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**Annual Report 2017-2018**

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# 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.

## 2017–2018 Academic Highlights

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

* The GPA for all sports for the 2017–2018 academic year was **3.054**
* Fall 2017: 3.076
* Spring 2018: 3.032

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

* 232 students for Fall 2017
* 213 students for Spring 2018

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

* 181 students recognized for Fall 2017 achievement
* 181 students recognized for Spring 2018 achievement

## Additional Academic Information

* Six-year federal graduation rate = 63% (overall university rate is 54%)
* Graduation Success Rate = 83% (this measure takes transfers into account)
* All teams achieved single-year Academic Progress Rate (APR) score of at least 950 and multi-year scores of at least 965 (NCAA requires minimum multi-year score of 930)
* Average single-year APR score of 986 and average multi-year score of 987 among 16 sports (1000 is a perfect score)
* Five sports received national recognition for perfect APR scores (Men’s Golf, Men’s Swimming & Diving, Softball, Tennis, and Volleyball)—2nd year in a row for all five

## Missouri Valley Conference Leadership and Service Awards for 2017-2018

* Fall – Lily Johnson, Volleyball
* Winter – Christopher Heye, Men’s Swimming & Diving
* Spring – Claire Schwarz, Women’s Track & Field

## Additional Notable Awards or Accomplishments

* **Jessica Allen (Track & Field), Brad Carpenter (Men’s Golf), Brianne Dixon (Volleyball), Mary Disidore (Women’s Soccer), Lily Johnson (Volleyball), Sara Jones (Softball), Courtney Kolb (Women’s Soccer), Emma Metz (Women’s Swimming & Diving), Sarah Sabo (Women’s Soccer), and Erika Velasquez-Zimmer (Softball)**—MVC Presidents’ Council Academic Award (3.80 overall GPA and pending graduation
* **Nick Masoner**—MVFC Presidents’ Council Academic Award (3.50 overall GPA and pending graduation)
* **Erika Velasquez-Zimmer (Softball)**—CoSIDA Academic All-District VI
* **Kyle Hiebert & Liam Priestley (Men’s Soccer)**–CoSIDA Academic All-District VI
* **Jared Beshore (Football)**–CoSIDA Academic All-District VI
* **Sydney Zupan (Women’s Swimming)**—Capital One Academic All-District VI
* **Brianne Dixon (Volleyball)**—CoSIDA Academic All-District VI
* **Lily Johnson (Volleyball)**—CoSIDA Academic All-America of the Year
* Softball team honored for posting second-highest GPA nationally for their sport in the 2016-2017 academic year (3.61)
* **Jessica Allen (Cross Country), Brianne Dixon (Volleyball), Sydney Zupan (Women’s Swimming & Diving), Ashley Childers (Women’s Golf), Alye Darter (Tennis), and Jessica Allen (Women’s Outdoor Track & Field)**—MVC Elite 17 Award (highest GPA among all participants in championship); new MVC record for most Elite 17 awards won by one institution in a single academic year
* **Lily Johnson (Volleyball)**—Missouri State University Citizen Scholar Award
* **Lily Johnson (Volleyball)**—selected for MVC and NCAA Post-Graduate Scholarships
* Total Volunteer Hours = 2,615
* Total Economic Impact of MSU Student-Athlete Volunteering = $61,609.40

## Graduates

* Fall 2017: 35 current and former student-athletes graduated in December, including four with Master’s degrees, one with a graduate certificate, two in the Honors College, and ten with honors (two Summa Cum Laude, three Magna Cum Laude and five Cum Laude)
* Spring 2018: 69 current and former student-athletes graduated/pending in May, including 13 with graduate degrees, two with graduate certificates, three in the Honors College, and 21 with honors (eight Summa Cum Laude, four Magna Cum Laude, and nine Cum Laude)
* Summer 2018: 20 current and former student-athletes are on the graduation list for August, including one with a Master’s degree and three with honors (one Magna Cum Laude and two Cum Laude)

## Goals for 2018–2019

* Integrate new position (Director of Student-Athlete Development and Community Relations) into office and improve programming and resources for student-athletes
* Successfully on-board two new full-time staff members and new Graduate Assistant
* Work alongside the Athletics Development unit to develop a coordinated effort to assist graduating student-athletes with career preparation, career placement and facilitate graduate tracking of student-athlete alumni in the future
* Continue to achieve high academic standards within all sports (3.0 overall GPA, average 985 APR, 83% GSR)

## Assessment

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

# Academic Advisement Center

The Academic Advisement Center is responsible for advising Missouri State University (MSU) undergraduates who are in the process of selecting majors and 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 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 2017–2018

* **Held first “Meet Your Advisor” event for exploratory majors** in response to a recommendation from a committee charged to provide additional support to students with exploratory/undecided majors
* **Continued growth of the Bachelor of General Studies (BGS) major**. We graduated 30 BGS students in fall 2017 and 41 students in spring 2018. We have been working with Dave Caravella to proactively search through the list of students with more than 100 credit hours completed who have been out of school for at least one year and who would be good candidates for the program
* **In cooperation with Ozarks Technical Community College (OTC), developed the BGS degree for aviation graduates.** Amy Marie Aufdembrink worked with OTC to create an articulation agreement to funnel OTC graduates of the Aviation program into our BGS program. This allows students to transfer credits to MSU that were previously non-transferable
* **Re-established the Transfer Advising Committee** with a member from each academic college, SDPA, and Outreach. The committee planned two academic advisor forums, assisted with Core 42 implementation, and helped plan the Transfer Student Advisement and Registration Day in June. Rebecca Neal has become more involved with transfer advising and is traveling with Ross Hawkins and Bart Tibbs to help with advising and recruitment. Data shows that progress has been made in shifting transfer student registrations from August to earlier in the spring and summer, which has been a goal
* **Provided leadership and service for professional associations.** Christina Bowles is serving a two-year term as Region 7 chair for the Global Community for Academic Advising (NACADA). Kathy Davis completed a two-year term of service as a mentor for the Emerging Leaders Program and was selected as a mentor for the 2018–2020 class. Ross Hawkins, Kathy Davis, Amy Marie Aufdembrink, and Christina Bowles served on the planning committee for the annual conference in St. Louis in 2017. Kathy Davis is a member of NACADA’s Professional Development Committee. Ross Hawkins and Kelly Wood were recruited to facilitate a pre-conference workshop on “Raising the Profile of Transfer Advising through Strategic Partnerships” at the National Institute for the Study of Transfer Students (NISTS) conference
* **Provided recognition and reward for outstanding advising, advising support, and administrative contributions**.
* “Curtis P. Lawrence Award for Excellence in Advising” faculty recipient Dr. Melissa Remley was chosen as a 2017 NACADA Outstanding Faculty Advisor Certificate of Merit recipient
* Staff recipient Amanda Muse was the Missouri Academic Advising Association Outstanding Advisor for 2017
* 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. This year’s award went to the support staff in the School of Nursing. Our graduate student contribution award went to Chelsea Martin from Biology
* **Continued to enhance advisor training and development** offerings for professional and faculty advisors. Offered three master advisor workshops, four refresher workshops, supported the COAL First Generation advisor training by giving master advisor credit, and collaborated with Veteran Student Services to bring back the Boots to Books: Advising and Teaching Veterans Workshop
* **Provided support to Living-Learning Communities** by having Christina Bowles, Susan Martindale, and Ross Hawkins serve as LLC partners
* **Represented advising on the Banner Student Implementation team** by having Darren Wienberg and Ross Hawkins attend weekly meetings
* **Introduced Core 42 to Academic Advisors across campus** by offering training sessions in collaboration with Dr. Joshua Smith

## Goals for 2018–2019

* **Create logo and information campaign for the “Finish in Four” program.** With a subcommittee from the Provost’s Academic Advising Council, we plan to develop a campaign to encourage students and advisors to plan carefully so students may graduate in four years
* **Do self-study to determine how our advising program meets the new NACADA Core Competencies.** The self-study will be completed by December 2018 with internal and external assessment to follow
* **Provide more direction for departmental transfer advisors** by documenting essential job responsibilities and creating a mission statement for transfer advising. Ross Hawkins will work on this goal with the Transfer Advising Committee
* **Continue training advisors campus wide** on the Core 42 program
* **Offer additional information on Academic Resources** for probation and suspension students through a website linked to Student Development and Public Affairs
* **Working toward an articulation agreement signed by OTC to recruit graduates of the Fire Science and Technology Program into the BGS.** If students select the appropriate courses, they will complete the BGS along with the MSU certificate in Fire Administration

## Changes Due to Assessment Feedback

* **Added more emphasis on advising diverse students** in response to assessment of Master Advisor Workshop
* **Started recognizing Senior Master Advisors** for those who complete ten or more hours of advisor training and development each academic year. This addition is in response to feedback that an additional recognition was needed for those who do more than expected
* **Added “Meet Your Advisor” event** in response to assessment of the experience of exploratory/undecided students
* **Added technology component to GEP 101 advisor presentations** to make presentations more engaging and enjoyable. This change was made in response to feedback given by GEP 101 faculty members

# 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). The committee also considers student requests for grade changes made after an extended period.

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

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

## Highlights of 2017–2018

* Scholastic Standards and Revision of Record Committee saw 97 student appeals
* Degree’s Committee saw 51 student appeals
* Approved 87 early walk requests for 2017–2018
* Approved 319 Transfer Credit Re-Evaluations and 78 Transfer Credit Preapprovals

## Goals for 2018–2019

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

# 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 the procedures 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 to use the incidents as teachable moments to help our students to be successful. The AIC also works with the Faculty Center for Teaching & Learning to train faculty on course and assignment design to reduce incidents of academic dishonesty.

## Reported Cases

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Summer** | **Fall** | **Spring** | **Total** |
| 2015-2016 | 4 | 113 | 82 | 199 |
| 2016-2017 | 7 | 152 | 117 | 277 |
| 2017-2018 | 17 | 132 | 120 | 269 |



Figure 1-Three Year Data Comparison

## Highlights of 2017–2018

* Participated in Fall and Spring International Student Orientation events
* Held Fall Academic Integrity Days with 15 events, serving over 500 students
* Hosted approximately 100 students from Branson High School for the day focused on ethics
* Held two International Bears Academic Integrity Workshops serving over 120 students
* Worked closely with the Dr. Mary Jo Wynn Academic Achievement Center to provide support and training for our student athletes to promote their success
* Worked with a host fraternity to provide training for students in Greek life on ethics
* Spoke at the orientation for Per Course Faculty
* Spoke at several departmental meetings in an effort with Deans and Department Heads to increase faculty adherence to the AI Policy and develop consistency among faculty in a department when selecting sanctions
* Worked with the Offices of Student Engagement and the Dean of Students Office to identify groups of students with a higher than statistically anticipated number of violations in order to reduce violations and provide student support
* Worked very closely with the Counseling Center to support students in crisis due to unethical behavior

## Assessment and Program Improvement Efforts

The AIC has continued to see an increase in the number of students reporting incidents of academic dishonesty. We view this as a success in educating students and raising the awareness of academic integrity. We have also continued to see faculty reporting incidents of academic dishonesty for the first time. The AIC believes this is partially due to the efforts to educate the departments and participate in faculty training. The AIC will continue to provide student and faculty training while also promoting student success for those students reported for academic dishonesty.

# Center for Community Engagement

The Center for Community Engagement is an umbrella for community engagement activities.

## Mission

The Center for Community Engagement (CCE), on Missouri State University’s campus, serves as an interdisciplinary hub for publicly-engaged service, education, and research. The Center works to deepen the University’s commitment to engagement (adopted from the Ten-Point Plan for Advancing Public Engagement) by:

* Enhancing faculty support for research and teaching activities associated with public interest
* Establishing a system, University-wide, for providing students with articulated public engagement experiences that are tied to students’ academic goals and professional goals and ambitions
* Expanding opportunities and ways for the University to gain community input and feedback regarding issues of public engagement
* Strengthening the internal alignment and coordination of the University’s public engagement activities to foster and promote more collective community impact and capacity building

The CCE hub is comprised of six areas: 1) Service-Learning, 2) Involvement & Service, 3) Engaged Public Research, 4) eJournal of Public Affairs, 5) Immersion Trips, 6) Bonner Leader Program.

## Vision

The vision of the CCE is to foster public engagement of all members of the Missouri State community. As a collective commitment, the CCE is committed to:

* Reflecting the values of Missouri State University through a standard of high quality work
* Empowering students and faculty and fostering their success
* Understanding our audience(s) and communicating appropriately
* Valuing reciprocal relationships (and collaborative work)
* Shining a light on our strengths and weaknesses, and seeking ways to always improve
* Having positive presuppositions of others

# Citizenship and Service-Learning (CASL)

The office of Citizenship and Service-Learning (CASL) provides academic service-learning opportunities through various courses for 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 academic achievement and work with a community learning site in a seamless weave. Service-learning is shown to increase student retention, GPA, career/major exploration and preparedness, and long-term commitment to civic engagement in communities. Service-learning opportunities help students connect their coursework with real-world experiences, explore majors and careers, engage in [core career readiness skills](https://www.missouristate.edu/casl/careerready.htm) (like critical thinking, collaboration and professionalism), and gain meaningful hands-on experiences with a learning site partner in our community.

Currently, the CASL office offers 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 learning site.

## Highlights of 2017–2018

The CASL office continues to experience growth in number of students engaged in service-learning over the 2017-2018 academic year, in the development of new and sustainable community partnerships, and in the number of service-learning courses:

* Service-Learning Students = 5,005 students participated in one or more service-learning courses
* Total Service-Learning hours provided to community = 82,063
* Value of Service to community @ $23.21/hour = $1,904,682.00
* Number of Service-Learning courses = 637 (Integrated and Designate/ Component Courses)
* MSU Faculty/Staff Offering/Teaching Service-Learning courses = 267 (Integrated and Designate/Component Courses)
* Overall Retention Rates Semester-to-Semester: 92%

The following graph illustrates the increase in the number of students completing service-learning courses since the 2012-2013 academic year. Of the 5,005 students who completed academic service-learning courses, 585 of those students enrolled in and completed more than one academic service-learning course during the 2017-2018 academic year.



Figure 2-MSU Academic Service-Learning 2012-2018

Of the unduplicated count of 4,420 students, 855 graduated. Of the remaining 3,565 students, 3,268 students re-enrolled in MSU courses the following semester. This represents **an overall semester-to-semester retention rate of 92% for students who completed academic service-learning courses.**

The service-learning office is now able to look at the retention rates, associated with the completion of service-learning courses, for a variety of demographics including students who identified as first-generation students or Veterans. During the 2017–2018 academic year, 1,080 students who identified as first-generation students completed an academic service-learning course.  Of those students, 979 re-enrolled in coursework for the following semester.  This represents a 91% semester-to-semester retention rate for first-generation students.  Fifty-eight students who enrolled in and completed a service-learning course during the fall 2017 or spring 2018 semesters identified as a veteran. Of those students, 47 re-enrolled in courses the following semester, representing an 81% semester-to-semester retention rate.

## CASL Service-Learning Signature Programs and Featured Initiatives

### MSU Vision Screening Program

* The MSU Vision Program is the top service-learning opportunity for students. Biomedical Science, Nursing, Pre-Med, Pre-Optometry, Biology, and Education majors enrolled in service-learning courses screened 13,730 children, youth, and adults throughout southwest Missouri. In fall 2017, service-learning students screened over 10,000 individuals. MSU Leaders, community members and learning sites, faculty/staff, and service-learning students participated in the “10,000 Celebration” held this past spring.
* Screenings took place in low-income day care centers; elementary, middle, and high schools throughout southwest Missouri and in the West Plains area; OTC’s Adult Literacy Program; the Hope Connection event; and other locations.
* New locations and partnerships added in fall 2017 and spring 2018 include the MSU Care Clinic, Jordan Valley Medical, Lift Up Springfield, and Ozark Valley Medical Clinic.
* 1,462 or 10.5% of the children, youth, and adults screened had significant or potentially significant vision problems and were referred to the Vision Rehabilitation Center of the Ozarks (VRCO), our partner organization for follow-up services.
* The program provides early detection screening to identify significant or potentially significant vision problems such as hyperopia, myopia, astigmatism, anisometropia, esotropia, exotropia, vertical alignment errors and opacities.
* Vision screenings using high-tech ophthalmic screening cameras can help identify problems early so children can get the help they need.
* During the 2017-2018 academic year, 4,806 individuals were tested for color-blind deficiencies. Of those tested, 433 or .09% were color-blind.
* Service-Learning students from the Biomedical Science department conduct research examining the role genetics play in vision deficiencies and color-blindness.
* In total, 77 service-learning students conducted screenings throughout the academic year.

### Springfield Community Gardens

* This three-year collaborative partnership between Springfield Community Gardens, US Department of Agriculture, and Missouri State University is to create a local food hub that empowers low-income individuals to reduce food insecurity and enables those individuals with education and skills to generate their own means for financial security.
* Service-Learning students from the Biomedical Science, Sociology, and Biology departments provided a number of services to help eradicate poverty and hunger in our community.
* During the 2017-2018 academic year, students provided 4,976 hours of service at a value of $115,493.00 (independentsecort.org).

### Community Red Flag Issues

* Missouri State University Service-Learning students continue to address problems and issues in our communities through a variety of signature projects. The CASL office added five new signature partner programs and continued another year with our ongoing signature projects. The new partner programs include Springfield Community Gardens, Wednesday Connection, Eden Village, Victory Mission, and Bear POWER.

### Lift-Up Springfield/Ozark Valley Medial—New

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

### Wednesday Connection—New

* This signature initiative, in partnership with Springfield Public Schools, works with children and families who are homeless to ensure the children are receiving access to services needed to enable them to be successful in school.

### Eden Village—New

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

### Victory Mission—New

* Service-Learning students work to provide access to food, distribution of products, art initiatives, and other resources for homeless individuals who access the mission.

### Bear POWER—New

* Bear POWER (Promoting Opportunities for Work Education and Resilience) is a two-year, five-semester, inclusive college program for individuals with intellectual disabilities.
* MSU service-learning students from social work, education, and psychology worked during the spring 2018 semester to assist with the development of the program, the preparations for a summer event, and the support of the first cohort of students in January of 2019.

### 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 issues of hoarding and squalor in our communities.

### Nixa Alternative Court Program—Ongoing

* In partnership with the Nixa Court Systems and the City of Nixa, Missouri, Psychology, Social Work and Criminology service-learning students work with low-level offenders to reduce potential jail time.
* Service-Learning students continue to serve as Case Managers conducting assessments, identifying educational and other resources for their clients, and reporting the client’s progress to the court system.
* The Missouri State University Program Assistant/Bonner Leader who coordinates this program, works with our service-learning students, and has responsibility for the on-going success of this program received an award from the Mayor of Nixa for her selfless participation with the CASC Court program and the Nixa Community.

### 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 Spanish Club, musical theatre, science, and Math LEGOLAND.
* During the 2017-2018 academic year the Medical Explorers program and FENLE (Fitness, Exercise, Nutrition, Lifestyle Education) remained at the top of program selection for the K-5th grade students. 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 a nurse. Students graduated from the program and received their a real stethoscope and other medical items as a gift from Mercy Health Care Systems. For the FENLE program, K-5th grade students 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.
* In a Multicultural Education service-learning course, service-learning students developed and prepared curriculum to implement a program centered on Route 66. Math, History/Geography/Social Studies, Music, Art, Reading, and Writing activities are all part of the curriculum.

### 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 used 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 healthy neighborhoods. The project addresses a key piece of neighborhood vitality and related chronic disease prevention: How easy, safe, and pleasant it is to get out of the house, meet neighbors, walk to school and church, etc. In a word, this is *walkability*.
* During spring 2018, service-learning students re-assessed and re-evaluated the streets and neighborhood in the Grant Beach area surrounding the Fairbanks.

### Women’s Medical Respite—Ongoing

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

### Voluntary Income Tax Assistance (VITA) Program—Ongoing

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

## Scholarship of Teaching and Learning 2017–2018

As a commitment to research and resources for faculty and staff, CASL provided the following opportunities:

* Provided service-learning faculty presentation for a session at the Faculty Center for Teaching and Learning 2018 Fall Showcase
* 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
* Provided Faculty/Student Showcase for the university and the community during the Public Affairs Week (fall 2017) and the Public Affairs Conference (spring 2018)

## Assessment and Program Improvement Efforts

Assessment is essential to all programs and initiatives, including academic service-learning. Beginning in the fall of 2013, both integrated and component service-learning students complete a survey at the end of their service-learning course. The survey examines the students’ perceptions of expected outcomes related to completing a service-learning course. The survey also examines the students’ perceptions of their roles as ethical leaders, who are culturally competent and who are engaged in their communities. Results from the survey continue to inform the delivery of academic service-learning and provide a lens from which to view areas of success and determine areas for improvement.

Of the 4,420 students (unduplicated count) who completed service-learning courses during the 2017-2018 academic year, 737 students or 17% completed the survey. The assessment consists of 15 course outcome questions that examine critical thinking skills, communication skills, career and teamwork, civic responsibility, academic development, and educational success as it related to the students’ service-learning course and 15 questions from the MSU Public Affairs Scale that examine ethical leadership, cultural competence, and community engagement. Questions consisted of a 5-point Likert scale from 1=Strongly Disagree to 5=Strongly Agree. Overall weighted average for the survey question areas are provided in the below tables. Results were similar among academic years.

**Service-Learning Student Outcomes**

|  |  |
| --- | --- |
| **Based on responses to questions: upon completion of this course I: (based on service-learning outcomes)** | **Weighted average score (based on a 5-point Likert scale)** |
|  | **AY 15/16** | **AY 16/17** | **AY 17/18** |
| Critical Thinking Outcomes | 4.30 | 4.0 | 4.19 |
| Communication Skills Outcome | 4.35 | 4.30 | 4.38 |
| Career and Teamwork Outcomes | 4.45 | 4.33 | 4.38 |
| Civic Responsibility Outcomes | 4.35 | 4.24 | 4.27 |
| Academic Development & Educational Success Outcomes | 4.44 | 4.24 | 4.26 |

**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** | **AY 17/18** |
| Community Engagement | 4.35 | 4.41 | 4.38 |
| Cultural Competence | 4.15 | 4.04 | 4.15 |
| Ethical Leadership | 4.52 | 4.47 | 4.53 |

## Goals for 2018–2019

Based on the results of the assessment data CASL will:

* Continue to meet with learning sites to improve meaningful service-learning opportunities, enhance student learning, foster active citizenship, meet career competencies, general education goals, and support the pillars of the public affairs mission

Additional goals for the 2018–2019 academic year include:

* Incorporating the NACE Career Core Competencies and the General Education goals as part of service-learning coursework
* Working to increase the number of faculty offering service-learning courses
* Developing and conducting mini-workshops or “Brown Bag Lunches” for faculty to learn more about the teaching pedagogy of service-learning, how service-learning meets NACE Career Core Competencies and General Education goals, and how to use service-learning in their courses
* Continuing to work collaboratively with First-Year Programs and the Student Success Committee on the “hand-off hip” program, which moves students from their 4-hour service experience during their GEP 101 course to an identified course in the student’s second year in an effort to increase student retention rates (Bear/Maroon Path)
* Continuing to develop new signature service-learning programs and featured initiatives and expand opportunities for high-impact practices
* Continuing to expand service-learning opportunities for diverse student populations across campus and community in the areas of business, healthcare, and agriculture
* Continuing to incorporate of sustainability efforts into all aspects of academic service-learning
* Providing website enhancements for faculty, advisors, students, and learning sites

# Community Involvement & Service (CIS)

## Mission

The mission of the office of Community Involvement & Service (CIS) is to promote positive 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 includes a set of programs involving and engaging students in meaningful experiences throughout the community.  These programs seek to engage students to foster experiential learning opportunities that enhance the Missouri State University public affairs mission:

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

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

## Highlights of 2017–2018

* Bear Service included more than 103,000 hours of service worth $2.4 million to community
* Immersion Programs included 11 trips, 120 participants, 23 learning partners from across the world, and 2,100 direct service hours
* Immersion Programs recognized at Student Talent and Recognition Ceremony for the following: Public Affiars Commitment, Outstanding Service Program, Mark of Distinction
* First-Year students completed 10,500 hours of Introductory Service-Learning
* Student Food Assistant Program collaborated with the MSU Campus Garden to provide healthy produce options for students and community members who use the Well of Life Food Pantry. In 2017–2018, more than 500 lbs. of produce was donated

## Bear Service

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

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

**Bear Service Days 2017–2018**

| **Event** | **Semester** | **Participants** | **Hours Served** |
| --- | --- | --- | --- |
| Into the Streets | Fall 2017 | 200 | 800 |
| Bear Blitz Project | Fall 2017 | 50 | 200 |
| GEP Day of Service | Fall 2017 | 100 | 400 |
| Convoy of Hope | Fall 2017 | 400 | 1,200 |
| Ozarks Food Harvest | Fall 2017 | 200 | 525 |
| Bear Service Team | Fall 2017/Spring 2018 | 20 | 500 |
| **Total** | **950** | **3,625\*** |

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

### Bear Service Highlights of 2017–2018

* **Service education and engagement opportunities were integrated with programs for First-Year students.** Staff involvement in local initiatives, including the Community Focus Report and Zone Blitz, allowed for increased education for students about issues facing Springfield and action steps to address those issues.
* **Givepulse, a service software, was integrated** to streamline service project management for community agencies. This was a collaboration between the Northwest project, City of Springfield, Drury, and MSU.

## Immersion Programs

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

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

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

**Immersion Trips 2017–2018**

| **Location** | **Semester** | **Trip Title** |
| --- | --- | --- |
| Springfield, MO | Fall 2017 | Spread the Love, Share the Knowledge: Teen Homelessness and the LGBTQ+ Community |
| Springfield, MO | Fall 2017 | Mind and Body: Understanding Health and Wellness in Our Community |
| St. Louis, MO | Fall 2017 | Sustainability: Consensus and Consequences |
| Milwaukee , WI | Fall 2017 | Growing Power |
| Atlanta, GA | Spring 2018 | Uplifting Atlanta: Creating Pathways to Self-Sufficiency |
| Asheville, NC | Spring 2018 | Asheville’s Healthy Minds, Bodies, and Spirits |
| Aurora, CO | Spring 2018 | Children’s Health in Color: Using Therapeutic Play to Engage with Children in Hospitals |
| Chicago, IL | Spring 2018 | Challenging Homelessness and Hunger in Chicago and Beyond |
| Dallas, TX | Spring 2018 | The Power of Education: Overcoming Poverty and Homelessness |
| Indianapolis, IN | Spring 2018 | Going Green: Social and Environmental Justice Through Sustainability |
| New Orleans, LA | Spring 2018 | Building for Change: New Perspectives in New Orleans |
| Monteverde, Costa Rica | Winter 2018 | Sustainability and Public Affairs |

\*Value of Service to the Community @ $23/hour = $49,496

### Immersion Programs Highlights of 2017–2018

* **Six First-Generation students received financial assistance** for their Immersion Trip fee through a partnership with First-Year Programs.
* **Development of credit-bearing Immersion Programs** inpartnership with Sociology, English, and Biomedical Sciences. Student can enroll in a 1-credit Component Service-Learning course for learning outcomes on trips.
* **Common reader connected directly to fall trip** focused on sustainability, consensus and consequences. Students and faculty learned and served alongside the 2017-2018 common reader author Will Allen at his agency, Growing Power.
* **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.
* **MSU Alumni were included in Immersion Programs** through collaboration with MSU Alumni Association.Alum joined students in St. Louis, MO, during Fall Break.
* **MSU Students represented Bear Beaks Immersion Trips at national BreakAway conference.** Missouri State Immersion Programs are part of a nation-wide alternative break movement called BreakAway. In the summer of 2017, a student leader of Bear Breaks represented MSU at a week-long service experience in the Grand Canyon, during which they collaborated with other programs across the nation
* **Incorporated local community leaders as Learning Partners** for Trip Leader Workshops to give students a direct connection to issues and resources in Springfield for reorientation. This increased awareness about immersion in the community. Non-Profit leaders joined our students weekly to discuss issues in the community and ways to address them upon their return from the trips.
* **Bear Breaks and Immersion Programs received Mark of Distinction Award** at university-wide STAR Awards for excellence in programming, leadership development, and connection to public affairs.

## Assessment

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

* Along with faculty members from multiple disciplines, we assessed student work as it relates to General Education goals and quality Initiative Progject participation.
* Immersion Programs awarded Assessment of Student Learning Grant to look at learnig outcomes of Fall 2017 Immersion Trips. Alex worked with Immersion faculty to assess trips and their impact on participants’ understanding of the public affairs mission.
* Community Involvement & Service, as part of the Center for Community Engagement, is currently participating in Carnegie Classification review, which includes a comprehensive review of program outcomes and relationships with stakeholders, both inside and outside the university.
* Bear Breaks Immersion Trips conducted pre-trip and post-trip surveys of participants to gauge their understanding of service, public affairs, and connection to career goals. 100% of participants said they can connect real-world application to their major or future career as a result of the Immersion Trip. 92% of students said they understand how they can help address a certain social issue upon their return to Springfield. 100% of students said they understand how volunteering supports Missouri State’s public affairs mission.

## Outreach & Education

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

**Education and Outreach Efforts 2017–2018**

| **Program** | **Type** | **Collaborators** | **Results** |
| --- | --- | --- | --- |
| Fall Community Engagement Fair | Outreach | Career Center, CASL, PA Support | 50 Community Agencies |
| Student Food Assistance | Outreach | Food Pantry Board, Education Department | 30 students served, 500 lbs of food donated from MSU Campus Garden, 10 student volunteers were trained to manage the pantry, Campus Garden partnership continues |
| Community Engagement 101 | Education | First-Year Programs | This seminar was available to GEP students to learn about engagement. |
| Hunger & Homelessness Awareness | Outreach and Education | Eden Village | Donation Drives and service opportunities. |
| URSA Community Engagement | Education | New Student & Family Programs | Educational material for URSA and engagement opportunities |
| Child Abuse & Neglect Awareness | Outreach and Education | Isabel’s House, CASA, Harmony House, Child Advocacy Center | Campus Campaign for Domestic Violence Awareness |

## Goals for 2018–2019

* Continue to increase Immersion Trip opportunities for students at Missouri State University
* Continue curricular Immersion Trips trend for students to combine course outcomes with experiential learning
* Increase collaboration with campus constituents, including faculty, International Programs, Student Orientation, and Office of Student Engagement. We will be working with faculty to advise Immersion Trips, to serve as Site Leaders for one-day service events, and to serve as discussion leaders
* Support First-Year Programs’ community engagement efforts by increasing resources and touchpoints for students and instructors
* Incorporate Missouri State University Alumni involvement into service programs, including Immersion Trips and local service opportunities
* Site Leader Trainings for Bear Service Days include student leaders, faculty, and staff

# 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 for both its Scholarly and Features sections. The journal is focused on scholarship related to engagement in the public arena, with themes that include:

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

The primary purpose of the *eJournal of Public Affairs* is to publish scholarly work addressing civic engagement, citizenship, and other areas of public affairs. This includes applied research for scholarly and creative endeavors, assessment, and scholarship of teaching and learning, as indicated in the *eJournal’s* focus and scope. We are looking for submissions for themed topics for special issues and continuous open submissions.

The Features section seeks media and multimedia submissions with the intention to provide an opportunity for students, community members, faculty, and educational institutions to tell their story. Supplemental to the peer-reviewed scholarly submissions, this section offers a venue for sharing one’s projects, experiences, and insights. Informative videos, photo-essays, and written essays have been published as features. We are redefining the Features section in the next website revision to help increase web contact.

## Publications

The *eJournal* completed its sixth year of publishing in the past year and began its seventh year:

**Vol. 6 No. 2 *Public Engagement and Literacy Research***

“The contributing authors—including myself—are deeply committed to the methodologies of public engagement, which not only inform our literacy research but are significant for the literacy learners with whom we work and the contexts in which we choose to work. As the authors describe, we value community engagement and dialogue because, together, they create spaces in which literacy scholars can understand and make claims about the diverse and complex forms of literacy that individuals use to make meaning and construct representations of their worlds.”

Carolyn Colvin, Section Editor, University of Iowa.

**Vol. 6 No. 3 *Open Submissions, The Public and Private Spirit of Engagement***

“...the mission of this publication has always been to connect important ideas and scholarship to points of application in the world beyond the clichés of ivory towers, academic silos, and elbow patches on tweed jackets. Education. Research. Practice. We believe that the affinity of these areas with the public sphere is the essence of civic engagement. President, dean, professor or student—the professional titles and work may be different, but the ultimate role and responsibility is that of a citizen. We are proud to present you this issue of research and commentary, originally brought to us as open submissions, but now connected by a common theme of civic engagement.”

Darrell Hamlin, eJournal Managing Editor, Fort Hays State University.

**Vol. 7 No. 1** ***The 2017 Civic Learning and Democratic Engagement Meeting***

The annual CLDE meeting provides an event to explore and share the work focused on civic learning and democratic engagement across communities and institutions supporting higher education. Administrators, faculty, staff, students, and community partners are invited to participate in the discussions, investigations, and opportunities intended to strengthen and deepen the civic learning and democratic engagement work.

This first issue of 2018 is the largest single issue of our collection of publications.

## Highlights of 2017–2018

* Launched new eJournal website with the publication of Vol. 6 No. 2 Civic Engagement and Literacy Research. This upgrade fulfills our intention to enhance access to mobile devices, improve our process-steps and tracking by implementing a content management system, improve navigation, and visually enhance display. The new website also allows us the ability to post multiple announcements, display all past issues, manage a directory for users, and develop and implement new initiatives. We have formulated the elements for our next website update, which is planned to occur during the summer.
* We upgraded to Online Journal System (OJS) publication software. We’re now evaluating the Digital Commons platform, or MSU BearWorks publishing software.
* Upgraded to DigiCert software for the computer services server, which houses and operates the OJS publication software.
* The Editors attended, presented, and promoted the *eJournal* at conferences–including the Civic Learning and Democratic Engagement Meeting, MSU Public Affairs Conference, and MSU Showcase for Teaching & Learning–and made site visits to Ohio University and American Democracy Project to promote awareness and participation.
* Renewed *eJournal of Public Affairs* logo through the US Patent and Trademark Office.
* Completed the guide for guest editors and have distributed the guide to potential section editors to help inform them about their responsibilities and processes.
* Continued to obtain new Reviewers to expand the eJournal’s peer-review pool.
* Replaced two Editorial Board members who stepped down after completing their terms.

## Response to 2017–2018 Goals

* As we work to complete the revisions, enhancements, and updates on the new website, we will continue to redesign and reconstruct the back pages.
* We made revisions and updates to the reviewers list; implemented manual registration; edited the home page; revised and updated the back pages including People, Announcements, and Submissions; and redesigned the Archives and Image bar under the “Work with Us.”
* As we work on enhancements, we will implement training (self-paced tutorials**)** and documentation to improve our effectiveness.
* We are evaluating this need and plan to further pursue this task as we develop the next website revision. We have scheduled a sample survey.
* We will seek to replace, improve, and enhance the OJS software with a customized system.
* We met with campus IT support for the BearWorks publishing system. Sample access has been set up for us to evaluate this application as a possible solution.
* Repair and re-establish our capabilities for CrossRef.
* We hired a student, who after consulting with the CrossRef staff and acquiring information about the system, was not able to complete the work, so this goal moves into next year.
* Establish a new analytics tool to collect data and formulate reports.
* With colleagues and several board members, the *eJournal* editors have discussed strategy, criteria, and method for compiling reports. We are planning to complete planning and implementation with the coming website update.
* Acquire the qualifications for registering with a repository. We are considering LOCKSS.
* This goal is being placed on hold until larger related initiatives are completed.
* Promote and increase submissions, including guest institutions, students, community members, and MSU participation. Seek more opportunities to include media, multimedia, and live links into the articles and Feature submissions.
* The last issue for 2018 will involve a special topic for “First Generation College Students,” developed by four faculty at Missouri State University. We have scheduled to meet with faculty from Ohio University from the George Voinovich Center for Public Affairs, who submitted a book for review and are interested in learning more about the *eJournal of Public Affairs*. Our Vol. 7 No. 1 issue included four video features. We started a project to produce a video for the coming issue *First Generation Students in College*, Vol. 7 No. 2.
* Expand submissions from other institutions and continue seeking special topics.
* We obtained new topics and section editors for 3–4 future special issue publications. Our latest issue includes the most publications for a single issue, and we are acquiring more submissions for the next two issues.
* Continue to evaluate and implement journal staff changes.
* Our new Managing Editor is increasing his familiarity and efficiency with his role. We are maintaining a good working relationship between authors and our Copy Editor. We hired a work study student who is a talented illustrator, and another who is talented with website support background.
* Find ways to maintain quality work and resources with cost effective formulas that adjust to the reductions to the *eJournal* budget.
* We made every effort to maximize our budget, including taking the time to research best solutions and competitive pricing, obtaining a talented work-study student, maintaining a reasonable rate for our effective Copy Editor and Managing Editor, and using the new website independently without IT support.
* Implement and manage applications of social media.
* We have continued discussions about how to best manage social media, particularly to increase visits to the website. We are planning to use Twitter and Facebook with the revised website.
* Establish and use a contact distribution list.
* As we incorporate more professional collaborations with section editors who manage the themed topics for special issues, we are expanding our professional networking. There is a growing population of authors who help spread awareness for the *eJournal*. Attending the DLCE conference provided new contacts, which has contributed to new authors submitting articles and section editors proposing new themed topics. We will continue these efforts and look for more opportunities after we implement our data reports.

## Goals for 2018–2019

* Evaluate the website and consider revisions to enhance the layout and function based on purpose. In the coming year we intend to revise the Feature section and homepage display to add new content 1–3 times a month.
* Employ strategies that promote more contacts across the website to foster more opportunities for input, discussion, and response.
* The eJournal Editors are evaluating publishing software. The current options are 1) Upgrading OJS, 2) MSU BearWorks, or 3) Customizing a Word Press program. We are currently examining a sample of the BearWorks publishing software.
* Complete planning for and implement data reports.
* Continue to look for more opportunities to include media and videos in the *eJournal* publications.
* Continue to seek new ideas for theme topics and recruit section editors to participate in producing special issues.
* Add new reviewers to expand the *eJournal’s* peer-review pool.
* Plan and produce self-paced tutorials for procedures, such as the Submission process for new authors and Review process for Section Editors.
* Evaluate and reduce errors with CrossRef system, which assigns a Digital Object Indicator (DOI) that links to content materials on our website.
* Seek personnel and resources to provide IT and media design support.
* Continue to maintain quality copy-editing service.
* Implement and manage social media applications, such as our Twitter and Facebook accounts.

## Assessment and Program Improvement Efforts

The *eJournal* Editors consulted with board members and colleagues to formulate our process for collecting and distributing data from Google Analytics. We want to compile summary reports for the usage of each issue and regular reports that provide data for specific criteria. We plan to display our publication timeline and peer-review acceptance percentage. We want to continue the active submissions and new themed topics. As the Editors continue to improve our processes and procedures, we look for ways to expand our exposure. Another goal is to create effective tutorials for the submission process and develop more promotional materials.

# Faculty Center for Teaching & Learning

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

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

## Highlights of 2017–2018

* The 32nd Showcase on Teaching and Learning was held August 16, 2017.
* Dr. L. Dee Fink, educator and author of “Creating significant learning experiences: An integrated approach to designing college courses” was the luncheon keynote speaker. There were over 300 faculty in attendance for Dr. Fink’s presentation.
* Dr. Eric Nelson, History Professor and FCTL Faculty Fellow for Accessible Learning, facilitated a faculty panel entitled “Accessible by design: Simple things you can do to make your class more accessible” at the Plenary Breakfast. There were over 200 faculty that attended the plenary session, and the panel presentation was streamed live in the PSU to accommodate this size audience.
* 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 in Meyer Library.
* Thirteen break-out sessions were presented by faculty and staff during the morning session.

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| **Presentation Title** | **Presenter(s)** |
| The secret is out: Make PowerPoint interactive with a free add-in extension | Ching-Wen Chang, Annice McLean, and Larry Dudley |
| Faculty Teaching Award recipients: Sharing pedagogy on diversity and high-impact learning | Kayla Lewis and Catherine Jolivette |
| Two case studies for improving student success strategies at Missouri State | Mark Biggs, Rachelle Darabi, Tracey Glaessgen, Tom Kane, Brittany Wise, and Kelly Wood |
| Tough talk intergroup dialogue: Entry to transformative learning | Lyle Foster and Jennifer Wiley |
| Classroom Strategies for Transforming Students into Passionate Professionals | Tracy Dalton, Summer Harvey, Tom Kane, and Kelly Wood |
| Family engagement, collaboration, and education: The incorporation of media | Jennifer Rojas-McWhinney |
| Innovative service learning, high-impact practices | Kathy Nordyke, Didem Koroglu, Ann Marie Daehn, and Lora Hobbs |
| Rockonomix: Does it motivate student learning? | Subhasree Basu Roy and Mahua Mitra |
| Certified distance educators: Lessons from Missouri State faculty | Lacey Geiger |
| Blackboard Black Belt panel: Tips, tricks, and hidden gems of Blackboard Learn | Kristi Oetting and Aubrey Larimore |
| So I have international students on my roster . . .now what? | Kelly Cabrera, Paula Moore, and Juan Cabrera |
| High-impact practices for training student researchers | Todd Daniel |
| High-impact service learning: Narrowing the generation gap | Mary Newman |

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| **Poster Sessions** | **Presenter(s)** |
| Global diversity and inclusion in STEM | Matthew Siebert and Brian High |
| Integrating computation in biology courses | Lazslo Kovacs, John Heywood, Sean Maher, Paul Schweiger, and Ryan Udan |
| Interdisciplinary instruction of alternative print processes | Bryan (Colby) Jennings |
| What’s next after bench and published studies? Technical presentation strategies for communicating research findings | Florence Ojiugo Uruakpa-Nweke |

* Dr. L. Dee Fink provided an afternoon workshop on “Team-based learning: A special way of using small groups” immediately following the Showcase luncheon. Approximately 60 faculty attended this workshop.
* Awarded funding of seven Curriculum Innovation Projects.
* *Smartphone connected microsopy for student group work*—Marilyn Odneal, Agriculture-Mountain Grove Campus, and Brad Bodenhausen, Associate Vice President International Education and Training
* *Cross-curricular biophysics laboratory experiences*—Dr. Daniel Wilson, Kinesiology, and Dr. Ridwan Sakidja, Physics Astronomy and Materials Science
* *Digital fabrication project*—Dr. Joshua Albers, Jin Seo, and Deidre Argyle, Art and Design
* *Improved public outreach through service learning in infectious disease*—Dr. Christopher Lupfer, Biology
* *Teaching environmental adaptations and inter-professional collaboration within the OT and SLP programs*—Dr. Marc Willey and Dr. Sapna Chakraborty, Occupational Therapy, and Dr. Lisa Proctor, Communication Sciences and Disorders
* *Increasing accessibility of undergraduate research for cell and molecular biology students*—Drs. Colette Witkowski and Joshua Smith, Biomedical Sciences
* *Investigating and enacting culturally sustaining high-leverage practices across an elementary education program: A faculty inquiry group*—Dr. Mandy Benedict-Chambers, Dr. Tammi Davis, and Dr. Chloe Bolyard, Childhood Education and Family Studies
* FCTL Advisory Council awarded the following teaching awards recognizing the outstanding achievements of faculty.
* Diversity and Inclusion in Teaching–Dr. Sarah Nixon, Reading, Foundations and Technology
* High-Impact Learning Practices–Didem Koroglu, Communications
* Accessible Learning–Dr. Margaret Weaver, English
* Per-Course Faculty Award–Dr. Dianne Buatte, Supervisor of Clinical Experience, Childhood Education and Family Studies
* Awarded 20 diversity scholar stipends to faculty who completed the diversity programming facilitated by the Diversity Fellow, Dr. Adena Young-Jones. As a part of their participation, these faculty wrote a reflection of this experience and how they intended to incorporate in their teaching practice.
* Presented and participated in the *Per-Course Orientation,* the *New Faculty Orientation*, and other Provost sponsored faculty development programs throughout the year.
* Provided diversity and accessibility workshops for new faculty as follow-up offerings to the *New Faculty Orientation.*
* Revised the online course development program to support week-long boot camps where faculty can attend to learn about online course design and teaching and to have dedicated time to work with an instructional designer to create an online course. At the end of course development the courses are reviewed and evaluated according to the *Online Learning Consortium (OLC) Quality Course Design Review Scorecard.* Week long boot camps were offered in January, before the start of the spring semester, and in May, following the end of spring semester. Twenty-nine faculty participated in these boot camps, and five of them have completed the OLC review of their course. The remaining are continuing to work with an instructional designer to complete the development and review of their courses.
* Instructional designers and educational technologists in the FCTL have worked with over 150 faculty members throughout the year on either online course development, course redesign, instructional media, or enhancement of teaching through technology.
* Hosted *Faculty Writing Retreats* bi-monthly throughout the academic year. Retreats supported faculty research and writing through collegial atmosphere and structured support to complete writing projects and goals from their discipline. Dr. Mandy Benedict-Chambers served as faculty facilitator for this program.
* Dr. Eric Nelson, professor of History, served as the FCTL Fellow for Accessible Learning and Chair of the FCTL Advisory Council. A faculty representative from each college serves on the advisory council providing valuable input into the FCTL’s planning processes and also representing the interests and needs of their respective college.
* Fellow Dr. Eric Nelson and Stacy Rice facilitated two Accessible Learning Institutes. The goal was to encourage faculty to adopt a proactive approach to course accessibility, thereby reducing barriers to learning. Fifteen faculty attended these four-day workshops learning about Universal Design for Learning and how it could be used as a framework for creating a more inclusive learning environment.
* Sponsored Book Talks for faculty on how to connect the common reader, *The good food revolution: Growing healthy food, people, and communities*,to coursework for students. Sponsored faculty Book Talk discussion on the book *Blindspot: Hidden biases of good people.* These discussions were led by the Diversity Fellow, Dr. Adena Young-Jones.
* Supported four Inclusive Instruction for Diversity mini-workshops and Lunch and Learns that were facilitated by the Provost’s Diversity Fellow.
* Conducted a series of focus groups for international faculty to determine future program needs for this population of Missouri State faculty.
* Worked with the Faculty Senate to administer a faculty survey to collect data on effective communication processes for promoting professional learning opportunities and expectant-value motivation factors of faculty to participate in such activities.
* As part of the Glass Hall renovation and addition, the Classroom Instructional Technology (CIT) technicians installed new instructional technology in six classrooms, upgraded the technology in three lecture halls, and installed technology in the new Executive Board Room.
* In support of the renovations for the 3rd Floor of the Professional Building, CIT installed new classroom technology in four classrooms.
* CIT installed new instructional technology in six classroom spaces and the Recital Hall during the Ellis Hall Renovations.
* In support of the new Magers Health and Wellness Center construction, CIT installed technology in the Wellness Auditorium and two conference spaces.
* As part of the relocation of the Counseling Center to the Magers Health and Wellness Center, CIT installed a video monitoring system and technology for two conference spaces.
* The Classroom Instructional Technology team provides support and service for 364 technology-enhanced classrooms on the Springfield campus.
* Provided orientation and training for 30 new faculty Mediasite users, improved import/export functionality of Mediasite to enhance iCloud storage efficiency, and facilitated Closed-Captioning requests on Mediasite instructional content.
* Provided video acquisition or other creative services for over 15 media projects, including majors fair; cultural consciousness workshop; FERPA voice-over; academic probation video, animation, and voice-over recording; RStats video; Jump Start student interviews; “*I Screwed Up*” video; SSW student experience video; Teen iMovie Workshops for 100+ students at Phelps; academic videos for Marketing, VESTA, and History faculty; Shattering the Silences; diversity workshops; Common Reader Book Talks; and mandated reporting training video; and per-course faculty orientation.
* Provided workshops and other support on the principles of *How Learning Works* and flipped instruction for 18 faculty from the Hainan University Visiting Scholar Program.
* Hosted a variety of university meetings held in the FCTL’s Innovation Commons room including BearPOWER, Academic Integrity, SDPA Book Discussion, COAL Advising Workshop, Staff Senate Breast Cancer Awareness Committee, Hainan Faculty Scholar 2 Scholar, Student Success, Ozark Writing Project, and First Year Programs.
* Sponsored a four-day Social Network Analysis summer workshop, facilitated by Dr. Todd Daniels and Dr. Leslie Echols.
* Provided classroom space for Readings Seminar in Medieval Religion.

## Response to 2017–2018 Goals

* Provide best practices through faculty development offerings on high impact learning practices.
* This goal was accomplished through the book talk series, Showcase sessions, diversity and inclusion workshops, faculty writing retreats, online course reviews, faculty teaching awards, and focus groups and faculty surveys to identify needs and expectant-value motivation practices of our faculty.
* Provide classroom technology and media services in order to meet the instructional technology needs of faculty.
* This goal was accomplished through requests and an increased number of classroom and other instructional technology projects as well as upgrades and enhancements made to our media studio and services. This includes new technology such as adding a Learning Glass to the studio for faculty presentations, enhanced Crestron programming out in the classrooms to accommodate the use of Zoom, and the FCTL serving as the Respondus administrator to monitor the use and growth of licensing for this product.
* Offer faculty development opportunities that support
	+ 1. culturally responsive teaching
		2. effective online course design
		3. accessible learning
		4. teaching with technology in and out of the classroom
* This goal was accomplished through the book talk series; Showcase sessions; diversity and inclusion workshops; Online Course Development Boot Camps; online course reviews; Accessible Learning Institute and other accessibility workshops; faculty teaching awards; classroom technology projects; lecture-capture studio enhancements; Blackboard training and support provided by the instructional designers, per-course, new faculty, and other workshops; and focus groups and faculty surveys used to identify needs and opportunities for professional learning for faculty.
* Conduct internal review and write report in preparation of external review.
* This goal was accomplished through the analysis and current findings from two faculty surveys, two faculty focus groups, and evaluation of all programming offered through the FCTL.
* Undertake an external review of FCTL services to answer the questions:
1. How do FCTL activities relate to the university mission and long-term goals?
2. How are faculty connected to and involved in activities?
3. What are the professional development outcomes in terms of participants’ overall knowledge, confidence, and motivation?
* This goal will be accomplished through an external review of the FCTL scheduled for early next year. Two reviewers have been contacted and have agreed to come to Missouri State for the purposes of this external review of the FCTL.

## Goals for 2018–2019

* Provide best practices through faculty development offerings that align with university initiatives and long-term goals.
* Provide classroom technology and media services in order to meet the instructional technology needs of faculty.
* Offer faculty development opportunities that support
1. culturally responsive teaching
2. effective online course design
3. accessible learning
4. teaching with technology in and out of the classroom
* Finalize internal review and provide report to external reviewers in preparation for external review.
* Complete an external review of FCTL services to answer the questions:
1. How do FCTL activities relate to the university mission and long-term goals?
2. How are faculty connected to and involved in activities?
3. 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. Program assessment has become a customary process step in all programming efforts. The FCTL Advisory Council is actively involved in the planning and evaluation of faculty programs, and they use these findings to make recommendations regarding policy, programs, and necessary resource levels. The FCTL Advisory Council also ensures the alignment of FCTL goals and objectives with the needs of faculty, university goals, and key performance indicators that have been established by the Provost, President, and Board of Governors.

# First-Year Programs

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

* Promoting a deeper understanding of the public affairs mission and its wider societal impact through a critical analysis of a common reader
* Helping students build the necessary skills to be academically successful
* Helping students 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 96 sections of GEP 101 are offered each fall, with additional sections during the spring and summer semesters. All classes 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.

## Highlights of 2017-2018

* GEP 101 Course Enrollment:
* SU 2017: 1 section (13 students,JumpStart students took course in Fall)
* FA 2017: 96 sections (2,971 students)
* SP 2018: 9 sections (222 students)
* Total annual students enrolled at census: 3,206 students

 **Location: Student. Campus-wide Enrollment. ODSPROD-Enrollment Reports**

* GEP 101 Offered in Multiple Modalities:
* 1 section of GEP 101 fully online
* 3 evening sections (1 for Inclusive Excellence Leadership recipients)
* 4 sections with an integrated Service-Learning component
* 2 sections of GEP 101 as part of a LLC for Fit and Well
* 14 sections for first-generation college students
* 16 sections that are college-dedicated
* FYP Additional Focus:
* Provided additional instructor development workshops for GEP 101 with a focus on 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
* Created a common Blackboard course template for all instructors to use Fall 2017. FYP sought feedback on their experience and used their input to make revisions for Fall 2018 template
* Office staff collaborated with office of the Registrar and three academic programs to implement pre-registration of all GEP 101 students for SOAR 2018
* Office staff served on and chaired multiple committees, including common reader selection committee, common reader curriculum development committee, first-year programs advisory council, 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, and executive enrollment management committee
* Office staff attended multiple diversity and inclusion sponsored events and served as facilitator for the Cultural Consciousness in the Classroom workshops

## Goals for 2018–2019

* Each section of GEP 101 will continue to require a 4-hour public affairs service activity with dedicated GEP days of service (in partnership with Community Involvement & Services)
* All eligible students will be preregistered for GEP 101
* 94 sections of GEP 101 planned for fall 2018
* 17 first-generation/college designated sections
* 21 college-designated offered
* 1 dedicated section for Inclusive Excellence Leadership Scholarship recipients
* 2 sections of GEP 101 with Living-Learning Community component for Fit and Well
* 2 sections for individually reviewed students
* 1 section online
* 2 Peer Leadership classes (40 students)
* Based on instructor feedback, continual improvements to common GEP 101 Blackboard course template for all sections
* Coordinate GEP 101 Instructional Support Workshops
* Continued emphasis on faculty recruitment for GEP 101
* Encourage use of common reader beyond the first year and include Springfield community in common reader activities
* Greater emphasis on assessment and program evaluation, including developing processes to assess general education goals in GEP 101
* Continue including Title IX information in all sections
* Continue to partner with Division of Diversity and Inclusion to offer workshops for instructors on Cultural Consciousness in the Classroom
* Continue to establish campus partnerships to better serve our first-generation students and students from underrepresented populations

## Common Reader for 2018

The 2018 Common Reader is *Lab Girl* by Hope Jahren. This book was selected by a university committee of faculty, staff, student, and one representative from the following categories: Greene County libraries and OTC.

## Assessment and Program Improvement Efforts

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

# The Learning Commons

## Bear CLAW

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

## Highlights of 2017–2018

### Subject Area Tutoring | Summer 2017–Spring 2018

**Summer 2017**

|  |  |
| --- | --- |
| **Description of Visits** | **Number of Tutors & Visits** |
| Number of tutors (1 part-time employee)  | 7 |
| Number of visits to drop-in Math Table | 156 |
| Number of visits to Science drop-in table | 35 |
| Number of visits for Jump START Study Hall | 712 |
| **Total Number of Visits** | **903** |

The 53 Jump Start students could check-in and attend study hall hours or the Math drop-in table. Summer tutoring is very limited due to the limited number of on-campus courses offered.

**Fall 2017**

| **Description of Visits** | **Number of Tutors & Visits** |
| --- | --- |
| Number of tutors (1 work study) | 46 |
| Number of front desk student workers | 4 |
| Number of Graduate Assistants  | 2 |
| 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 Computer Assistance*Work Study Tutor* | 22 |
| Number of visits for subject area appointments*Subject area appointment areas: ART, KIN, LTN, REL, SPN* | 46 |
| **Total Number of Visits** | **4796** |

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

**Spring 2018**

| **Description of Visits** | **Number of Tutors & Visits** |
| --- | --- |
| Number of tutors ( 1 work study tutor) | 42 |
| Number of front desk student workers | 6 |
| Number of Graduate Assistants | 2 |
| Number of visits to drop-in Math Table | 1096 |
| Number of visits to drop-in Business Table | 125 |
| Number of visits to drop-in Science Table | 1324 |
| Number of visits to drop-in Generalist Tutor | 27 |
| Number of visits for drop-in Economics Table | 80 |
| Number of visits for drop-in Computer Assistance*Work Study Tutor* | 7 |
| Number of Visits for Academic Coaching | 6 |
| Number of visits for Study Hall | 89 |
| Number of visits for subject area appointments*Subject area appointment areas: GRM, HST, PHI, PLS, REL* | 19 |
| **Total Number of Visits** | **2773** |

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

## Goals for 2018–2019

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

## Assessment and Program Improvement Efforts

To assess the work of the tutors, Tutor Trac reports are examined for quantity of services provided. During self-check-out, students can comment on their experience, which provides an opportunity to gather qualitative data. The comments are reviewed and discussed with the tutors during tutor training programs and at other checkpoints throughout the semester. Tutors are informed of things both positive and negative that would result in a more positive and productive experience for the students. During the 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 Blackboard Collaborate and the Blackboard Bear CLAW Community. If needed, the Tutor Trac whiteboard or other computer online systems may be used. Online tutoring requires more faculty cooperation than traditional face-to-face tutoring. Faculty and students continue to express little interest in online tutoring services.

# 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. This office also partners with many units and programs within the university to promote the public affairs mission.

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

## Highlights of 2017-2018

* The Office of Public Affairs Support decided to move the spring Public Affairs Conference to the fall semester. Two conferences were held in the calendar year 2018. Starting in fall 2018, the Public Affairs Conference will occur in early fall semester each year. Fall 2018 is the 15th public affairs conference so we saw it as a good time to do something to freshen up the conference and try to increase the attendance at conference events. By moving the conference to the fall semester, we give our GEP 101 students the opportunity to attend the conference as part of their first-year experience class and to see how the public affairs mission and theme relate. We hope students will gain a better understanding of the public affairs mission. Also, we see it as an opportunity to use the conference to kick off the academic year rather than wrap up the year. Another motivator was that the spring semester has a lot of excellent events, including the Diversity Conference. Many people get the two conferences confused. We wanted to allow both events to have a better opportunity to grow their unique identities. Our hope and intent is that both conferences will be able to grow and increase their impacts on the campus and the community as a whole.
* Public Affairs Week focused on the theme of *Sustainability in Practice: Consensus and Consequences*.
* The 2017 Public Affairs Week (PAW) included 19 events attended by a minimum of 2,834 students and campus members. Total attendees are unable to be accurately determined for some events, such as the exhibits:
	+ - 15% increase from 2016 in total number of participants
		- 1,077 volunteer/service hours generated
		- 110 students volunteered one or more hours at PAW events
		- 220 students generated 880 hours of service through the Into the Streets event
		- PAW 2017 saw 161% increase in the number of participants since 2014
* Number of Attendees per 2017 Events
	+ - 143 Voter Registration: 143 new voter or change of address cards completed
			* This is a 67% decrease from 2016 most likely due to a non-election year
		- 240 Into the Streets
		- 132 The Hunger Banquet
		- 400 Featured Speaker, Dr. Eboo Patel presentation, *Bridging Interfaith Barriers*
		- 140 Featured Speaker, Dr. Eboo Patel presentation, *Our Common Life*
		- 220 Sustainability in Practice Showcase
		- 35 Model UN: International Sustainability
		- 125 Latinx Heritage Film Screening & Discussion
		- 35 SAC Film
		- 125 SAC Green Sustainability Fashion Show
		- 30 Journey of a Naturalized Citizen
		- 400 Naturalization Ceremony
		- 140 MSU Talks: The Paris Climate Agreement
		- 64 Living Stories: Sustainability
		- 40 Make Your Voice Heard: Citizens Not Spectators
		- 200 Community Engagement Fair
		- 200 Study Away Fair
		- 200 Exhibit: Trash Connection: The Hidden Costs of Plastic
		- Unknown Exhibit: Field of Memories
		- 2,869 total
* Student Organizations Collaborating as PAW Partners
	+ - 8 student clubs/organizations participated in PAW programming:
			* Ekklesia Campus Ministry [Featured Speaker]
			* Holt V. Spicer Debate Team [MSU Talks]
			* Student Eco-Reps [Exhibit]
			* Model U.N. Student Group [U.N. Simulation]
			* Social Work Club [Hunger Banquet]
			* Student Activities Council [Fashion Show]
			* Student Government Association [Exhibit]
			* Phi Gamma Delta Fraternity [Naturalization Ceremony]
* The public affairs theme for 2018–2019 will be *Unity in Community*, and the Fellow is Dr. Kevin Ray Evans professor in geography, geology, and planning
* The public affairs theme for 2019–2020 will be *The 21st Century Digital World: Impacts and Opportunities*,and the Fellow is Dr. Paul Durham, professor of biology and recipient of the Governor’s Award for Teaching
* Facilitated the appearance of Will Allen, author of *The Good Food Revolution*, for the Fall Convocation Lecture. Attendance at the convocation event was 2,200, which filled the Hammons Hall for the Performing Arts
* Facilitated the student meet-and-greet with Dr. Robert Ballard, keynote speaker for the 2018 spring Public Affairs Conference. 20 students and 10 faculty and staff attended this event. The keynote address for the Public Affairs Conference had approximately 1,200 attendees, including students, faculty and staff.
* The spring 2018 Public Affairs Conference met the goal of engaging members of the university community on issues related to the 2017-2018 public affairs theme, *Sustainability in Practice: Consensus and Consequences*. Total attendance was 4,588, which was a 15% increase over last year’s conference. The conference program included keynote speaker and discoverer of the Titanic, Robert Ballard, and 4 plenary speakers:
* Majora Carter, urban revitalization strategist
* Vivian Carter, deputy director of community engagement, Tuskegee University Health Disparities Institute
* Brady Deaton, emeritus professor, University of Missouri
* Ron Ireland, supply chain management Innovator.

There were 34 presenters, including the Director of Sustainable Development, USDA; the Eisenhower research professor of ecotourism, George Washington University; Founder and CEO of Apogee International; and the Vice President, American Farm Bureau.

* The Excellence in Community Service Awards were awarded to two faculty and two staff. The Board of Governors Excellence in Public Affairs Award were awarded to two faculty and three staff member.
* Began collecting data for the Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification. This office is co-coordinating the recertification process with the CASL office

## Goals for 2018–2019

* Complete the Carnegie Foundation for the Advancement of Teaching Elective Community Engagement re-classification process with the CASL office
* Successfully migrate the Public Affairs Conference to the fall semester
* Redistribute Public Affairs Week major activities throughout the academic year
* Reinstitute the Community Engagement Conference in partnership with the offices of CIS and CASL
* Continue to grow partnership opportunities with the Center for Community Engagement to serve the campus and Springfield community through the public affairs mission
* Develop new avenues of partnering with campus groups to create broader participation in understanding, supporting, and promoting the public affairs mission

# Student Learning Services

|  |  |  |
| --- | --- | --- |
| **Service** | **Semester** | **Hours of Service** |
| Writing Center | Summer 2017 | 54 |
| Fall 2017 | 1996 |
| Spring 2018 | 1775 |
| PASS | Summer 2017  | -- |
| Fall 2017 | 2334 |
| Spring 2018 | 3532 |
|  | **Total** | **9691** |

## Highlights of 2017–2018

### Writing Center

Undergraduate and graduate students, staff, and faculty use this academic support service to workshop papers for their academic courses, creative writing, speeches, presentations, course syllabi, and articles intended for publication:

* Partnered with the Graduate College to serve as a copy editor for theses prior to submission
* Drury University’s Writing Center collaborated with our Center for training
* Trained Branson High School’s Writing Center team on September 6, 2017
* Worked with students enrolled in AP classes at Catholic High School on October 16 and 17, 2017
* Presented a breakout session on Academic Writing and Publishing at the College Reading and Learning Association’s Annual Conference, Pittsburg, PA, on November 2, 2017
* Presented a breakout session on Publishing in the Field of Learning Assistance at the ACTLA Annual Conference, San Diego, CA, on April 28, 2018

#### Assessment–Writing Center

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

#### Assessment Action Plan for 2018–2019

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

### PASS Program

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

**Fall 2017**

| **Course #** | **Course Title** | **Instructor** | **Day/Time** | **Location** | **Leader** |
| --- | --- | --- | --- | --- | --- |
| AGN 215  | Soil Science | Melissa Remley | TR 11-12:15 | KARL 101 | Ashton Light |
| AGR 300 | Food  | Elizabeth Walker | TR 11-12:15 | DACB 116 | Jessica Reel |
| BIO 235 A | Genetics | Laszlo Kovacs | MWF 11:15-12:05 | TEMP 001 | Karina Sewell |
| BMS 110 B | Intro BMS | Tricia Haynes | MWF 2:15-3:05 | CARR 208 | Randi Kerr |
| BMS 110 C | Intro to BMS | Joseph Williams | MWF 9:05-9:55 | CARR 208 | Avery LePage |
| BMS 230/231 A | Human Genetics | Amanda Brodeur | MWF 11:15-12:05 | GLAS 101 | Charity Hightree |
| BMS 307 A | Human Anatomy | Lyon Hough | MW 12:45-2:00 | CARR 208 | Sarah JenningsCharity Hightree |
| BMS 308 A | Human Phys. | Benjamin Timson | MWF 10:10-11:00 | CARR 208 | Abbie Hebron |

**Spring 2018**

| **Course #** | **Course Title** | **Instructor** | **Day/Time** | **Location** | **Leader** |
| --- | --- | --- | --- | --- | --- |
| AGN 215 | Soils | Melissa Remley | TR 9:30-10:45 | KARL 101 | Ashton Light |
| AGR 300 | Food/Ag. CHM | Elizabeth Walker | MWF 11:15-12:05 | BOND 116 | Jessi Reel |
| BIO 235 A | Genetics | Laszlo Kovacs | MWF 11:15-12:05 | TEMP 0001 | Julie Curless |
| BMS 110 A | Introduction to BMS | Tricia Haynes | MWF 1:25-2:15 | GLASS 101 | Sarah Jennings |
| BMS 110 B | Introduction to BMS | Joseph Williams | MWF 12:20-1:10 | CHEK 102 | Grant Dolan |
| BMS 230/231 A | Genetics | Amanda Brodeur | MWF 10:10-11:00 | CARR 208 | Avery LePage |
| BMS 307 A | Anatomy | Robert Morris | MW 1:25-2:40 | CARR 208 | Alex KelloggNicole Lehman |
| BMS 308 A | Physiology | Benjamin Timson | MWF 11:15-12:05 | CARR 208 | Gabriela FarabeeAbbie Hebron |

* Worked with Student Government Association to reinstate support for classes in the chemistry department, securing $18,000 for fiscal year 2019
* Presented a breakout session on Working with Agriculture Class at the SI Conference, Seattle, WA, on May 25, 2018

#### Assessment–PASS Program

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

#### Assessment Action Plan for 2018–2019

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

### Absent Professor Program

The Absent Professor Program provides effective workshops by either substituting for faculty who cannot attend class or by providing workshops focusing on student success that supplement course material.

**Workshops Presented**

| **Workshop** | **Number** |
| --- | --- |
| Academic Writing | 13 |
| AMA Workshop | 2 |
| APA Workshop | 23 |
| Bear CLAW General | 41 |
| Graduate Thesis Formatting | 3 |
| Note Taking | 6 |
| Test Taking | 8 |
| Study Skills General | 16 |
| Writing Grants for the Arts | 1 |
| **Total** | **116** |

## Director Activities/Service to the University

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

### Relevant Publishing

Buchanan, E., Valentine, K.D. & Frizell, M. (2018) “Supplemental Instruction: Understanding Academic Assistance in Underrepresented Groups.” *The Journal of Experimental Education, 0(0).* https://doi.org/10.1080/00220973.2017.1421517

### Other Publishing

Frizell, M. (2017). *Bender: The Graphic Novel – Volume Two.* (D. Frizell, Art). Fayetteville, AR: Oghma Creative Media. 13 April 2017. 21 September 2017.

-- (2017). Bender – Chapter 3: Clairvoyance. (D. Frizell, Art. *Saddlebag Dispatches,* Spring 2017. Fayetteville, AR: Oghma Creative Media. 20 April 2017.

-- (2017). *Bender: The Graphic Novel – Volume One.* (D. Frizell, Art). Fayetteville, AR: Oghma Creative Media. 13 April 2017.

-- (2017) A Greenhorn Goes West. *Saddlebag Dispatches,* Autumn/Winter. Fayetteville, AR: Galway Press.

-- (2018) *The Royals: Prince Harry & Meghan Markle: Wedding Edition.* (P. Martiena, Art). Portland, OR: TidalWave Productions.

-- (2018) *Political Power: James Comey.*  (J. Paradise, Art). Portland, OR: TidalWave

Productions.

-- (2018) *Election 2016: Clinton, Bush, Trump, Sanders, and Paul.* (D. Davis, Ed.). Portland, OR: TidalWave Productions.

### National Office

Vice President of the National College Learning Center Association

*October 2016 to September 2017*

* Organized annual conference, held in San Antonio, TX on September 27-30, 2017

President of the National College Learning Center Association

*October 2017 to Present*

* Editor of *The Learning Assistance Review* a peer-reviewed journal of the National College Learning Center Association
* Editor of *Learning Centers in the 21st Century*,a book-length overview of the development and management of learning centers at institutions of higher education

### Regional Workshops

* Keynote Speaker: Kansas Writers Association Annual Conference on October 13, 2017
* Keynote Speaker: Writing about History, Ft. Leonard Wood on April 12, 2018
* Keynote Speaker: Writers Reception, Republic High School on May 3, 2018