility Outcomes	4.35	4.24
Academic Development & Educational Success Outcomes	4.44	4.24

Table 2: Public Affairs Scale Responses		
Based on Responses to the Short Public Affairs Scale for the three Public Affairs pillars.	Weighted Average Score (Based on a 5-Point Likert Scale)	
	AY 15/16	AY 15/16
Community Engagement	4.35	4.41
Cultural Competence	4.15	4.04
Ethical Leadership	4.52	4.47

Goals

Based on the result of the assessment date the CASL office will:

- Continue to meet with community partners to improve meaningful service-learning opportunities to enhance students learning, foster active citizenship, and support the pillars of the Public Affairs mission.

Additional goals for the 2017-2018 academic year, include:

- Work to increase the number of faculty offering service-learning courses

- Develop and conduct, in partnership with the Faculty Center for Teaching and Learning, a training program for faculty about "what service-learning is" and "how to use service-learning"

- Continue to work collaboratively with First-Year Programs and the Students Success Committee on the "hand-off hip" program moving students from their 4-hour service experience during their GEP 101 course to an identified course in the student's second year on campus in an effort to increase student retention rates (Bear/Maroon Path)

- Continue to work with entities within the CCE to develop new signature service-learning programs and expand opportunities for high impact practices.

- Continue to work with entities within the CCE to develop new signature service-learning programs 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

- Continue incorporation of sustainability efforts into all aspects of academic service-learning

COMMUNITY INVOLVEMENT & SERVICE (CIS)

Mission

To promote positive social change through experiential learning opportunities and foster understanding of Missouri State University's public affairs mission.

Vision

By promoting a campus culture that inspires community engagement, Community Involvement & Service aspires to develop students who are active citizens of enhanced character, sensitive to the needs of community, competent and committed in their ability to contribute to a global society, and civil in their habits of thought, speech, and action.

Programs

Community Involvement & Service is a set of programs involving and engaging students in meaningful experiences throughout the community. These programs seek to engage students to foster experiential learning opportunities that enhance the Missouri State University Public Affairs Mission. Programs include:

- **Bear Service** (Ongoing service experiences, large-scale service events)

- **Immersion Programs** (Learning and serving alongside communities across the U.S. and abroad)

- **Service Tracking** (Supporting scholarship, GEP, and FSL students through training and education)

- **Education and Outreach** (Connections to local agencies and issues, workshops and consultation for student groups, faculty, and staff, and support of MSU students through Food Pantry)

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

2016-2017 Highlights

- **Bear Service included 68,000 hours of service worth $1.7 million to community**

- **Immersion Programs included 10 trips, 106 participants, 1,905 service hours (See Blog)**

- **Programs Recognized by Board of Governors for Excellence in Public Affairs Award (See Blog)**

- **Student Food Assistant Program added Student-led Board and increased donations (See MSU Standard article) (See KY3 story)**

Bear Service

Bear Service is a set of programs and reciprocal partnerships connecting the Missouri State community with meaningful service opportunities. We organize Bear Service into three main parts: Bear Service Days, which are one-time large days of service; the Bear Service Teams, which is a student organization dedicated to service-learning; and the exploration of service in Springfield, MO through GivePulse. Bear Service promotes positive social change through the following service-learning elements:

- **Education** – The first foal of a Bear Service experiences is to learn more about the issue of focus, the community agency/learning partner, and our goals for making a positive difference. Our learning partners and staff utilize local data from the Community Focus Report, Impacting Poverty Commissions, Zone Blitz, etc. to educate volunteers about issues facing the community.

- **Engagement** – Bear Service promotes experiential learning opportunities. The more we engage with each other and our neighbors, the more we will learn about ourselves and the expertise in the community. We work alongside the community through direct service, indirect service, and advocacy.

- **Reflection** – Structured reflection encourages us to learn more about ourselves and our communities. Thinking critically about service experience is a key step toward active citizenship and better understanding of Public Affairs. Our staff provides reflection activities and materials for all service opportunities. Students tracking hours reflect on their experiences as well.

Below is a snapshot of Bear Service days in 2016-2017:

Event	Semester	Participants	Hours Served
Into the Streets	Fall 2016	220	880
Meals A Million	Fall 2016	2,766	5,532
Stomp Out Hunger	Fall 2016	100	400
Public Affairs Project	Fall 2016	50	200
GEP Day of Service	Fall 2016	83	330
Convoy of Hope	Fall 2016	350	700
Ozarks Food Harvest	Fall 2016	175	525
Bear Sevice Team	Fall 2016	10	60
MLK Day of Service	Spring 2017	87	348
GEP Day of Service	Spring 2017	100	400
United Way	Spring 2017	10	40
Total		**3,951 students**	**9,415 Hours**

*Value of Service to the Community @ \$21.30/hour = \$200,539.50

- **Integration of service education and engagement opportunities for First-Year students.** Staff involvement in local initiatives, including the Community Focus Report and the Zone Blitz, allowed for increased education to students about issues facing Springfield and action step to address those issues. (See First-Year Service webpage) (See First-Year Service Day blog)

- **Integration of service software, GivePulse** to streamline service project management for community agencies. This was a collaboration between the Northwest project, City of Springfield, Drury, and MSU. (See Givepulse webpage)

Immersion Programs

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

All Immersion Trips adhere to the following model:

- **Pop the College Bubble –** Get out there! Experiential learning opportunities add so much value to a college education. We view community agencies as learning partners who provide insight and expertise to our college journey.

- **Be Fully Present** – Unplug. Engage. Connect. Immersion Trips provide a rare opportunity to learn and grow with fellow students, to serve alongside communities, and to experience other parts of the world.

- **Spread the Love** – The magic of Immersion Trips is the bond created between students and the connections we build to active citizenship. Bring that magic back to Springfield and engage fellow students in creating positive change!

Below is a snapshot of Immersion Trips in 2015-16:

Location	Semester	Participants	Issue of Focus	Hours Served	Community Agencies
St. Louis, MO	Fall 2016	10	Disaster Relief	66	3
Kansas City, MO	Fall 2016	12	Disaster Relief	72	2
Monteverde, Costa Rica	Winter 2016	7	Eco Agriculture	225	1
Asheville, NC	Spring 2017	12	Health and Wellness	204	7
Atlanta, GA	Spring 2017	11	Urban Development	280	4
Aurora, CO	Spring 2017	12	Youth	210	2
Chicago, IL	Spring 2017	11	Homelessness and Hunger	231	4
Dallas, TX	Spring 2017	9	Children and Families	198	2
Indianapolis, IN	Spring 2017	10	Sustainability	167	4
New Orleans, LA	Spring 2017	12	Urban Development	252	2
Total		**106 Participants**		**1,905 Service Hours**	**31 Community Partnerships**

*Value of Service to the Community @ 21.30/hour = $40,567

Immersion Program Highlights 2016-2017

- **Bear Breaks and Immersion Programs received Distinguished Merit Award** at university-wide STAR Awards for excellence in programming, leadership development, and connection to Public Affairs. (See University STAR Award Blog)

- **Development of IDS 222 Syllabus for Immersion Programs** to begin offering course credit for learning during program. (**See IDS 222 Syllabus Proposal)**

- **Understanding of Public Affairs Mission Enhanced through Immersion Programs.** 100% of students who participated in Immersion trips said they can connect real-world application to their major or future career. 100% of students said they have a greater understanding of the Public Affairs Mission because of Immersion Programs. **(see example of student learning: Lexi Eghbali)**

- **$3,500 raised to support Immersion Programs** through grants from university departments, donations from MSU alumni, and colaboration with MSY Foundation. **(See Giving Opportunities webpage)**

- **Integration of MSY Alumni to Immersion Programs** through collaboration with MSU Alumni Association. **(See Alumni Magaznie Spread)**

- **MSU Students representing Bear Breaks Immersion Trips at national conference.** Missouri State Immersion Programs are prart of a nation-wide alternative break movement called BreakAway. In the summer of 2016, Executive Board members of Bear Breaks and the Bear Breaks Graduate Assistant Advisor represented MSU at week-long service experiences in New Orleans and Idaho, during which they collaborated with other programs across the nation.

- **Incorporaion of local community leaders as Learning Partners** for Trip leader Workshops gave students a direct connection to issues and resources in Springfield for reorientations. This also encreased awareness about Immersion in the community. **(See Imemrsion 2016-17 Recap)**

Service Hour Tracking

Community Involvement & Service works closely with the Scholarship Office and students who receive the Inclusive excellence Leadership, University, Board of Governors, and Presidential Scholarships, as well as GEP 101 to ensure students are gaining experiential learning opportunities outside of the classroom and addressig social justice issues. Students are trained each semester on topics such as effective service, hour tracking procedures, the Missouri State's Public Affairs Mission, and community engagement.

Tracking Procedures

Community Involvement & Service staff members are trained on service approval, and utilize CampusLink software to track hours. CampusLink is a student success software developed to encourage involvement and growth for students in college.

Below is a snapshot of service hours logged in 2016-17:

Service by Organization	Service Hours	Students
Scholarship		
Inclusive Excellence Leadership Scholarship	3,283	165
University Scholarship	1,777	95
Board of Governors Scholarship	21,148	985
Presidential Scholarship	3,484	119
Total Scholarship Service Hours	**29,692**	
First-Year Programs		
Fall & Spring Semester First-Year Programs	11,633	
Total First-Year Programs Service Hours	**10,143**	
Fraternity and Sorority Life		
Interfraternity Council	8,327	
Panhellenic Association	19,763	
National Pan-Hellenic Council	173	
Total Fraternity and Sorority Life Hours	**28,263**	
Total Service Hours	**68,098**	

*Value of Service to the Community @ 21.30/hour = $1,450,487

Outreach & Education

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

Below is a snapshot of Education and Outreach efforts in 2016-17

Program	Type	Collaborators	Results
Fall Community Engagement Fair	Outreach	Career Center, CASL, PA Support	51 Community Agencies
Student Food Assistance	Outreach	Food Pantry Board, Education Department	30 students served, 200 lbs of food donated from MSU, 10 student volunteers were trained to manage the pantry, Campus Garden partnership continues
Community Engagement Blog	Education	CIS Staff	One Blog a week was written by staff about agencies, students, issues, etc.
Community Engagement 101	Education	First-Year Programs	This seminar was available to GEP students to learn about engagement.
Hunger & Homelessness Awareness	Outreach and Education	Community Partnership of the Ozarks	Documentary Screening "The Road I Call Home," Donation drive for Rare Breed
URSA Community Engagement	Education	New Student & Family Programs	Educational material for URSA and engagement opportunities
Spring Community Engagement Fair	Outreach	Career center, CASL, PA Support	50 Community Agencies
Child Abuse & Neglect Awareness	Outreach and Education	Isabel's House, CASA, Harmony House, Child Advocacy Center	Film Screening of Resilience Donation Drive for Isabel's House

Education & Outreach Highlights 2016-2017

- **Addition of Student-led Food Pantry Board** was a great way to develop awareness about the food pantry, and also education and leadership development for students. **(See MSU Standard Article)**

- **Community Engagement Blog** was added to Community Involvement & Service staff responsibilities. This blog is featured on the website and allows for professional development and research.

- **Awareness months and Documentary Screenings** added a great deal of education about local agencies and issues to our programs. These included The Road I Call Home and Isabel's House. **(See information about Child Abuse and Neglect event) (See information about Homelessness and Hunger event)**

Community Involvement & Service Goals for 2016-2017

- **Continue to increase Immersion Trip participation** for students at Missouri State University.

- **Increase collaboration with campus constituents,** including faculty, International Programs, Students Orientation, Office of Student Engagement, etc. We will be working with faculty to advise Immersion Trips, to serve as Site Leaders for one-day service events, and to serve as discussions leaders.

- **Support First Year Programs community engagement** efforts by increasing resources and touchpoints for students and instructors.

- **Incorporate Missouri State University Alumni** involvement into service programs, including Immersion Trips and local service opportunities.

- **Provide comprehensive assessment plan of student learning through programs based on Public Affairs.**

- **Create Educational Workshops** for students, faculty, and staff based on social issues, Active Citizenships, resources in Springfield, etc.

- **Site Leader Trainings for Bear Service Days** to include student leaders, faculty, and staff.

DR. MARY JO WYNN ACADEMIC ACHIEVEMENT CENTER

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

2016-2017 Academic Highlights

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

The GPA for all sports for the 2016-2017 academic year was **3.165** (*highest year on record)*

- Fall 2016: **3.122** *(highest fall semester on record)*

- Spring 2017: **3.211** *(highest semester on record)*

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

- 258 students for Fall 2016

- 261 students for Spring 2017

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

- 197 students recognized for Fall 2016 achievement

- 192 students recognized for Spring 2017 achievement

Additional Academic Information

- 6-Year graduation rate = 60% (overall university rate is 52%)

- Graduation Success Rate = 81% (this measure takes transfers into account)

- All teams achieved single-year Academic Progress Rate (APR) scores above 950 and multi-year scores above 960 (NCAA requires minimum multi-year score of 930)

- Average single-year APR score of 983 and average multi-year score of 986 among 16 sports (1000 is a perfect score)

- Five sports received national recognition for perfect APR scores (Men's Gold, Men's Swimming & Diving, Softball, Tennis, and Volleyball)

Missouri Valley Conference Leadership and Service Awards for 2016-2017

- Fall – Shelby Harris, Football

- Winter – Brandon Weissman, Men's Swimming & Diving

- Spring – Alex Jefferson, Baseball

Additional Notable Awards or Accomplishments:

- **Michelle Martin, A'dja Jones,** and **Carla Morton** received the university's Excellence in Advising Support Award for 2017.

- **Alex Jefferson (Baseball), Phil Woods (Men's Soccer), Laura Ketzer (Women's Soccer), Nikki Kerrigan (Women's Soccer), Millie Kingsbury (Women's Soccer), Alyson Jones (Cross Country) and Savannah Aleckson (Cross Country)**—MVC Presidents' Council Academic Award (3.80 overall GPA and pending graduation

- **Gus Carter, Dylan Cole, Erik Furmanek and Shelby Harris**—MVFC Presidents' Council Academic Award (3.50 overall GPA and pending graduation)

- **Erika Velasquez-Zimmer (Softball)**—CoSIDA Academic All-District VI

- **Phil Woods & Rob Oslica (Men's Soccer)**—CoSIDA Academic All-District VI

- **Dylan Cole & Jared Beshore (Football)**—CoSIDA Academic All-District VI

- **Molly Brewer (Women's Soccer)**—Capital One Academic All-District VI

- **Lily Johnson & Brianne Dixon (Volleyball)**—CoSIDA Academic All-District VI

- **Lily Johnson (Volleyball)**—CoSIDA Second-Team Academic All-American

- **Softball** team honored for posting tenth-highest GPA nationally for their sport in the 2015-2016 academic year

- **Brianna Dixon (Volleyball), Brad Carpenter (Men's Gold) & Jessica Allen (Women's Outdoor Track & Field)**—MVC Elite 18 Award (highest GPA among all participants in championship)

- **Alex Jefferson (Baseball)**—selected for MVC Post-Graduate Scholarship

- Total Volunteer Hours = 2530; Total Economic Impact of MSU Student-Athlete Volunteering = $61,074.20

Graduates

- Fall 2016: 40 current and former student-athletes graduated in December, including six with Master's degrees and six with honors (one Summa Cum Laude and five Cum Laude)

- Spring 2017: 79 current and former student-athletes graduated/pending in May, including 16 with Master's degrees, one with a Graduate Certificate, six in the Honors College, and 24 with honors (eight Summa Cum Laude, seven Magna Cum Laude, nine Cum Laude). Two students graduated in May with perfect 4.00 cumulative GPAs.

- Summer 2017: 16 current and former student-athletes are on the graduation list for July, including two with Master's degrees and three with honors (one Magna Cum Laude and two Cum Laude)

Goals for 2017-2017

- Develop a comprehensive departmental plan for assisting student-athletes dealing with mental health issues, alongside the Athletic Training department and in coordination with other campus and department entities.

- 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.

- Improve current process of assessing incoming student-athletes academically, in order to provide appropriate resources as soon as possible upon enrollment at MSU.

Assessment

- Utilize student-athletes' exit surveys and interviews, specifically feedback on academic and career services, to assess and improve students services.

- Continue using data points of GPA, APR, GSR, and FGR to determine trajectory of overall student-athlete academic success.

- Create assessment tool for incoming student-athletes (see above).

EJOURNAL OF PUBLIC AFFAIRS

Civic Engagement – Education, Research, Practice

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

- Considerations of citizenship and what it means to be a citizen, including global citizenship and eCitizenship.

- Scholarship of Teaching and Learning, problem solving, and leadership related to citizenship and civic engagement.

- Assessment of civic-engagement projects.

- The relationship between social media (e.g., Facebook, Twitter, YouTube) and civic engagement.

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

The "Features Section" seeks media and multimedia submissions, with the intention to provide and opportunity for students, community members, faculty and educational institutions to tell their story. As a supplement to the peer-reviewed scholarly submissions or as self-standing topics, this section offers a venue for sharing one's experience and projects. Informative videos, written essays, and photo-essay have been published as Features in the form of Instruments and Reports, Research Notes, Invited Commentary, and more.

The *eJournal* completed its fifth year and began our sixth year of publishing. We published the last issue for 2016, Volume 5 No. 2 *Educating for Democracy*, right before the elections and the first issue of our sixth year, Vol. 6 No. 1 *Civic Leadership in Social Justice*. The editors and Editorial Board felt these two issues were very relevant and timely to address the matters facing our democracy and practice of citizenship. It should be stated that due to the tragic loss of our colleague, Dr. Marc Cooper, the *eJournal* had to adjust resources to replace the managing editing work that he had provided. Due to these circumstances, it was decided to only publish two issues for this year. We were fortunate to acquire the services and talents of Dr. Kris Sutliff, Professor Emeritus of Missouri State University. We have since reached an agreement with one of our Editorial Board members, Dr. Darrell Hamlin, who accepted the position as Managing Editor. We have also benefitted by the skills from our new Associate Editor Charles Whitaker.

Highlights for 2016-2017

Publications

After the tragic loss of our Managing Editor, we agreed on two publications.

- November 2016 | Vol. 5 No. 2 | Educating for Democracy
- March 2017 | Vol. 6 No. 1 | Civic Leadership in Social Justice

Crossref

Seeking ways to increase the literary exposure, access, and citation to the articles in our publications, we decided to invest an account with Crossref. This not-for-profit membership organization for scholarly publishing provides a linking service that functions as a sort of digital switchboard. It holds no full text content, but rather effects linkages through Crossref Digital participating publishers. The end result is an efficient, scalable linking system through which a researcher can click on a reference citation in a journal and access the cited article. Since we have been experiencing errors, which Marc would normally address, we needed to find a new resource, Richard Siska, to identify and resolve the errors that we have been experiencing.

OJS Upgrade

In our efforts to upgrade OJS (Open Journal System), due to the poor support demonstrated by the parent company PKP, and our experience with various shortcomings, such as the awkwardness to integrate with a friendly user interface and the not so uncommon occurrence of quirks in the system, we have determined that it is time to customize our own publishing system. Contingent on funding, we hope to pursue this goal to enhance and replace the OJS system after the new website has been published.

eJournal Website

Last year we didn't complete the project to revise the *eJournal* website, since our IT person acquired a job out of state. After several negotiations with potential solutions, we were able to assemble a new team and finally pursue the design and development for a new website. With a great deal of work involved, we are looking forward to launching the new website in August 201, as we publish the next issue Vol. 6 No. 2 *Civic Engagement and Literacy Research*. We will continue working to update the back pages of the website and making necessary adjustments as well as planning and development of the replacement for OJS.

New eJournal Associate

Through the project to revise the *eJournal* website we acquired the service and collaborations with a new eJournal Associate, Web Specialist Adam Lockwood. Adam will provide oversight of our website and continue to support new online initiatives. He will also conduct the documentation and training for the new system.

New Associate Editor

When we refilled the Coordinator position we revised the position description and responsibilities. Our new Associate Editor, Charles Whitaker came with great skills to help expand the documentation and training for the new system.

Editorial Board

We added a new member to the Editorial Board, Dr. Cecilia Orphan, Assistant Professor at the University of Denver.

Reviewers

Since our reviewers' list has grown to some 80 reviewers, we are updating the list by confirming their current interest and availability and then updating their Bios, Photos, and other related information.

Networking

Editors attended, presented, and promoted the *eJournal* at conferences, including American Democracy Project, and a second site visit to Ohio University. We had 10 inquiries from the CLDE meeting, 5 possible articles, 1-2 proposed special topics with new potential guest editors, and several new contacts. We also held our annual face-to-face Editorial Board meeting.

Goals for 2017-2018

- As we work to complete the revisions, enhancements, and updates on the new website, we will continue to redesign and construct the back pages.

- As we work on enhancements, we will develop and implement training (self-paced tutorials) and documentation to optimize our familiarity and capabilities on the new website, to help continue our efforts for improving our effectiveness.

- Contingent upon funding, we will seek to replace, improve, and enhance the OJS software with a customized system. After evaluating the tools, processes, and resources of OJS, we will strive to design more manageable and effective capabilities to streamline the submission, peer-review, and publication processes; strategize and implement new tools and navigation that optimize and simplify effective website capabilities; and better maintain data, tracking, and documentation.

- Repair and re-establish our capabilities for Crossref. This system provides a linking system to allow researchers to click on a reference citation in a journal and access the cited article.

- Repair and re-establish a new 'analytics' tool to collect data and formulate reports. This will be the criteria for appropriate data and statistics and then build the date collection and report process.

- Continue to move forward on the initiative the Marc Cooper started, completing the necessary steps to acquire the qualifications for registering with a repository. We are considering LOCKSS.

- Continue to promote and increase submissions, including guest institutions, students, community members, and MSU participation. AND seek more opportunities to include media, multimedia, and live links into the articles and Feature submissions.

- Expand submissions from other institutions and continue seeking special topics.

- Continue to evaluate and implement journal staff changes, i.e. Coordinator to Associate Editor.

- Find ways to continue maintaining quality work and resources with cost effective formulas that adjust to the reductions to the *eJournal* budget due to the state cuts in higher education.

- Continue planning for implementing and managing applications of social media.

- Establish and utilize contact distribution list and the potential impact from data reports.

Assessment and Program Improvement Efforts

The *eJournal of Public Affairs* will seek to repair the technology errors that have impacted the reference citation provided by Crossref. As we work to complete the new website, we will repair or replace the data gathering tool (i.e. analytics) and strive to produce effective reports based on well-defined criteria. We want to provide reports to summarize the usage of each issue. We need to re-establish and display our publication timeline for articles, meet the peer-review timeline, and keep authors better inform in our process. We want to improve the efficiency of our processes, and meet deadline goals. Although our submissions have been very active, we want to continue to expand our exposer and recognition. All these goals will be measured, evaluated, and strategized for addressing effective improvements and new goals.

FACULTY CENTER FOR TEACHING & LEARNING

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

The center's Missions Statement is "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."

2016-2017 Highlights

The 31st Showcase on Teaching and Learning was held August 17, 2016

- Dr. Thomas J. Tobin, Coordinator of Learning Technologies Center for Teaching and Learning at Northeastern Illinois University, was the luncheon keynote speaker. There were over 300 faculty in attendance of Dr. Tobin's presentation, which is an attendance record for this event.

- Wes Pratt, Chief Diversity Officer at Missouri State University, served as the plenary speaker.

- Twelve information tables were presented by university service units, and four posters were presented by Curriculum Innovation award recipients. The posters were later put on display at Meyer Library.

- 12 break-out sessions were presented by faculty and staff during the morning session.

Presentation Title	Presenter(s)
Presentious: An Easy Way to Voice-over Your Presentation	Ching-Wen Chang and Annice McLean
Scholar 2 Scholar	Jamaine Abidogun
Tough Talks: Your Role and Cultural Consciousness	Lyle Foster
Faculty Panel: Critical Thinking	John Downing and Randy Meredith
Classroom Strategies for Transforming Students into Passionate Professionals	Tracy Dalton, Summer Harvey, Tom Kane, and Kelly Wood
Accessibility 101	Amanda Lehmann
Innovative Service Learning	Kathy Nordyke
Blackboard Black Belt Panel	Kristi Oetting
Library Without Walls: Resources for Your Courses	Jessica Bennett and Tracy Stout

"The Devil is in the Details": A Closer Look into some Common Instructional Practices	Gautam Bhattacharyya
In The Zone: Equipping General Education Instructors to Welcome and Engage a Diverse Student Body	Lindsey Jackson
Simple Things You Can Do To Make Your Course More Accessible	Stacy Rice

Awarded funding of seven Curriculum Innovation Projects

- *Immersive Virtual Reality (VR) Technologies for Introductory Physics Education*
    - (Rebecca Baker with Dr. Ridwan Sakidja and Dr. Amir Behzadan; Physics, Astronomy, and Materials Science

- *Integrating Computation in Biology Course*
    - Dr. Laszlo Kovacs with Drs. John Heywood, Sean Maher, Paul Schweiger, and Ryan Udan; Biology

- *Global Diversity and Inclusion in STEM*
    - Dr. Matthew Siebert and Brian High; Chemistry.

- *Purposeful Placement for Middle Level Pre-Service Practitioners: Embedding Strategies for ELLs through Collaboration*
    - Dr. Kimberly Stormer with Dr. Pamela Correll and Sarah Nixon; Reading, Foundations, and Technology

- *Bringing Student Learning into Focus in Pre-Service Mathematics Teacher Education*
    - Dr. Patrick Sullivan with Dr. Gay Ragan, Dr. Adam Harbaugh, and Donna Sherrill; Mathematics

- *Enhancing Life Participation in Persons with Dementia through Socially Validating Story-Telling*
    - Dr. Alana Mantie-Kozlowski with Jennifer Kerr; Communication Sciences and Disorders

- *Family Engagement, Collaboration, and Education: The Incorporation of Media*
    - Dr. Jennifer Rojas-McWhinney; Childhood Education and Family Studies

FCTL Advisory Council Teaching Awards

The FCTL Advisory Council created teaching awards to recognize the outstanding achievements of faculty.

- Diversity and Inclusion in Teaching – Catherine Jolivette; Art and Design

- High-Impact Learning Practices – Kayla Lewisl; Reading, Foundations and Technology

- Per-Course Faculty Award – Glenda Harrison; Sociology and Anthropology

Other Highlights

- Awarded 20 diversity scholar stipends to faculty who attended various diversity programming or connected with diversity mentors.

- Presented and participated in the *Per-Course, New Faculty Orientation* and other Provost sponsored Faculty development programs throughout the year.

- Provided a workshop for faculty teaching general education courses with Dee Fink. The workshop applied to principles of integrated course design for the purposes of creating significant learning experiences for students.

- *Digital Professor Academy,* faculty development program designed to support faculty as they are transforming face-to-face instructions to blended or online format. Eight faculty participated in either DPA-001 or DPA-002 during the spring semester. Faculty peer-reviewed courses as a result of completing this program.

- Developed and hosted an online course design boot camp for 12 CNAS faculty per the request of the Dean. The boot camp consisted of two pre-boot camp one-day seminars that covered the fundamentals of course design, and two weeks of intensive, hands-on course development. The goal was for participating faculty to have their courses 75% complete by the end of the boot camp, which faculty exceeded.

- Instructional designers and educational technologists in the FCTL have worked with over 200 faculty members throughout the year on either course redesign, instructional meia, or the enhancement of teaching through technology.

- Hosted *Faculty Writing Retreats* bi-monthly throughout the academic year. Retreats supported faculty research and writing through a collegial atmosphere and structured support to complete writing projects and goals from their discipline.

- Dr. Eric Nelson and Stacy Rice lead 18 faculty, representing all of the colleges at MSU, through an Accessible Learning Institute. The goal was to encourage faculty to adopt a proactive approach to course accessibility, thereby reducing barriers to learning. Participants were introduced to Universal Design for Learning, which served as a framework for creating a more inclusive learning environment.

- Invited Associate Provost for Diversity to serve on FCTL Advisory Council ensuring the alignment of FCTL programming on diversity with university initiatives.

- Provided funding for the Diversity Fellow and sponsored five campus-wide presentations for the Shattering the Silences series. Additionally, created materials, provided marketing support, recorded and distributed on-demand video of the events.

- Sponsored faculty discussions on how to connect the common reader, *Enrique's Journey,* to their courses. Sponsored faculty book talk; *Whistling Vivaldi.*

- Supported four Inclusive Instruction for Diversity mini-workshops facilitated by the Provost's Diversity Fellow.

- Sponsored and co-facilitated along with the Associate Provost for Diversity two workshops entitled "Embedding Inclusion and Diversity into your Syllabus."

- Sponsored Dr. Christopher Phillips, author of *Socrates Café,* during the Public Affairs Conference and organized a workshop with him to discuss his model for facilitating diversity-related dialogue.

- Sponsored the Associate Provost for Diversity and the Provost's Diversity Fellow to attend weeklong Faculty Institute for Diversity Train-the Trainer Workshop at Cornell University.

- Coordinated and sponsored the screening of *American Textures* and discussion with film director.

- Provided classroom technology and support by replacing systems with Crestron digital standard in 29 classrooms on the Springfield campus. Siceluff Hall received 25 of those system upgrades as well as an upgraded web conferencing system in SICL 0225. Two classrooms in McQueary Family Health Sciences Hall received a Mediasite lecture capture system. Provided five new classroom technology installations for Glen Isle and one for Pinegar Arena.

- Produced various marketing videos for the university including: the MSU Vision Screening Program, Majors Fair, Honoring Our ROTC, and the Department of Military Sciences JQH Game Break.

- Provided training sessions for Computer Services' Blackboard Black Belt Summit and conducted 4th Annual Tween iMovie workshop for MSU Book Review Board.

- Hosted a variety of university meetings help in the FCTL's Innovation Commons room including Scholar 2 Scholar, Student Success, Ozark Writing Project, and First-Year Programs.

Last Year's Goals

- **Provide best practices** through faculty development offerings on high impact learning practices.
    o This goal was accomplished through the book talk series, Showcase sessions, and the creation of the faculty teaching awards.

- **Offer the DPA and other faculty development** opportunities that support transformational learning and high impact student experiences.
    o This goal was accomplished by offering DPA, as well as the Accessible Learning Institute, diversity scholars, and Dee Fink's general education presentation.

- **Survey faculty and continue to collect information through consultation database** in order to plan activities that best meet faculty development wants and needs.
  - o This goal was accomplished by administering a survey in the spring. Collecting information through our consultation database is an ongoing task of the FCTL.

2016-2017 Goals

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

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

- **Offer faculty development opportunities that support:**
  - o Culturally responsive teaching
  - o Effective online course design
  - o Accessible learning
  - o Teaching with technology in and out of the classroom

- **Conduct internal review** and write report in preparation of external review.

- **Undertake an external review** of FCTL services to answer the questions:
  - o How do FCTL activities relate to the university mission and long-term goas?
  - o How are faculty connected to and involved in activities?
  - o What are the professional development outcomes in terms of participants' overall knowledge, confidence, and motivation?

Assessment and Program Improvement Efforts

Evaluation data collected and analyzed through the external review will be used to inform changes or improvements in the processes, operations, and impact of services and activities. The FCTL Advisory Council is actively involved in the planning and evaluation of faculty programs and they will use these findings to make recommendations at policy, program, and resource levels. The FCTL Advisory Council will also ensure the alignment of FCTL goals and objectives with the needs of faculty and university goals that are established by the President and Board of Governors.

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 to necessary skills** to be academically successful

- **Assisting students to establish campus connections** and form a supportive network of faculty, staff, and other students.

- **Developing ethical leaders and positive role models** through the Peer Leader program

- **Offering professional development opportunities** for instructors to collaborate and enhance their pedagogical skills.

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

Overview

Approximately 95 sections of GEP 101 are offered each fall, with additional sections during the spring and summer semesters. All classes now include a four-hour service project and Title IX requirement. 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.

2016-2017 Highlights

GEP 101 Course Enrollment

- Summer 2016: four sections (88 students)

- Fall 2016: 102 sections (2,857 students)

- Spring 2017: 9 sections (222 students)

- Total annual students enrolled at census: **3,167**

GEP 101 Offered in Multiple Modalities

- 1 section of GEP 101 fully online

- 3 evening sections (1 for Inclusive Excellence Leadership recipients)

- 5 sections with an integrated Service Learning component

- 2 sections as part of a Curricular Learning community (CLC)

- 2 sections of GEP 101 as part of a LLC for Fit and Well

- 11 sections for first-generation college students

- 7 sections that are college-dedicated

FYP Additional Focus

- Provided additional instructor development workshops for GEP 101 with a focus upon common reader implementation, syllabus brainstorming, information literacy, and instructor mentoring

- Offered 2 Peer Leadership classes, for a total of 41 Peer Leaders

- Greater emphasis on recruiting diverse peer leaders and instructors

- Conducted a review of GEP 101 by faculty, staff and students during eight months culminating with a report to the Provost

- Office staff served on and chaired multiple committees, including common reader selection committee, common reader curriculum development committee, common reader experience committee, living-learning community committee, first-year programs advisory council, green dot, university hearing panel, JumpSTART/Summer-bridge, study away appeals committee, undergraduate recruitment committee, provost's academic advising council, SOAR, student success, exploratory/undecided task force, assessment council, Lumina steering committee, transition support program task force, transfer council

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

Goals/Planning for 2017-2018

- 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)

- 95 sections of GEP 101 planned for fall 2017

  - 17 first-generation/college designated sections
  - 13 college-designated offered
  - 4 sections with integrated service-learning
  - 1 dedicated section for Inclusive Excellence Leadership Scholarship recipients

- o 2 sections of GEP 101 with Living-Learning Community component for Fit and Well
  - o 2 Curricular Learning Communities (CLCs). Participating courses: COM 115, BMS 110
  - o 2 sections for individually reviewed
  - o 1 section online

- 2 Peer Leadership classes (41 students)

- Rollout of common GEP 101 Blackboard course template for all sections

- Coordinate optional GEP 101 Instructional Support Workshops

- Continued emphasis on faculty recruitment for GEP 101

- Encourage use of common reader beyond the first year; including Springfield community with common reader activities.

- Greater emphasis on assessment and program evaluation, including developing processes to assess general education goals in GEP 101

- Continue including Title IX information in all sections

- Creation of a Student Leadership Consortium Advisory Board

- Continue to offer Cultural Consciousness in the Classroom workshop

- Continue to establish campus partnerships to better serve our first-generation students and students from underrepresented populations

Common Reader for 2017

The 2017 Common Reader is *The Good Food Revolution,* by Will Allen. This book was selected by a university committee of faculty, staff, student, and one representative from the following categories: Greene County libraries and OTC. In addition, Will Allen will be the Public Affairs convocation speaker November 2.

Assessment & Program Improvement Efforts

- **Submitted General Education Periodic Review** to Council for General Education and Interdisciplinary Programs (CGEIP). Used assessment results to make recommended adjustments to course and integrated findings in annual instructor development workshop

- **CGEIP Periodic Review and GEP 101 Revision Team findings** served as a factor in the creation of a GEP 101 course blackboard shell to help provide consistency among all sections

- **Required common information literacy assignment** to meet general education goal

- **Included additional reflection requirements** for Peer Leadership class and implemented improvements for training workshop and Peer Leadership course

- **Included tips for working with first-generation students** as part of mandatory instructor development workshop and peer leader workshop

- **Requested additional feedback** from instructors via end of semester survey. Incorporated improvements in processes for 2017 for service project and Title IX requirements

THE LEARNING COMMONS

Bear CLAW

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

Highlights of 2016–2017

Subject area tutoring | Summer 2016–Spring 2017

Summer 2016		
Description of Visits	1668 Visits Total	
Number of tutors (one part-time employee)	8	
Number of front desk student workers	0	
Number of visits to drop-in Math Table	747	
Number of visits to Business drop-in table	11	
Number of visits to Science drop-in table	28	
Number of visits to General Subject Area	4	
Number of visits for Jump START Study Hall	878	
Student Worker Wages	$ 2,108.90	
Part-time employee wages plus fringe benefit expense	$ 871.48	
The 64 Jump Start students could attend study hall hours, a Supplement Instruction session, visit a Writing		

Fall 2016		
Description of Visits	4811 Visits Total	
Number of tutors (3 work study)	49	
Number of front desk student workers	5	
Number of Graduate Assistants	1	
Number of visits to drop-in Math Table	2834	
Number of visits to drop-in Business Table	290	
Number of visits to drop-in Science Table	1427	
Number of visits to drop-in Generalist Tutor	46	
Number of visits for drop-in Economics Table	131	
Number of visits for drop-in General Computer Assistance	22	Work Study Tutor
Number of visits for subject area appointments	46	
Student worker wages (does not include work study)	$ 34,839.52	
Graduate assistant wages and 1 fee waiver	$ 4,275.50	
Wages include 2 students reimbursed by S-STEM Grant directed by Dr. Matt Pierson, for a total of		
Wages include 5 student workers at the front desk		
Although the PSY ULA's met in the Bear CLAW during the fall semester, the PSY ULA's did not record student visits.		
Subject area appointment areas: ART, KIN, LTN, REL, SPN		
Spring 2017		
Description of Visits	Visits Total 3303	
Number of tutors (3 work study tutors)	36	
Number of front desk student workers	5	
Number of Graduate Assistants	1	
Number of visits to drop-in Math Table	1767	
Number of visits to drop-in Business Table	125	
Number of visits to drop-in Science Table	881	
Number of visits to drop-in Generalist Tutor	57	
Number of visits for drop-in Economics Table	102	
Number of visits for drop-in General Computer Assistance	8	Work Study Tutors
Number of visits for Study Hall	343	
Number of visits for subject area appointments	19	
Student worker wages (does not include work study)	$ 31,096.63	
Graduate assistant wages	$ 4,275.50	
Wages include 1 student to be reimbursed by S-STEM Grant directed by Dr. Matt Pierson, for a total		
Wages include 5 student workers at the front desk		
Although the PSY ULA's met in the Bear CLAW during the spring semester, the PSY ULA's did not record student visits.		
Subject area appointment areas: GRM, HST, PHI, PLS, REL		

Goals for 2016–2017

- Improve services and professionalism of tutoring staff with continued monthly training sessions.

- Establish a formal training program for Bear CLAW Academic Coaches.

- Communicate directly with online faculty, their department heads, and students to evaluate the need for continued online tutoring services.

- Administer a more formal surveying method for Bear CLAW clients.

- Encourage faculty to be involved with students and tutors in the Bear CLAW space.

- Evaluate the Bear CLAW services regarding CRLA certification.

- Continue to monitor Bear CLAW resources and the requirements for the National College Learning Center Association Learning Center of Excellence Certification.

- Collaborate with colleagues at other colleges and universities to improve the services learning centers provide students.

Assessment and Program Improvement Efforts

To assess the work of the tutors, Tutor Trac reports are examined for quantity of services provided. At the point of self- check-out, the students have an opportunity to 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. Tutors are then informed of things both positive and negative that would result in a more positive and productive experience for the students. During the semesters, tutors participate in monthly training/discussion meetings. Additionally, throughout the semester, individual students are randomly consulted with regarding their experience while in the Bear CLAW space. Discussion with the advisory board and faculty liaisons provide an important opportunity for program feedback. As a result of these efforts, tutoring hours are frequently adjusted and the number of tutors available has been increased. If demand for assistance with a specific class is apparent new tutors are added as the budget allows.

Online tutoring is available through Adobe Connect and the Blackboard Bear CLAW Community. If needed the Tutor Trac whiteboard or other computer online systems may be used. Online tutoring requires more faculty cooperation than traditional face-to-face tutoring. While efforts were increased during the 2016-2017 school year to communicate with the online faculty and program administrators little interest has been expressed in building online tutoring services. During the 2017-2018 school year efforts will again be increased to communicate with online faculty and encourage faculty to share with students the potential of online tutoring services.

During the 2016-2017 school year three peer academic coaches were available for students. During the 2017-2018 school year, a more formal training program will be developed and

creating the opportunity for students to drop-in to visit with a coach or visit a coach on an appointment basis.

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, Public Affairs Week (a week-long event in the Fall semester focused on the current year's public affairs theme) and other events as assigned that are directed toward the community at-large.

This office facilitates community relations such as serving on and providing communication to community boards, developing and maintaining community partnerships, and involving community partners in a variety of special events.

Other activities that are managed through the Office of Public Affairs Support include:

- Fall Public Affairs Convocation Lecture (connected to the Common Reader)

- Public Affairs Conference

- Excellence in Community Service Faculty/Staff Awards

- Board of Governors Excellence in Public Affairs Awards for Faculty/Staff

- Missouri Public Affairs Academy

- Selection of future Public Affairs Annual themes

- Selection of the Provost Fellow for Public Affairs

- Other public affairs-related activities sponsored by the Office of the Provost

2016-2017 Highlights

Public Affairs Week focused on the PA annual theme of *Life, Liberty, and the Pursuit of Happiness: Perspectives on Self-Government*. This year, a total of **2,501 students and campus members** participated in 11 diverse events, and a total of **1,012 volunteers** participated. This number includes 77 student event volunteers and 220 student participants in the Into the Streets program.

Student-focused Programming

Student Participation at Public Affairs Events	
Event	Number of Students Participating
Voter Registration Drive	441
How Interfaith Dialogue and Awareness Informs Us as Citizens and People of Faith with Usra Ghazi	510
United Nations Simulation: World Diplomacy in Action	120
Cultural Corner: Elections Around the World	110

Hunger Banquet	136
MSU Talks: Do We Need a Multi-Party System?	158
SAC Public Affairs Film: Zootopia (2 showings)	371
SAC Dialogue: Latinx Student Discussion	82
Conference on Civic Engagement	186
Reading of the Constitution & Bill of Rights	90
Into the Streets	220

Special Exhibits – number of students impacted unknown, not included in totals: Field of Memories Exhibit, Carillon Bells Patriotic Recital.

Six student clubs/organizations participated in programming – and increase from 3 in 2015. These clubs included:
- Ekklesia Campus Ministry (Featured Speaker)

- Holt V. Spicer Debate Team (MSU Talks)

- iPALS (Cultural Corner)

- Model U.N. Student Group (U.N. Simulation)

- Social Work Club (Hunger Banquet)

- Student Activities Council (Dialogue and Film)

Other highlights

- Successfully solicited ideas and selected a PA theme for 2018-2019 as well as selecting the Provost Fellow for Public Affairs for 2018-2019. The theme is *The 21st Century Digital World: Impacts and Opportunities* and the PA Fellow is Ms. Melanie Dryer-Lude, Assistant Professor, Theater and Dance.

- Facilitated the appearance of Sonia Nazario, author of our common reader, *Enrique's Journey*, for the PA Fall Convocation Lecture. Attendance at the convocation event was over 1,200. Venue was the Hammons Hall for the Performing Arts.

- Co-facilitated the annual Stomp Out Hunger Shoe Drive with the Community Involvement and Service office. This project brought together faculty, staff and students from Missouri State University shoes for Sole Food, a locally based non-profit organization that collects shoes for those in need around the world. This office also assisted in facilitating campus-wide community involvement with Friends Against Hunger. Also co-facilitated the All-Collegiate community service project the Community Involvement and Service office along with Drury, Evangel, SBU and OTC.

- Assisted in contractually securing Ms. Doris Kearns Goodwin as the Foundation sponsored Public Affairs Conference keynote speaker. This included not only contractual agreement of Ms. Goodwin, but also securing Hammons Hall for the Performing Arts as well as promotion of event, attendance approx. 1,100. For the first time, as student interaction was facilitated in which 20 students met with Ms. Goodwin to ask questions and meet/greet. This event was very well received by both students and our keynote.

- The 2017 Public Affairs Conference was well attended with attendance of over 4,100. This number falls short of the 2016 conference and is likely due to the late cancellation of noted plenary speaker, J. D. Vance, best-selling author of Hillbilly Elegy: A Memoir of a Family and Culture in Crisis. The evaluations are overwhelmingly positive about all aspects of the conference. Evaluations from plenary sessions show 85% rated the sessions as good or excellent, and panel evaluations show a similar rating of 87%. There were high ratings related to "broadening my perspective of the conference theme," with 83% of plenary attendees agreeing and 83% of panel attendees agreeing, also. Of special note is a blog about the Public Affairs Conference written by MSU graduate student John Lang, who states, "With the spring semester, I instantly think of the Public Affairs Conference. What a privilege it is to go to a university that hosts a conference of this magnitude... This Public Affairs Conference is full of experts, but the discussions take place to promote conversation and bridge gaps for those of us who are not experts."

- http://blogs.missouristate.edu/communityinvolvement/2017/04/06/the-public-affairs-conference-not-just-another-talking point/

- 2016-2017 saw the awarding of the Excellence in Community Service Awards to two faculty and two staff. This award recognizes those who give back extraordinarily to the community beyond their job. Also awarded this year were the Board of Governors Excellence in Public Affairs Award to three faculty and three staff member. This award recognizes those faculty and staff members who excel at carrying out the public affairs mission.

2016-2017 Goals

- Continue to grow partnership opportunities with the Center for Community Engagement to serve the campus and Springfield community through the public affairs mission.

- Focus efforts both within this office as well as in partnerships with other entities (University Foundation, other campus departments, City of Springfield, Springfield Greene County Library, etc.) to combine resources to promote the public affairs mission of the university.

- Explore and develop new avenues of partnering with campus groups to create a broader participation base in understanding, supporting, and promoting the public affairs mission.

STUDENT LEARNING SERVICES

Peer Assisted Study Sessions (PASS) Program

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

Attendance Numbers

Summer 2016	Fall 2016	Spring 2017	Total for 2016-2017
149	5125	3631	8905

Highlights of 2016-2017

- **Focus on science departments.** The PASS Program removed its support of the Economics Department by offering a better, drop-in based model that increased attendance.

- **In conjunction with the Student Affairs Program,** an internship as a PASS Leader Mentor is available.

- **The PASS Program's budget was cut in half** to facilitate a new model featuring course mentoring. Results will be evaluated at the end of 2018.

Goals for 2016-2017

- **Maintain a high quality program** by seeking further training opportunities for staff.

- **Transition program to mentor models** to save money. The current model works, but budget cuts could yield similar results.

Writing Center

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

Attendance Numbers for 2016-2017

Summer 2016	Fall 2016	Spring 2017	Total for 2016-2017
90	2152	1823	4065

Highlights of 2016-2017

- **Record numbers reported for the OWL** (Online Writing Lab) using the asynchronous email system, offered to all online, blended, or dual-credit courses at MSU.

- **Increased number of dual credit high school workshops.** The model calls for an introductory workshop from the Writing Center director, a library research workshop from a reference librarian, and consultations with writing consultants. Seven high schools took advantage of the workshops.

- **Increased presence on the national stage.** Michael Frizell, the Director of the Writing Center, was accepted to present at the following conferences during the 2014-2015 school year:

  o National College Learning Center Association (NCLCA) – "Writing for Publication"

  o Collegiate Reading and Learning Association (CRLA) – "Writing in the Field of Learning Assistance"

  o Association for the Tutoring Professions (ATP) – "Battling the Blank Page"

  o Western Writers Association (WWA) – "Writing Centers as Assistants for Communities of Professional Writers"

  Service to National Organizations – National College Learning Center Association (NCLCA)

  o Editor for *The Learning Assistance Review*

  o Vice President and President-Elect for the 2017-2018 Academic Year

  o Chair of the Annual Conference – September, 2017 in San Antonio, Texas

- **Scholarly pursuits gain international attention.** Michael Frizell had 41 publications with Bluewater Productions during the school year and has been an in-demand speaker for area schools, Ohgma Publishing Group (Fayetteville, AR), the Ozark Writer's Guild, and others. In addition, his writing has been featured on CNN, NBC, and CBS, and in *The Washington Post,* Politico.com, *Newsweek Time,* and more.

Goals for 2016-2017

- **Maintain high quality programs** through thoughtful, careful training of personnel.

- **Continue to communicate with faculty** to strengthen pedagogy in our consultations.

- **Increase the ability to offer online consultation** through Blackboard by expanding the hours of service available to the campus community.

- **Continue the successful development** of the Writing Fellows program by working closely with the Provost Fellow for Writing.

The Absent Professor Program

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

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

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

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

Highlights of 2016-2017

- **The program successfully completed** 119 workshops offered in fall 2016 and spring 2017 semesters.

Goals for 2016-2017

- **Maintain a high quality program** by seeking input from faculty, staff, students, and colleagues at other institutions.

- **Seek opportunities to publish** and article on this concept.

- **Create interactive videos** for use by professors, departments, and student organizations.

Assessment and Program Improvement Efforts

PASS Program

Peer Assisted Study Session (PASS) is a series of review sessions for students taking historically difficult courses. PASS is provided for all students who want to improve their understanding of course material and improve their grades. Attendance at sessions is voluntary. The focus for assessment this year was student's satisfaction.

- **94%** of respondents to the satisfaction score said they would likely "continue seeking assistance for PASS if it were offered" in future classes.

- **92%** responded favorable when asked, "Did you learn something through attending PASS Sessions?"

Writing Center

Undergraduate and graduate students, staff, and faculty use this free academic support service to workshop papers for their academic courses, creative writing, speeches, presentations, course syllabi, and articles intended for publication. The focus for assessment this year was student satisfaction.

- **97%** of respondents to an online poll said they were "likely to use the Center again."

- **96%** of respondents stated that the writing consultants were "extremely professional."

- **88%** of respondents stated they would "tell a friend about the Writing Center."

Changes made due to Assessment

The PASS Program will focus on customer service this year, specifically in ways to steer students to other campus services.

The Writing Center will offer specialized Writing Fellows to classes where writing is a driving component.