



2015

2016

ANNUAL REPORT

*Student Development
and Public Affairs*

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OFFICE OF STUDENT DEVELOPMENT AND PUBLIC AFFAIRS

The Office of Student Development and Public Affairs (SDPA), led by Dr. Rachelle Darabi, fosters student, faculty, and staff success through programs and integrated services that advance academic endeavors, while providing student engagement opportunities designed to enrich student life. SDPA enhances the student experience by facilitating services and departments such as Academic Advising, the Public Affairs mission, First-Generation student programs, and more. SDPA enhances the faculty experience through professional development, course development and design assistance, and more. The organizational chart below helps illustrate the scope and value of the Office of Student Development and Public Affairs:



ACADEMIC ADVISEMENT CENTER

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

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

Highlights of 2015-2016

- **Met strong demand for Bachelor of General Studies major** without sacrificing quality of advising offered to exploratory and individually admitted students. About 40 students graduated with a BGS during the first year of availability. Began marketing the BGS major through sending over 700 postcards to selected students who left MSU without a degree.
- **In cooperation with the Multicultural Resource Center, offered the first two “Safe Zone Training for Advisors” sessions** to promote sensitivity to LGBT students. Both sessions filled within the first week of registration, indicating high demand.
- **Offered on-campus advising conference to focus on transfer advising issues.** Dr. Charlie Nutt, Executive Director of the Global Community for Academic Advising, was our keynote speaker. This was our third biennial conference with over 140 participants from MSU and across the state. Offered additional sessions on advising veterans, students in recovery, and LGBT students.
- **Continued high quality advisor training and development programming, including four Advising Basics Workshops, four Master Advisor Refresher Workshops and three Master Advisor Workshops.** We also offered ongoing advisor development programs including sixteen Academic Advisor Forum sessions and special workshops on Career Advising International Students.
- **In cooperation with the Office of the Registrar, encouraged training for advisors in the transition to the new Degree Works audit.** Included degree audit training in all Master Advisor Workshops as well as offering an Academic Advisor Forum on the new system. Gave Master Advisor

Recertification credit for participation in workshops offered by Office of the Registrar.

- **Successfully integrated with Residence Life on a living learning community or transfer students in Kentwood Hall.** Special events included a welcome back social, an advising panel discussion, an informal dinner with advisors, and designing a plan for student mentoring. As a result of his efforts, Residence Life and Services named Ross Hawkins 2016 LLC Partner of the year.
- **Enhanced marketing for the individualized major** through the Admissions Showcase and presentations at Academic Advisor Forum and the joint meeting of MSY and OTC academic advisors.
- **Provided leadership and service for professional associations.** Christina Bowles completed her term as President of the Missouri Academic Advising Association (MACADA) and is Past President for 2016. Jamie Schweiger serves as MACADA Secretary. For the Global Community for Academic Advising (NACADA), Ross Hawkins is a Steering Committee Member for the Commission and Interest Group Division. 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 2016-18 class. Ross Hawkins, Kathy Davis, and Christina Bowles have all agreed to serve on the planning committee for the annual conference in St. Louis in 2017. Kathy Davis is beginning a two-year term on NACADA's Professional Development Committee.
- **Provided recognition and reward for outstanding advising, advising support, and administrative contributions.** "Curtis P. Lawrence Award for Excellence in Advising" faculty recipient Dr. Erin Buchanan was chosen as a 2016 NACADA Outstanding Faculty Advisor and staff recipient Darren Wienberg was selected for a NACADA Certificate of Merit. For the fourth year, the Provost's Academic Advising Council gave the "Advising Support Award" for non-advisors who provide excellent support to advisors and students. The Darr School of Agriculture Support Staff were chosen for that honor. Dr. Gloria Galanes, Dean of the College of Arts and Letters, was honored with the MACADA Pacesetter Award for her dedication and commitment to academic advising at Missouri State University. Amy Marie Aufdembrink and Jamie Schweiger attended the NACADA Research Symposium, where Jamie was the recipient of the Research Symposium Scholarship.

Goals for 2016-2017

- **Complete online handbook for exploratory majors** to guide their process in selecting majors. A work group for the Academic Advisement Center and the Career Center is collaborating on this project.
- **Work with the Provost's Academic Advising Council to consider** the possibility of a graduation release to promote one additional advising contact between upper-class

students and their advisors, to enhance contact between advisors and transfer students and to reduce problems at graduation.

- **Explore purchase of appointment software** to allow students to make advising appointments online to free up staff time for other priorities.
- **Work with new Director of Veterans Services** to bring back “Boots to Books: Advising and Teaching Veterans” workshop during fall 2016.

Changes Due to Assessment Feedback

- **Created video to prepare GEP 101 students for participation in the Majors Fair.**
This resource was designed in response to feedback from the departmental faculty surveys.
- **The summer bridge program, Jump START,** changed advising format to allow students to register earlier for fall semester, in an effort to further facilitate their success. The Jump START director also moved the study skills course requirement to fall semester to facilitate additional support beyond the summer session. Assessment results showed that students did well during summer with intense support but were not as successful during fall semester. This change addresses that finding.
- **Encouraged early advisor contacts for First-Generation Students** due to data showing lower retention and success rates for that population.
- **Participated in Beginning College Survey of Student Engagement (BCSSE) outreach** project for students identified as high risk for attrition from previous data.

CENTER FOR COMMUNITY ENGAGEMENT

The Center for Community Engagement is centrally located in the Plaster Student Union with a goal of increasing the visibility and effectiveness of the University's community engagement efforts. The CCE's mission is to support and advance Missouri State University's public affairs mission by increasing the University's involvement in local, regional, and statewide efforts at community engagement. The following areas serve as the foundation for the center's work:

- Community-based research and grant writing
- Coordinating and facilitating MSU's participation in community development initiatives by providing student volunteers and service-learning students with opportunities to strengthen their civic skills
- Streamlining community engagement activities by working with the leadership of existing campus organizations
- Tracking and maximizing the university's civic footprint by collecting and analyzing data, providing an annual report, and making yearly recommendations on strategic priorities based on report findings
- Establishing connections and securing partnerships with local, regional, state, and national community engagement organizations

Highlights of 2015-2016

Over the course of the past academic year, the Center for Community Engagement developed and implemented a strategic plan to align community-based research, volunteer services, and academic service-learning reducing the silo effect and building collaboration among the entities housed in the Center for Community Engagement. Rather than having one director for the Center for Community Engagement, the Center now has three co-directors (director for community-based research; director for Citizenship and Service-Learning; director for Community Involvement and Service) who work together to build capacity within the University and within the community to advance civic and community engagement.

During the 2015-2016 academic year, the Center for Community Engagement:

- Hosted the Civic Engagement Conference
- Hosted visits by multiple groups from other universities looking to model their programs based on the work of the CCE
- Conducted several Neighborhood Association meetings to address issues within communities
- Conducted the Walkable Springfield project in four high-poverty neighborhoods as a result of receipt of grant funding from Campus Compact
- Successfully acquired funding from two additional grants:

- NW Project Grant in partnership with the Fairbanks
- Triple P Grant in partnership with the Community Partnership of the Ozarks
- The CCE continues to serve as the Lead Consultant for eight higher education institutions across the US with a goal of advancing civic learning and democracy education (the director of CASL and the director of CIS coordinate and lead this initiative)
- The CCE continues to participate in a variety of collaborative initiatives with the American Democracy Project and NASPA, along with the CLDE Initiative, through both the AAC&U and the AASC&U

Goals

Goals for the 2016-2017 academic year include, but not limited to:

* Collaboration with businesses, institutions, and organizations to promote diversity and inclusion within the campus community and the community-at-large

- Continue programs across campus including the:
 - Semi-colon Project
 - Domestic and Relationship Violence Awareness Program and the providing Green Dot program as part of the Title IX Initiative
 - Civic Engagement and Education programs
 - Nixa Alternative Court Program
- Increase the number of Meet & Greet sessions held from one to two
- Participate in the University's initiative for the Carnegie Classification Re-certification
- Host, sponsor, and participate in the Facing Project
- Continue hosting/sponsoring the Book Release program in conjunction with Moon City Press geared towards creating awareness of Red Flag Issues in our community
- Support data collection for the NW Project (one GA is housed at the Fairbanks to support this initiative)
- Support data collection and the delivery of level two seminars for the Triple P Project (one GA housed in the CCE to support this initiative)
- * Increase the number of faculty who participate in community-based research and service-learning
- * Continue presence in the community and participation in efforts to address the Red Flag Issues in the community through collaborative partnerships and community building, including, but not limited to increased Citizen Participation through the development of programs and collaborations to increase voter participation and trust among neighbors within neighborhoods

CITIZENSHIP AND SERVICE LEARNING (CASL)

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

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

1. **Integrated Service-Learning (ISL)** requires a 15 hour (minimum) service-learning project and is embedded within the course; and
2. **Component Service-Learning** is a one-credit course taken in conjunction with a regular class (referred to as the 'designate' course) and requires 40 hours of service with an identified community partner.

Highlights of 2015-2016

The CASL office continues to experience growth in number of students engaged in service-learning over the course of the 2015-2016 academic year, development of new and sustainable community partnership, and in the number of high school dual-credit service-learning courses.

- **Service-Learning Students = 4,359** students representing a 40% increase
- **Total Service-Learning Hours** Provided to Community = **70,735**
- **Value of Service** to Community @ \$21.30/hour = **\$1,506,666**
- **Number of Service-Learning Courses = 521** representing a 6% increase (This includes Integrated and Designate linked to Component Courses)
- **MSU Faculty/Staff Offering/Teaching Service-Learning Courses = 195** compared to 185 during the 2015-2015 academic year
- These numbers represent a 40% growth in numbers of service-learning students. Additionally, the number of courses offered increased by 6% and the number of faculty teaching or offering service-learning courses increased from 185 to 195.

One important highlight is our collaborative partnership with the College of Business. This academic year the College of Business integrated academic service-learning into all sections of their CIS 200 course; a course of which all business majors are required to take. As a result, service-learning students increased by over 1,000 during the 2015-2016 academic year. It is projected, based on increased enrollments in the College of Business, the number of sections offered for the CIS 200 course will go from 14 sections

each semester to 21 sections each semester, which will, in turn, increase the number of students who participate in service-learning in future academic years.

CASL Service-Learning Signature Programs

MSU Vision Screening Program

- **Nursing, Pre-Med, Pre-Optometry, and Cell and Molecular Biology** service-learning students screened **6,168 children, youth, and adults** resulting in an **increase of 35%**; during the 2014-2015 academic year, 2,135 children, youth and adults were. Screenings took place at low-income day care centers throughout Greene County and in the West Plains area, elementary, middle and high schools, OTC's Adult Literacy Program, the Hope Connection event, as well as other locations
- **754 or 12 %** of the children, youth and adults screened were found to have significant or potentially significant vision problems and were referred to the Vision Rehab Center of the Ozarks (VRCO) our partner organization
- **The program provides early detection screening** to identify significant or potentially significant vision problems such as Hyperopia, Myopia, Astigmatism, Anisometropia, Esotropia, Exotropia, Vertical Alignment errors and opacities
- **Vision screenings, utilizing ophthalmic cameras**, can help to identify problems early so that children can get the help they need
- **Screenings for color-blind deficiencies also begin the spring of 2016** as a part of the vision screening program
- Vision Screening Services were also provided by our **West Plains campus Nursing students to the community** during the 2015-2016 academic year with potential expansion to surrounding communities, pending an additional camera, during the 2016-2017 academic year
- Beginning with the spring of 2016, some **25 service-Learning students from the Biomedical Science department began conducting research** to examine the role genetics plays in vision deficiencies and color-blindness
- **Received two grants:** one from Mercy Health Care System which provided for one additional camera, and a second grant was received from Walmart Corporation to fund the testing materials for the color-blind screenings

Safe and Sanitary Homes Initiative

- **This signature project**, in partnership with the City of Springfield, Springfield Fire Department, Community Partnership of the Ozarks, Council of Churches of the Ozarks, various State Agencies, Property Groups etc., arose out of a need to provide access for first responders who often have difficulty responding to those in need as a result of unsafe and unsanitary homes.
- **Service-learning students from Psychology, Gerontology and Social Work** continue to use their skills and knowledge to provide valuable resources to address the issue of hoarding and squalor in our communities.

Robberson Community School

- Our collaboration with Robberson connects the academic resources of the University to the development of a sustainable community in this low-income area of Springfield. Service-learning students organize and lead after-school programs and activities such as a Spanish Club, musical theatre, science, and Math LEGOLAND.
- As of the 2015-2016 academic year, some 66 component service-learning students and 183 integrated service-learning students have provided after-school programming to over 300 K-5th grade students.

Walkable Springfield

- 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. That is, how easy, safe, and pleasant it is to get out of the house, meet neighbors, walk to school and church etc. In a word: Walkability.
- During the fall of 2015, 4 new neighborhoods were assessed and evaluated and 2 previously assessed neighborhoods were reassessed to evaluate changes or progress made in addressing issues; data collected is currently being analyzed.

Scholarship of Teaching and Learning 2015-2016

As a commitment to the Scholarship of Teaching and Learning (SoTL), CASL provided the following opportunities for faculty and staff:

- **Provided service-learning faculty** presentation for a session at the Faculty Center for Teaching and Learning 2015 Fall Showcase
- **Co-hosted the Second Annual Civic Engagement Conference**
- **Provided one-on-one training for new faculty engaging in use of the service-learning teaching methodology**
- **Conducted a research study to determine what deters non-service-learning faculty from using service-learning as a teaching method**

Assessment and Program Improvement Efforts

Assessment is essential to all programs and initiatives, including academic service-learning. Beginning with the fall of 2013, both integrated and component service-learning students were asked to complete a survey at the end of their service-learning course. The survey examines the student's perception of expected outcomes related to

and having completed a service-learning course, along with their perception of their role as an ethical leader, who is culturally competent and who is or intends to be engaged in their communities. Results from the survey continue to inform how academic service-learning is delivered coupled with opportunities for growth and provides a lens from which to view areas of success and determine areas for improvement.

Of the 4,359 students who engaged in service-learning coursework during the 2015-2016 academic year, 1,311 or 30% completed the survey. This is an increase in survey participants by 19%. The survey was administered during the last of week of class (Summer 2015, Fall 2015, and Spring 2016) through Survey Monkey, and consisted of 15 course outcome questions that examined critical thinking skills, communication skills, career and teamwork, civic responsibility, and academic development and educational success as it related to the students' service-learning course/experience and 15 questions from the MSU Public Affairs Scale that examined ethical leadership, cultural competence, and community engagement. All questions consisted of a 5-point Likert scale from 1=Strongly Disagree to 5=Strongly Agree. Overall weighted average for each of the survey question areas is provided in the following tables. Increases are highlighted in green; decreases in yellow. **Details of the survey scores can be found in the appendix.**

Table 1: Service-Learning Student Outcomes

Based on Responses to Questions: Upon completion of this course I: (see detail)	Weighted Average Score (Based on a 5-Point Likert Scale)			Percent "Agree / Strongly Agree"	
	AY 14/15	AY 15/16		AY - 14/15	AY - 15 /16
Critical Thinking Outcomes	4.23	4.30		86	87
Communication Skills Outcome	4.35	4.35		91	92
Career and Teamwork Outcomes	4.37	4.45		91	92
Civic Responsibility Outcomes	4.35	4.35		91	89
Academic Development & Educational Success Outcomes	4.40	4.44		89	90

Table 2: Public Affairs Scale Responses

	Weighted Average Score (Based on a 5-Point Likert Scale)			Percent "Agree / Strongly Agree"	
	AY 14/15	AY 15/16		AY 14/15	AY 15/16
Community Engagement	4.37	4.35		90	95
Cultural Competence	4.02	4.15		77	84
Ethical Leadership	4.50	4.52		96	98

Goals

Based on the results of the assessment data the CASL office will:

- Work with service-learning faculty to increase scores in the areas of Civic Responsibility Outcomes; down 2 percent in responses of “Agree and Strongly Agree”.
- Will work to increase scores for Community Engagement (down .02%) as part of the Public Affairs Mission.
- The CASL office will continue to meet with community partners and provide partners with the new educational handbook.

Additional goals for the 2016-2017 academic year, based on the results of the Service-Learning Research Study and the goals identified within the University’s Strategic Plan and Long-term Goals, include:

- Develop and conduct, in partnership with the Faculty Center for Teaching and Learning, a training program for faculty about “what service-learning is” and “how to use service-learning”
- Work collaboratively with First-Year Programs and the Student Success Committee to develop a “hand-off hip” program moving students from their 4 hour service experience during their GEP 101 course to an identified course in the student’s second year on campus in an effort to increase student retention rates (Bear Path)
- Work with entities within the CCE to develop new signature service-learning programs and expand opportunities for high-impact practices
- Continue development with a learning community specific to students pursuing a medical career with a program linking GEP 101 to BMS 110 and students then enrolling in a genetics service-learning course associated with the Vision Screening program
- Expand service-learning opportunities for diverse student populations across campus and community in the areas of business, healthcare, and agriculture
- Incorporate sustainability efforts into all aspects of academic service-learning

COMMUNITY INVOLVEMENT AND SERVICE (CIS)

Community Involvement & Service is a set of programs involving and engaging students in meaningful experiences throughout the community. These programs seek to engage students to foster experiential learning opportunities that enhance the Missouri State University public affairs mission. We 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.

Community Involvement & Service offers a series of opportunities including: **1)** Bear Service Days (one time service events in the Springfield community); **2)** Immersion Trips, **3)** Service Hour Tracking, **4)** Education and Outreach, and connections to local community agencies. Students can participate and get involved with any of these opportunities.

Our Vision – Missouri State students will be active citizens by engaging in positive social change in local, national, and global communities.

2015-2016 Highlights

- **MSU students served the community** with more than 82,000 service hours! That equates to more than \$1.7 million of service value to our community.
- **Bear Service Team's Into the Streets Service event recognized as Outstanding Program university-wide.** The Bear Service Team is a student organization advised and supported by Community Involvement & Service. During their kickoff service event, Into the Streets, more than 600 student volunteers were engaged in the Public Affairs mission.
- **Completion of the first International Immersion Trip.** This service adventure focuses on Eco-Agriculture, sustainability, and community building in the Costa Rican Highlands of Monteverde. Our group of 9 #CitizenBears worked alongside local coffee farmers to learn about the region, culture, and sustainable practices. Alumni of Costa Rica Immersion are bringing that learning back to the Springfield community, collaborating with change agents, such as Springfield Community Gardens, to strengthen our community.
- **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 understand how volunteering supports Missouri State's Public Affairs Mission. **(Appendix)**
- **MSU Students represented Immersion Trips at national conferences.** Missouri State Immersion Programs are part of a nation-wide alternative break

movement called BreakAway. In the summer of 2016, Executive Board members of Bear Breaks and the Bear Breaks Graduate Assistant Advisor represented MSU at week-long service experiences in New Orleans and Idaho, during which they collaborated with other programs across the nation.

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

Bear Service Days

Bear Service Days include local service programming with large groups of students, faculty, and staff in the Springfield community. Our office provides advisement, education, support, and resources for all student organizations, Residence Halls, interest groups, etc. The Bear Service Team is a student organization housed within the Center for Community dedicated to planning service opportunities for peers at Missouri State University. Every year there are many opportunities for students to get involved in service and be engaged in the community. The service team hosts various small projects in conjunction with larger service days. These service days help students find out about local agencies to get further involved in even after the service day is complete. Further they help out and promote community-wide service opportunities such as Meals-A-Million pack-a-thon.

All Bear Service Days adhere to the following model:

- **Education** - The first goal of a Bear Service Day is for us to learn more about the issue of focus, the community agency/learning partner, and our goals for making a positive difference. Our learning partners and staff utilize local data from the Community Focus Report, Impacting Poverty Commission, Zone Blitz, etc. to educate volunteers about issues facing the community.
- **Engagement** – These are 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, rather than imposing projects on the community.
- **Reflection** – Structured reflection encourages us to learn more about ourselves and our communities. Thinking critically about your service experience is a key step toward active citizenship. Our staff provides reflection activities and materials for all service opportunities. Students tracking hours reflect on their experiences as well.

Below is a snapshot of Bear Service days in 2015-2016:

Event	Semester	Participants	Hours Served
Into the Streets	2015	294	1,176
Meals A Million	2015	700	1,400
Stomp Out Hunger	2015	100	400
Public Affairs Project	2015	100	400
MLK Day of Service	2016	155	775
Bear Service Team Weekends	2015-2016	200	800
Total		1,349 students	4,951 Hours

Value of Service to the Community @ \$21.39/hour = \$105,456

Immersion Trips

Our vision for Missouri State University is that every student at our institution will be active citizens by engaging in positive social change in local, national, and global communities. Bear Breaks Participants are making that vision a reality through the work and dedication they bring to Immersion Trips. These trips, and the lessons learned from them, are connecting Bears with citizenship and with their unique visions for change.

Our immersion programs feature opportunities for students to spend their breaks (spring, summer, 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 that a community faces, and grow as volunteers toward Active Citizens. Bear Breaks is a student organization housed within the Center for Community dedicated to developing and leading immersion experiences for their Missouri State peers. This group is advised by Center for Community Engagement Staff, collaborates with MSU faculty on trip implementation.

All Immersion Trips adhere to the following model:

- **Pop the College Bubble** - Get out there! Experiential learning opportunities add so much value to a college education. We view community agencies as learning partners who provide insight and expertise to our college journey.
- **Be Fully Present** - Unplug. Engage. Connect. Immersion Trips provide a rare opportunity to learn and grow with fellow students, to serve alongside communities, and to experience other parts of the world.
- **Spread the Love** - The magic of Immersion Trips is the bond created between students and the connections we build to active citizenship. Bring that magic back to Springfield and engage fellow students in creating positive change!

Below is a snapshot of Immersion Trips in 2015-2016

Location	Semester	Students	Issue of Focus	Hours Served	Community Agencies
Cassville, MO	Fall 2015	11	Disaster Relief	55	1
Noel, MO	Fall 2015	10	Disaster Relief	50	1
Pineville, MO	Fall 2015	10	Disaster Relief	50	1
Monteverde, Costa Rica	Winter 2016	9	Eco Agriculture	225	2
Asheville, NC	Spring 2016	11	Health and Wellness	~325	7
Atlanta, GA	Spring 2016	10	Urban Development	~295	5
Chicago, IL	Spring 2016	13	Homelessness and Hunger	~384	4
Dallas, TX	Spring 2016	9	Children and Families	~266	2
Indianapolis, IN	Spring 2016	8	Sustainability	~236	4
New Orleans, LA	Spring 2016	11	Urban Development	~325	2
Total		102 Students		2,211 Service Hours	29 Community Partnerships

***Value of Service to the Community at \$21.30/hour = \$47,094**

Service Hour Tracking

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

Tracking Procedures

Community Involvement & Service collaborates heavily with the Office of Student Engagement to provide support to student organizations, scholarship recipients, etc. CampusLink is a student success software developed to encourage involvement and growth for students in college. Students log their service experiences through CampusLink and Community Involvement & Service staff, who have been trained as Administrators on the software, approve hours.

First-Year Programs Incorporation

In Fall of 2015, Missouri State University introduced a service hour component to the requirements of our First-Year Programs courses. Therefore, in addition to our close work with the scholarship students, the office worked closely with first-year students. Each GEP 101 student was able to be educated about, engage in, and reflect on issues facing the community.

Service by Organization	Service Hours
Scholarship	
Multicultural Leadership Scholarship	3,607
University Scholarship	1,364
Board of Governors Scholarship	15,535
Presidential Scholarship	4,819
Total Scholarship Service Hours	25,325
First-Year Programs	
Fall Semester First-Year Programs	9,503
Spring Semester First-Year Programs	640
Total First-Year Programs Service Hours	10,143
Fraternity and Sorority Life	
Interfraternity Council	12,432
Panhellenic Association	34,920
National Pan-Hellenic Council	16
Total Fraternity and Sorority Life Hours	47,368
Total Service Hours	82,836

Outreach and Education

Community Involvement & Service serves the Springfield community by offering community agencies the ability to reach out to students and bridge the connection between students and community partners. 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.

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.

The Community Involvement Fair is held each year to provide resources to the campus community about social issues in our local, national, and global communities. We work closely with other university stakeholders to provide this service to students, including the Career Center, Public Affairs Support, and the Department of Sociology and Anthropology. Below are the number of community agency attendees present at our Fall and Spring fairs:

- Fall 2015 – 45 Agencies
- Spring 2016 – 39 Agencies

The Community Opportunities Newsletter is sent to subscribers once a week, and contains information about up-to-date volunteer opportunities in the Springfield community. In 2015-2016, our office sent this weekly newsletter to 3,200 subscribers, including students, faculty, staff, and community members. We feature one-time and ongoing service opportunities, sent to us by community agencies.

The MSU Student Food Assistance Program provides an opportunity for Missouri State University students facing food insecurity to receive food assistance through the Well of Life Food Pantry. The pantry has dedicated a pick-up time especially for students who may be going hungry, not able to make ends meet, facing a delay in Financial Aid or other assistance, etc.

- In 2015-16, more than 500lbs of donated food were collected from Missouri State students, faculty, and staff.
- 20 Missouri State students were served through the food pantry.
- 40 student volunteers donated time to running the program.
- A partnership with the MSU Community Garden was formed to support healthy food donations at the pantry.

Goals for 2015-2016

- **Continue to increase Immersion Trip participation** for students at Missouri State University. Due to feedback from students, we will expand Fall immersion experiences to short-term weekend service trips.
- **Increase collaboration with campus constituents**, including faculty, International Programs, Student Orientation, Office of Student Engagement, etc. We will be working with faculty to advise Immersion Trips, to serve as Site Leaders for one-day service events, and to serve as discussion leaders.
- **Support First Year Programs community engagement** efforts by increasing on-and off-campus service events and streamlining hour tracking process.
- **Provide assessment measures for Student Food Assistance Program**, including the number of students using the food pantry each week.
- **Incorporate Missouri State University Alumni** involvement into service programs, including Immersion Trips and local service opportunities.

THE 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.

2015-16 Academic Highlights

Academic Performance for All Sports (approx. 400 student-athletes)

- The GPA for all sports for the 2015-16 academic year was **3.124** (highest year on record)
- Fall 2015: **3.100** (highest fall semester on record)
- Spring 2016: **3.172** (highest semester on record)

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

- 247 students for Fall 2015
- 234 students for Spring 2016

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

- 191 students recognized for Fall 2015 achievement
- 178 students recognized for Spring 2016 achievement

Additional Academic Information

- 6-Year graduation rate = 58% (overall university rate is 55%)
- Graduation Success Rate = 81% (this measure takes transfers into account)
- All teams achieved single-year Academic Progress Rate (APR) scores above 960 and multi-year scores above 950 (NCAA requires minimum multi-year score of 930)
- Average single-year APR score of 992 and average multi-year score of 984 among 16 sports (1000 is a perfect score)

Missouri Valley Conference Leadership and Service Awards for 2015-2016:

- Fall – Tenaly Smith, Cross Country
- Winter – Ibby Simcox, Women's Swimming & Diving
- Spring – Caroline Boone, Women's Golf

Additional Notable Awards or Accomplishments

- Kenzie Williams (Women's Basketball), Molly Brewer (Women's Soccer), Rachel Federhofer (Women's Soccer), Cassie Le (Women's Soccer), Rebe McPherson (Softball) and Robiann Broomfield (Track & Field)--MVC Presidents' Council Academic Award (3.80 overall GPA and graduating within one semester)
- Megan Drew, Kimberleigh Eng, Jessi Pope and Holly Scherer (Field Hockey)—National Field Hockey Scholars of Distinction (minimum 3.90 overall GPA)
- Erika Velasquez-Zimmer (Softball) – Capital One Academic All-District VI
- Phil Woods (Men's Soccer)—College Scholar All-Region Academic Team
- Shelby Harris (Football) –Capital One Academic All-District VI
- Cassie Le (Women's Soccer)—Capital One Academic All-District VI (first player in program history to win award in three consecutive seasons)
- Sydney Zupan (Women's Swimming)--Capital One Academic All-District VI
- Lily Johnson (Volleyball)-- Capital One Academic All-District VI
- Men's Swimming & Diving team posted third-highest GPA nationally for their sport in the spring semester (trailed Harvard and Yale)
- Men's Soccer awarded NCAA public recognition for APR score in top 10% nationally (997 out of possible 1000)
- Brianne Dixon (Volleyball) and Alex Jefferson (Baseball)—MVC Elite 18 Award (highest GPA among all participants in championship)
- Lily Johnson (Volleyball) appointed co-vice-chair of the NCAA Division I Student-Athlete Advisory Committee
- Total Volunteer Hours = 2542; Total Economic Impact of MSU Student-Athlete Volunteering = \$59889.52

Graduates

- Fall 2015: 41 current and former student-athletes graduated in December, including two with Master's degrees, one in the Honors College, and 15 with honors (one Summa Cum Laude, five Magna Cum Laude, nine Cum Laude)
- Spring 2016: 63 current and former student-athletes graduated in May, including seven with Master's degrees, one with a Doctor of Physical Therapy degree, three in the Honors College, and 23 with honors (six Summa Cum Laude, eight Magna Cum Laude, nine Cum Laude). Two students graduated in May with perfect 4.00 cumulative GPAs.
- Summer 2016: 13 current and former student-athletes are on the graduation list for July, including two with Master's degrees and one with honors (Cum Laude)

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 *eJournal* 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 global citizenship and eCitizenship
- Scholarship of Teaching and Learning, problem solving, and leadership related to citizenship and civic engagement
- Assessment of civic-engagement projects
- The relationship between social media (e.g., Facebook, Twitter, YouTube) and civic engagement

The *eJournal of Public Affairs* maintains its purpose to publish scholarly “Articles”, with or without embedded internet links and multimedia in the articles, including applications of research studies, best practices, reviews of the literature, and book reviews. The journal encourages publishing scholarly and creative endeavors with alternate forms of media (e.g., videos, photo-essays, etc.).

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. As a supplement to the peer-reviewed scholarly submissions or as self-standing topic, this section offers a venue for sharing one's experience and projects. Informative videos, photo-essays, and essays have been published as Features in the form of Research Notes, Instruments and Reports, Invited Commentary, and more.

The *eJournal* completed its fourth year and began our fifth year of publishing. We published the last two issues of Volume 4, including Vol. 4 No. 2 *Higher Education's Role in Preventing and Responding to Gender-Based Violence*, and Vol. 4 No. 3 *Open Submissions*, and the first issue of our fifth year, Vol. 5 No.1 *Campus and Community Civic Health*.

Following a protocol for continuous publications, the *eJournal* is accepting open submissions with the intention to publish when more than 3 manuscripts have been

approved through the peer-review process. Along with open submissions, the *eJournal* has had a great run of themed/special topics, which has incorporated the expertise, talent and contributions of guest editors. Along with past topics such as eCitizenship, Beyond Sustainability, and Social Entrepreneurship, the past year included *Higher Education's Role in Preventing and Responding to Gender-Based Violence* and *Campus and Community Civic Health*, with more topics coming. Possible future topics include:

- “Educating for Democracy”
- “Civic Leadership in Social Justice”
- “Civic Engagement and Literacy Research”
- “Integrative Civic Education: Applications for complex public problem-solving”
- “Service Learning”

During the past year we sought ways to increase the literary exposure, access, and citation to the articles in our publications. To address this intention we are securing an account with Crossref, upgrading OJS, and seeking to join a repository. We are also determining how to utilize Social Media, working to implement a plan of action in the coming year.

The major event of this past year was launching the new *eJournal of Public Affairs* website. The capabilities enhances access to mobile devices, improves our process-steps and tracking by implementing a content management system, which also provides the ability to post multiple announcements, display all past issues, and manage a directory for users.

Highlights for 2015-2016

- **Publications:** Met goal to publish three issues during the year, including a very timely and relevant issue on Gender-based violence.
 - August 2015: Higher Education's Role in Preventing and Responding to Gender-Based Violence
 - December 2015: Open Submissions
 - March 2016: Campus and Community Civic Health
- **Launched the *eJournal's* new website** with the Volume 4 No.2 publication.
- **Submitted request to join Crossref:** Crossref is a collaborative reference linking service that functions as a sort of digital switchboard. It holds no full text content, but rather effects linkages through Crossref Digital Object Identifiers (Crossref DOI), which are tagged to article metadata supplied by the participating publishers. The end result is an efficient, scalable linking system through which a researcher can click on a reference citation in a journal and access the cited article.
- **The Editors attended, presented, and promoted** the *eJournal* at conferences, including Imaging America, American Democracy Project, and site visit to Ohio U.

- **Open Journal Systems, OJS upgrade** contract has been established with Public Knowledge Project, PKP to upgrade the OJS software from 2.4.4.1 to 2.4.8
- **Special issues**, we are creating a guide for Guest editors to help inform them about their process and responsibilities.
- **Continue to add new Reviewers** to expand the *eJournal's* peer-review pool.
- **Successfully implemented media evaluation tool** for media submissions.
- **Have begun seeking IT support**, to compliment the server support with Computer Services, and to provide support for the user interface of the website and with OJS.

Goals for 2016-2017

- **Continue to enhance and optimize the new website and *eJournal* processes**, get familiar with and implement OJS tools; streamline submission, peer-review, and publication process; strategize new design, navigation, and other website options.
- **Seek personnel and resources to provide IT and media Design support.**
- **Complete Open Journal Systems, OJS upgrade** with Public Knowledge Project, PKP, to upgrade the OJS software from 2.4.4.1 to 2.4.8
- **Evaluate and implement staff changes, i.e. Coordinator to Associate Editor.**
- **Continue to maintain quality Copy-editing service.**
- **Establish and utilize contact distribution list and data reports.**
- **Expand submissions** from other institutions and continue seeking special topics.
- **Promote and increase submissions** for the Features Section, including guest institutions, students, and community members. Increase MSU participation.
- **Plan and produce self-paced tutorials to assist tasks, i.e. guest editors, submissions, editors' tasks, etc.**
- **Continue planning for and implement** applications of social media.

Assessment and Program Improvement Efforts

The *eJournal* continues to collect data from Google Analytics and planning to construct a process to target criteria for data collection. We want to provide reports to summarize the usage of each issue, display our publication timeline, and peer-review acceptance percentage. Although our submissions have been very active, we want to continue to expand our exposure and recognition. Another improvement goal is to identify the need for and then create effective tutorials and develop and update more promotional materials.

FACULTY CENTER FOR TEACHING AND LEARNING

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

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

Highlights for the 2015-2016 Academic Year

- The 30th Showcase on Teaching and Learning was held August 12, 2015.
 - Dr. Michele DiPietro, Executive Director of the Center for Excellence in Teaching and Learning at Kennesaw State University and co-author of *"How Learning Works: Seven Research-based Principles for Smart Teaching"* was the luncheon keynote speaker. There were over 300 faculty in attendance of Dr. DiPietro's presentation.
 - The Faculty Senate presented on the new electronic curricular process which was streamed to over 200 users.
 - Twelve break-out sessions were presented by faculty and staff during the morning session.
 - Eighteen information tables and displays were presented by university service units.
- Awarded funding of six Curriculum Innovation Projects.
 - *Using Effective Instructional Delivery Models and Self-Management Techniques to Improve Instruction for Preservice Teachers* – Dr. Reesha Adamson and Micheal Goeringer; Counseling, Leadership, and Special Education
 - *Printing the Impossible: 3D Printed Visual Aids for Teaching Spatial Thinking in the Geosciences* – Drs. Damon Bassett and Gary Michelfelder; Geography, Geology, and Planning

- *Three-Dimensional Tools for Teaching Neuroanatomy* – Traci Garrison and Dr. Sapna Chakraborty; Sports Medicine & Athletic Training
 - *Ethnographic Practice and Methodological Training for Students in the Department of Sociology and Anthropology* – Dr. Gregory Gullette; Sociology and Anthropology
 - *Interdisciplinary Instruction of Alternative Print Processes* – Drs. Colby Jennings and Marcus Howell; Art and Design
- Presented and participated in the *Per-Course, New Faculty Orientation* and other Provost sponsored Faculty development programs throughout the year.
- Created new Faculty Fellow position for the FCTL. Fellow Dr. Eric Nelson chaired the FCTL Advisory Committee, and working with staff researching Universal Design for Learning practices for the future development of faculty trainings on accessible learning.
- Hosted *Monthly Faculty Writing Retreats* throughout the academic year. Retreats supported faculty research and writing through a collegial atmosphere and structured support to complete writing projects and goals from their discipline.
- Funded Diversity Fellow and sponsored five campus-wide presentations for the Shattering the Silences series. Sponsored faculty book talk; *The Other Side of the Wes Moore Story*.
- Funded *Giving Voice Student Troupe* which provides diversity training through scenario-based presentations and workshops that offer a safe environment to discuss discrimination.
- Hosted *Open Fridays* encouraging faculty to stop by the FCTL and discuss what is happening in their classes.
- Facilitated Faculty book discussion on *How Learning Works*, co-authored by 2015 Showcase keynote presenter..
- Sponsored Faculty discussions on how to connect the common reader, *The Other Wes Moore* to their courses.
- Hosted a series of webinars and information sessions for the campus community on the TEACH Act, accessible learning, and landmark lawsuits against higher education.

- Partnered with R-Stats to offer workshops on a variety topics helpful to faculty research.
- Provided weekly faculty webinars through *Monday Morning Mentor*.
- Provided *Tools of the Trade* workshop series supporting faculty with using new instructional technologies.
- *Digital Professor Academy*, faculty development program designed to support faculty as they are transforming face-to-face instruction to blended or online format. Forty-eight faculty participated in either DPA-001 or DPA-002 during Fall and Spring semesters. Twenty-four faculty completed peer-reviewed courses as a result of completing this program.
- Instructional designers and educational technologists in the FCTL have worked with over 380 faculty members throughout the year on either course redesign, instructional media, or the enhancement of teaching through technology. This is a ninety percent increase in faculty consultations over last academic year.
- Provide classroom technology and support for digital projector upgrades in 78 classrooms on the Springfield campus. Provided major technology upgrades in large lecture halls for the College of Business in Glass Hall and for technology classrooms for College of Natural and Applied Sciences in Kemper Hall. Provided for major technology upgrades to 4 ITV classrooms on the Springfield campus and two new technology classroom installations for the College of Arts and Letters in their Brick City facility.
- Hosted and presented at a variety of university meetings held in the FCTL's Innovation Commons room including Public Affairs support, Student Success, and Lindenwood University.
- Received the *2016 Enterprise Video Award* by Sonic Foundry. This award was received for excellence in MediaSite integration in educational programs at MSU. Courses spotlighted were Religious Studies, Lora Hobbs; History, Dr. Eric Nelson; Mathematics, Jennifer Pursley.

Goals for the 2016-2017 Academic Year

- **Provide best practices** through faculty development offerings on high impact learning practices.
- **Offer the DPA and other faculty development** opportunities that support transformational learning and high impact student experiences.
- **Survey faculty and continue to collect information through consultation database** in order to plan activities that best meet faculty development wants and needs.

Assessment and Program Improvement Efforts

The FCTL Advisory Council is actively involved in the planning and evaluation of new faculty development programs to ensure their alignment with university goals established by the President and Board of Governors. The FCTL Faculty Fellow position that was created this past year, will continue to lead activities designed around ADA initiatives for the university. The council's Curriculum Innovation awards will be designed to support the goal of increasing student participation in high impact experiences as outlined in the 2016-2021 Long Range Plan.

FIRST YEAR PROGRAMS

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

- **Promoting a deeper understanding of the Public Affairs Mission** and its wider societal impact through a critical analysis of a common reader.
- **Helping students build the necessary skills** to be academically successful.
- **Assisting students to establish campus connections** and form a supportive network of faculty, staff, and other students.
- **Developing ethical leaders and positive role models** through the Peer Leader program.
- **Offering professional development opportunities** for instructors to collaborate and enhance their pedagogical skills.

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

Overview

Approximately 100 sections of GEP 101 are offered each fall, with additional sections during the spring and summer semesters. All classes now include a four-hour service project and Title IX requirement. Additionally, the office collaborates with a variety of campus support offices within Academic and Student Affairs Divisions to ensure our students become engaged with learning both within and beyond the classroom.

Highlights of 2015-2016

GEP 101 Course Enrollment

- SU 2015: 4 GEP 101 sections (87 students); FA 2015: 102 GEP 101 sections (2,194 students); SP 2016: 10 sections (178 students). Total annual students enrolled at census: 3,179. This represents a 13% increase in annual enrollment

GEP 101 Offered in Multiple Modalities

- 1 sections of GEP 101 fully online
- 5 evening sections (2 for multi-cultural scholarship recipients)
- 11 sections with an integrated Service-Learning component
- 1 section as part of a Curricular Learning Community (CLC)

- 2 sections of GEP 101 as part of a LLC for fit and well
- 6 sections for first-generation college dedicated
- 8 sections as part of college dedication

FYP Additional Focus

- Provided additional instructor development workshops for GEP 101 with a focus upon common reader implementation, syllabus brainstorming, information literacy, and instructor mentoring.
- Offered 2 Peer Leadership classes, for a total of 42 Peer Leaders.
- Greater emphasis on recruiting diverse peer leaders.

Office staff served on multiple committees, including common reader selection committee, living-learning community committee, first-year programs advisory committee, green dot, university hearing panel, JumpSTART/Summer-bridge, study away appeals committee, undergraduate recruitment committee, provost's academic advising council, SOAR, spirit & traditions committee, faculty advisor for Theta Chi. Office staff chaired common reader curriculum development committee.

- Office staff attended multiple diversity and inclusion sponsored events.

Goals/Planning for 2016-2017

- Each section of GEP 101 will require a 4-hour public affairs service activity
- 4 sections GEP 101, SU 2016 (2 designated for JumpSTART)
- 103 sections of GEP 101 planned for fall 2016
 - 11 first-generation /college dedicated sections (**58% increase**)
 - 9 college-designated offered (**12% increase**)
 - 5 sections with integrated service-learning
 - 1 dedicated sections of Multi-Cultural Leadership Scholarship recipients
 - 2 sections of GEP 101 with Living-Learning Community component for Fit and Well
 - 2 Curricular Learning Communities (CLCs). Participating courses: COM 115, BMS 110
 - 2 sections for individually reviewed
 - 1 section online
- 2 Peer Leadership classes (46 students, a **14% increase**); advisement for Peer Leader Association
- Coordinate Optional Professional Support Workshops
- Continued emphasis of faculty recruitment for GEP 101
- Encourage use of common reader beyond the first year; include Springfield community to assess general education goals in GEP 101.
- Continue including Title IX information in all sections.

Common Reader for 2016

The 2016 Common Reader is *Enrique's Journey*, Sonia Nazario. This book was selected by a university committee of faculty, staff, student, and one representative from the following categories: Greene County libraries and OTC. In addition, Sonia Nazario will be the Public Affairs convocation speaker November 1.

Assessment and Program Improvement Efforts

- **Revised course evaluation surveys** and important themes were shared via memo from director with instructors and first-year council; integrated findings in annual instructor development workshop
- **Required common information literacy assignment** to meet general education goal.
- **Included additional reflection requirements** for Peer Leadership class and implemented improvements for training workshop and Peer Leadership course
- **Included tips for working with first-generation students** as part of mandatory instructor development workshop and peer leader workshop
- **Requested additional feedback** from instructors via end of semester survey. Incorporated improvements in processes for 2016 for service project and Title IX requirements.

LEARNING COMMONS

Bear CLAW

The Bear CLAW provides the opportunity for students to receive assistance from University provided, peer tutors who can help them be successful in their courses. All subject area tutors are students at either the graduate or undergraduate level, and are recommended from faculty within the department of the course they want to tutor. Subject area tutoring covers a wide range of undergraduate courses and includes new courses as the need arises. One-to-one appointments and drop-in tables are available. Subject areas of high demand will find drop-in tables staffed by two to four peer tutors on a regular schedule published on the Bear CLAW website. Currently drop-in tables cover Mathematics, Natural Sciences, Economics, and Business Courses. Online mathematics tutoring is available through the Blackboard Bear CLAW Community and our AskAMathTutor@MissouriState.edu is available for students desiring to email a question to a Mathematics tutor for asynchronous tutoring.

Highlights of 2015-2016

Subject area tutoring | Summer 2015 – Spring 2016

Summer 2015		
Description of Visits	1668 Visits Total	
Number of tutors	8	
Number of front desk student workers	0	
Number of visits to drop-in Math Table	414	
Number of visits for Math 135 Study Group	3	
Number of visits to Business drop-in table	19	
Number of visits to Science drop-in table	5	
Number of visits to General Subject Area	2	
Number of visits for Jump START Study Hall	1225	
Student Worker Wages	\$3,936.33	
The 64 Jump Start students could attend study hall hours, a Supplement Instruction session, visit a Writing		
Fall 2015		
Description of Visits	5179 Visits Total	
Number of tutors	38	
Number of front desk student workers	6	
Number of Graduate Assistants	2	
Number of visits to drop-in Math Table	3200	
Number of visits for Math Group Study (Math Table)	184	
Number of visits to drop-in Business Table	233	
Number of visits to drop-in Science Table	1000	
Number of visits to drop-in Generalist Tutor	97	

Number of visits for drop-in Spanish Table	96	10 hours paid by MCL
Number of visits for drop-in French Table	None self-reported,	Volunteer tutor
Number of visits for drop-in Economics Table	283	
Number of visits for drop-in General Computer Assistance	21	Work Study Tutor
Number of visits for subject area appointments	65	
Student worker wages	\$33,684.88	
Graduate assistant wages and 1 fee waiver	\$11,650.00	
Wages include 6 student workers at the front desk		
Although the PSY ULA's met in the Bear CLAW during the fall semester, the PSY ULA's did not record student visits.		
Subject area appointment areas: FIN, QBA, FRN, KIN, PSY, REL, SPN		
Spring 2016		
Description of Visits	3801 Visits Total	
Number of tutors	43	
Number of front desk student workers	5	
Number of Graduate Assistants	1	
Number of part-time temp employees (former GA)	1	
Number of visits to drop-in Math Table	2410	
Number of visits for Math Group Study (Math Table)	NA	
Number of visits to drop-in Business Table	230	
Number of visits to drop-in Science Table	897	
Number of visits to drop-in Generalist Tutor	24	
Number of visits for drop-in Spanish Table	61	10 hours paid by MCL
Number of visits for drop-in French Table	NA: Volunteer	Study away
Number of visits for drop-in Economics Table	118	
Number of visits for drop-in General Computer Assistance	21	Work Study Tutors
Number of visits for subject area appointments	41	
Student worker wages	\$33,369.34	
Graduate assistant wages	\$4,200.00	
Part-time temp employee wages	\$268.98	
Wages include 5 student workers at the front desk		
Although the PSY ULA's met in the Bear CLAW during the spring semester, the PSY ULA's did not record student visits.		
Subject area appointment areas: EDC, GRM, PSY, REL, SPN		

Goals for 2016-2017

- Improve services and professionalism of tutoring staff with continued monthly training sessions.
- Communicate directly with online faculty, their department heads, and students to evaluate the need for continued online tutoring services.
- Work with the office of Assessment to administer a more formal surveying method rather than relying on the comments section embedded in Tutor Trac.
- Continue to encourage faculty to be involved in with students and tutors the Bear CLAW space.
- Review the requirements for CRLA certification and evaluate the Bear CLAW services regarding that certification.
- Review and learn about the requirements for the National College Learning Center Association Learning Center of Excellence Certification.
- Collaborate with colleagues at other colleges and universities to improve the services learning centers provide students.

Assessment and Program Improvement Efforts

To assess the work of the tutors, Tutor Trac reports are examined for quantity of services provided. At the point of self-check-out, the students have an opportunity to comment on their experience. The comments are reviewed and discussed with the tutors during tutor training programs. Tutors are then informed of things both positive and negative that would result in a more positive and productive experience for the students. During the semesters, tutors participate in monthly training/discussion meetings. Additionally, throughout the semester, individual students are randomly consulted with regarding their experience while in the Bear CLAW space. 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.

Math online tutoring has switched from Adobe Connect to the Blackboard Bear CLAW Community. While we have regularly received questions submitted to the AskAMathTutor email, the online tutoring remains to be very light attended if at all. During the upcoming fall semester we will contact faculty to evaluate if we need to continue this offering.

During the fall and spring semesters two tutors worked with students in the College of Education to assist them with the mathematics portion of the MoGEA. This proved to be very beneficial to the students and will be continued if the MoGEA testing remains challenging for College of Education students and we can identify qualified tutors.

OFFICE OF ASSESSMENT

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

The following goals drive the mission of the office:

- **Goal One:** Gather, make sense of, and summarize what practitioners at MSU are ascertaining about student learning.
- **Goal Two:** Assess and advance student learning in the university's public affairs mission.
- **Goal Three:** Serve as a campus resource for practitioners across the university who are engaging in assessment, and seek out partnerships with curricular and co-curricular groups.

Goals and Highlights

Gather, Make Sense, Summarize

- **2,600+** SOAR participants surveyed with 2016 BCSSE
- **3,000+** first-year and senior students surveyed with NSSE
- **2,300+** examples of student public affairs work collected, reviewed, and shared across campus.
- Designed graphical representation of Public Affairs Assessment Plan to share with university community.
- Converted Assessment website to mobile friendly template with updated content.

Assess and Advance Student Learning

- 51 faculty and staff attendees to new Assessment Day event, promoting awareness and use of existing assessment resources.
- 36 faculty, staff, and students representing all colleges and co-curricular units at the 2016 Public Affairs Assessment Workshop.
- **\$1,500** in Public Affairs Assessment Grants awarded to faculty for efforts to incorporate the mission into curricular content.
- Commended by the Higher Learning Commission for the office's Quality Initiative Project activities.
- Expanded the Public Affairs portion of the University Exit Exam to collect additional student work on public affairs
- Leading HLC Committee to enact 2015 report recommendations campus-wide

Serve as a Resource

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

- Consulted with new graduate program in Occupational Therapy on curriculum mapping of student learning outcomes & best practices in assessment
- Worked with College of Education to create consistent program-level evaluations for CAEP standards
- Part of committee working with the *President's Task Force on Graduate Tracking and Outcomes* to select software for use in state reporting requirements.
- Cut test administration costs by eliminating redundancies in reporting for state & federal requirements (ETS-PP, MFT, etc.)
- Assisted with composition and administration of new Staff Satisfaction Survey
- **40%** Response rate to Graduate College Exit Survey, revised in partnership with Assessment

Note: Highlights were selected with the University's Nine Major Goals for 2015-16 as a guide, primarily II. Access to Success, and III. Public Affairs Integration.

PUBLIC AFFAIRS SUPPORT

The primary responsibility of the Office of Public Affairs Support is to promote the Public Affairs (PA) mission of the University through various events, activities, and support. The Office of Public Affairs Support has direct supervision over planning, organizing, and producing public events coordinated through the Office of the Provost, such as the Public Affairs Conference, Public Affairs Convocation, Public Affairs Week (PAW) and other events as assigned that are directed toward the community at-large.

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

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

- Fall Public Affairs Convocation Lecture (connected to the Common Reader)
- Public Affairs Conference
- Excellence in Community Service Faculty/Staff Awards
- Missouri State 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 2015-2016

- Public Affairs Week focused on the PA annual theme of *Building Healthy Communities: Body, Mind, and Spirit*. This year's PAW events were exceptionally well attended and extremely relevant to the theme.
 - 2,643 students participated in 10 individual events, representing a 164% increase over past years.
 - Voter Registration Drive netted 431 voter registration cards completed, reflecting a 248% increase
 - Other PAW event attendance numbers and percentage increases were:
 - Frank Warren Presentation – 425 students – 431% increase
 - Dr. Hubbard Open-Campus Morning Presentation – 148 students, faculty, and staff
 - Building Healthy Communities through Advocacy Training (2hr) – 67 students
 - Hunger Banquet – 215 students – 7.5% increase
 - Naturalization Ceremony – 425 total (including naturalization candidates)
 - MSU Talks – 120 students (max capacity)
 - FED-UP Documentary Film – 235 students – 88% increase

- Conference on Civic Engagement – 277 attendees (does not include speakers/panelists) – 29% increase
 - Into the Streets – 300 students (providing 1,200 volunteer hours to 17 agencies). 110 students served as event volunteers throughout the week.
- Successfully solicited ideas and selected a PA theme for 2017-2018, as well as selecting the Provost Fellow for Public Affairs 2017-2018. The theme is *Sustainability in Practice: Consensus and Consequences* and the PA fellow is Dr. Michael G. Burton.
- Facilitated the appearance of Wes Moore, author of our common reader, *The Other Wes Moore*, for the PA Convocation Lecture. Attendance at the convocation event was over 2,500. Venue was the JQH Arena. This was the first time we held the convocation lecture in the Arena.
- Co-facilitated the annual Stomp Out Hunger Shoe Drive with the Community Involvement and Service office. This project brought together faculty, staff, and students from Missouri State University by donating shoes for Sole Food, a locally based non-profit organization that collects shoes for those in need around the world.
 - The money raised by Sole Food in selling the 2,311 pairs of shoes supported purchasing over 7,670 meals through Friends Against Hunger.
- Assisted in facilitating campus-wide community involvement with Friends Against Hunger in September where nearly 1,400 campus community members participated in the Friends Against Hunger “Meals a Million” Pack-A-Thon at the Springfield Expo Center.
 - Over the course of three days, over 4,500 volunteers from around the area packaged over one million meals. Meals are provided to undernourished people in the United States and around the world.
- Co-facilitated the All-Collegiate community service project with the Community Involvement and Service office, along with Drury, Evangel, SBU, and OTC to collect school supplies and personal hygiene items for children living in foster care in southwest Missouri.
 - This project benefited Sammy’s Window, a local non-profit organization that provides immediate need assistance to families providing foster care, at no cost to the foster family. Things provided by Sammy’s Window include personal care products, clothes, bedding, food, school supplies, and respite activities for the families.
- Assisted in contractually securing Ms. Jillian Michaels as the Foundation sponsored Public Affairs Spring Convocation Lecture. This included not only the contractual agreement of Ms. Michaels, but also securing the JQH Arena and assisting with marketing and promotion of this successful event. The event was held in JQH Arena, with approximately 2,000 in attendance.
- The 2016 Public Affairs Conference was well attended with record attendance of 6,236, a 12% increase over 2015. The PAC co-sponsored with a multitude of

community partners (including Care to Learn, Springfield Public Schools, City of Springfield, and others) to host Robert Putnam as the closing speaker. Hammons Hall of the Performing Arts hosted 950 campus and community members for this event. The other plenaries attendance totaled 1,225, while the panel sessions had 2,061 in attendance.

Goals for 2016-2017

- Develop a Women's Conference event schedule for summer 2018 in partnership with the College of Business, Research Economic Development and community partners.
- Continue to grow partnership opportunities with the Center for Community Engagement to serve the campus and Springfield community through the Public Affairs mission.
- Focus efforts both within this office as well as in partnership with other entities (University Foundation, other campus departments, City of Springfield, Springfield Green County Library, etc.) to combine resources to promote the Public Affairs mission of the University.

APPENDIX

Citizenship and Service-Learning

Table 1: Service-Learning Student Outcomes – Detailed Report (Integrated & Component Scores Combined)

Question: Upon completion of this course I:	Weighted Average Score (Based on a 5-Point Likert Scale)		Percent “Agree / Strongly Agree”	
	AY 14/15	AY 15/16	AY - 14/15	AY - 15 /16
Critical Thinking Outcomes	4.23	4.30	86	87
Understand the root cause of the problem/issue identified	4.19	4.30	84	88
Can generate alternative solutions to address the problem/issue	4.25	4.39	87	92
Identify problems/social-justice issues in the community	4.25	4.20	87	82
Communication Skills Outcome	4.35	4.35	91	92
Demonstrate the effective use of oral, written, and listening communication skills	4.35	4.35	91	92
Career and Teamwork Outcomes	4.37	4.45	91	92
Demonstrate strong leadership skills	4.24	4.39	85	91
Am able to work will in teams and with others	4.47	4.52	95	92
Have the necessary skills to work in a career that will make contributions to society	4.40	4.5	93	95
Recognize that what I do in my jobs or work might have implications beyond the local community.	4.38	4.38	92	91
Civic Responsibility Outcomes	4.35	4.35	91	89
Understand the importance of contributing to my community.	4.47	4.48	94	93
Am concerned about local community issues and problems.	4.35	4.33	89	90
Can identify ways in which I can improve my neighborhoods in the future.	4.22	4.27	88	86
Believe I can have a positive impact on local social problems.	4.33	4.33	95	87
Academic Development & Educational Success Outcomes	4.40	4.44	89	90
Feel students learn better when courses include service-learning experiences.	4.23	4.23	83	81
Understand the connection between my academic learning at this university and real-life experiences.	4.43	4.50	93	93
Am committed to finishing my educational goals (either completing a degree or taking all of the classes that I had planned on taking when I first enrolled at this university).	4.53	4.60	91	95

Green – Increase; **Blue** – No Change; **Yellow** - Decrease

Table 2: Public Affairs Scale – Detailed Report (Integrated & Component Scores Combined)

	Weighted Average Score (Based on a 5-Point Likert Scale)		Percent “Agree / Strongly Agree”	
	AY 14/15	AY 15/16	AY 14/15	AY 15/16
Community Engagement	4.37	4.35	90	95
Volunteering will help me succeed in my own profession	4.39	4.35	92	97
I plan to do some volunteer work next year	4.37	4.26	88	91
Volunteering makes me feel like I am contributing to the community	4.49	4.51	95	97
I do things for a cause bigger than myself	4.48	4.50	95	98
I feel obligated to contribute to my community	4.12	4.14	81	91
Cultural Competence	4.02	4.15	77	84
I am able to communicate effectively with people from different cultures	4.12	4.22	83	88
I understand the challenges faced by people from different cultures	4.11	4.27	85	91
I have been involved in organizations that provide services to people from different cultural backgrounds	4.00	4.09	77	78
In the future, I will travel to other countries to better understand culture and diversity	3.85	3.98	68	70
I can easily relate to people that are different from me	4.03	4.21	75	91
Ethical Leadership	4.50	4.52	96	98
When I am in groups, I am thoughtful of other people’s feelings	4.39	4.47	94	97
I am dependable and reliable	4.57	4.56	98	97
I try to make certain that my actions never intentionally harm another person	4.62	4.59	99	100
I am aware of what kind of person I am	4.48	4.49	97	97
When working in groups, I try to assure everyone’s voice is heard before a decision is reached	4.43	4.47	94	98

Green – Increase; **Yellow** - Decrease