2014–2015 Annual Report

Student Development and Public Affairs

Table of Contents

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:

ASSOCIATE PROVOST
Rachelle Darabi

ACADEMIC ACHIEVEMENT
Dan Raines
Director

COMMUNITY INVOLVEMENT & SERVICE
Alex Johnson
Director

ACADEMIC ADVISEMENT
Kathy Davis
Director

EJOURNAL OF PUBLIC AFFAIRS
Andrew Lokie
Director

ACADEMIC STANDARDS & OPPORTUNITIES
Jessica Silvey

FACULTY CENTER FOR TEACHING & LEARNING
Nancy Gordon
Assistant Director

ACADEMIC OMBUDSMAN
Kris Sutliff

FIRST-YEAR PROGRAMS
Mike Wood
Director

OFFICE OF ASSESSMENT
Keri Franklin
Director

THE LEARNING COMMONS
Diana Garland
Director

CENTER FOR COMMUNITY ENGAGEMENT
Mike Stout
Director

PUBLIC AFFAIRS SUPPORT
Mary Ann Wood
Director

CITIZENSHIP & SERVICE LEARNING
Kathy Nordyke
Director

STUDENT LEARNING SERVICES
Michael Frizell
Director

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.

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.

2014–2015 Highlights

- **Brought back the Transfer Advising Workshop,** to offer information and skill development for advisors who serve our growing transfer population. This highly rated workshop was also conducted for the first time on the West Plains campus.

- **Thrived through staff changes and leaves,** continuing to provide highly rated advising services to our assigned students.

- **Successfully offered the first on-line version of IDS 118: Enhancing learning techniques for college and life.** Offered first section in spring semester 2015.

- **Assumed advising responsibilities for individualized majors and potential Bachelor of General Studies majors.** Have already advised approximately 70 potential BGS students, prior to any publicity being done.

- **Offered high quality advisor training and development programming, including four Advising Basics Workshops, three Master Advisor Refresher Workshops and three Master Advisor Workshops**. We also offered ongoing advisor development programs such as four advising refresher workshops, fourteen Academic Advisor Forum sessions and special workshops on Advising International Students and Career Advising.

- **Offered training and support to advisors across campus in the transition to the new general education program** by including general education information in all Advising Basics and Master Advisor Workshops, producing and updating both versions of general education worksheets in print and online, and making presentations for some academic departments.

- **Provided leadership and service for professional associations**. Christina Bowles serves as President for Missouri Academic Advising Association (MACADA). Jamie Schweiger continues as Southwest Regional Representative for MACADA. For the Global Community for Academic Advising (NACADA), Ross Hawkins was chosen to be a Steering Committee Member for the Commission and Interest Group Division. Ross was also selected for recognition at NACADA with the "Service to Commissions" Award. Kathy Davis

completed her first year of service as a mentor for the Emerging Leaders Program and served on the team to design NACADA online tutorials.

- **Provided recognition and reward for outstanding advising, advising support and for graduate student contributions**. 2015 "Curtis P. Lawrence Award for Excellence in Advising" faculty recipient Nora Cox was chosen as a 2015 NACADA Outstanding Faculty Advisor and staff recipient Juli Panza was selected for a NACADA Certificate of Merit. For the second year, the Provost's Academic Advising Council recognized a graduate student for outstanding contributions to advising at Missouri State University. Vanessa Jones from Psychology Advisement Center received that honor. For the third time, the Provost's Academic Advising Council gave an award to a member of the MSU community who is not an advisor but who provided outstanding support to advisors. Christy Graham, whose work supports graduate advisors, was chosen for that award.

Goals for 2015–2016

- **Meet strong demand for Bachelor of General Studies major** without sacrificing quality of advising offered to exploratory and individually admitted students.

- **Enhance marketing efforts for the individualized major** to increase student knowledge about this academic option.

- **Offer on-campus advising conference to focus on transfer advising issues**. "Advising Students in Transition" is scheduled for Monday, October 19. Dr. Charlie Nutt, Executive Director of NACADA, has accepted our invitation to serve as keynote speaker. Advisors from across Missouri will be invited to attend this free conference. This will be our third on-campus advising conference.

- **Successfully integrate appeals directly following suspension** into Academic Advisement Center responsibilities.

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

Assessment and Program Improvement Efforts

- **Made changes to Take AIM (Academic Information and Motivation)** in response to suggestions from advisors and probationary students. The changes provide more instant feedback to students and require fewer assignments be graded by advisors, enhancing response time to students.

- **Due to difficulty in scheduling sections of IDS 118 that meet student needs, shifted to offering online version of the class.**

- **Made upgrades to the organization and style of the *Master Advisor Handbook*** in response to assessment by program participants.

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:

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

- **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.

2014–2015 Highlights

The CASL office continues to experience growth in number of students engaged in service-learning over the course of the 2014–2015 academic year, development of new and sustainable community partnership, and in the number of high school dual-credit service-learning courses.

- **Service-Learning Students** = 3,120 students representing a 12% increase

- **Total Service-Learning Hours** Provided to Community = **68,325**

- **Value of Service** to Community @ $21.30/hour = **$1,455,322.50**

- **Number of Service-Learning Courses** = **489 representing a 5% increase**

- MSU Faculty/Staff Offering/Teaching Service-Learning Courses = **228 representing a 23% increase**

- **Average Persistence Rate** for students who complete Service-Learning coursework = **91%**

These numbers represent a 12% growth in numbers of service-learning students and a 23% growth in faculty/staff offering and teaching service-learning courses.

CASL Service-Learning Signature Programs

Focus First Vision Screening Program
- **Nursing, Pre-Med, and Pre-Optometry** service-learning students screened 2,135 children, youth and adults; 1,983 ages 6 months to 18 years and 152 adults. Screenings took place a

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.

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

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

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

- Vision Screening Services were **expanded to the West Plains campus and community** during the 2014-2015 academic year.

Safe and Sanitary Homes Project

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 utilized their skills and knowledge to provide valuable resources including the development of websites, preparation of educational materials, research, and information gathering projects during the academic year.

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.

To date, some 53 component service-learning students plus183 integrated service-learning students have provided after-school programming to over 300 K-5th grade students.

Scholarship of Teaching and Learning 2014–2015

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 2014 Fall Showcase.

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

- **Awarded two Faculty Research Stipends**: Adena Young-Jones and Florence Uruakpa-Nweke for their innovative work and research in the field of service-learning.

- **Trained MSU West Plains Campus faculty and Parkview High School faculty** in service-learning pedagogy.
- **Worked with Springfield Public School system** to introduce Service-Learning as an option for their high school programs.

Assessment and Program Improvement Efforts

Assessment is essential to all programs and initiatives, including academic service-learning. Beginning in fall 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. Students also rate their community partner for their service-learning experience and their service-learning course. 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 3,120 students who engaged in service-learning coursework during the 2014-1015 academic year, 401 or 12% on average completed the survey. The survey was administered during the last of week of class 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 and experience: 15 questions from the MSU Public Affairs Scale that examined ethical leadership, cultural competence, and community engagement; 6 questions regarding the students' service-learning professor; 3 questions regarding the students' community partner; and 3 questions regarding the students' overall experience with service-learning. All questions consisted of a 5-point Likert scale from 1=Strongly Disagree to 5=Strongly Agree. Overall mean scores for each of the survey question areas are provided in the following tables. Increases are highlighted in green; decreases in red. **Details of the survey scores can be found in the appendix at the end of the report.**

Table 1: Service-Learning Student Outcomes "Agree" or "Strongly Agree" Responses

Based on Responses to Questions: Upon completion of this course I: (see detail)	Number of Responses			Average Score			Percent "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Critical Thinking Outcomes	344	61	405	4.18	4.28	4.23	86	86	86
Communication Skills Outcome	345	61	406	4.23	4.46	4.35	89	93	91
Career and Teamwork Outcomes	345	61	406	4.32	4.42	4.37	90	92	91
Civic Responsibility Outcomes	344	60	404	4.28	4.41	4.35	89	93	91
Academic Development & Educational Success Outcomes	345	61	406	4.29	4.50	4.40	86	91	89

*I = Integrated; C= Component; T = Total

Table 2: Public Affairs Scale "Agree" or "Strongly Agree" Responses

	Number of Responses			Average Score out of 5 with 5 being "Strongly Agree"			Percent "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Community Engagement	340	61	401	4.31	4.42	4.37	88	92	90
Cultural Competence	339	61	400	4.06	3.98	4.02	79	75	77
Ethical Leadership	339	61	400	4.48	4.51	4.50	96	96	96

*I = Integrated; C= Component; T = Total

Table 3: Students' Evaluation of Service-Learning Course Professor "Agree" or "Strongly Agree" Responses

	Number of Responses			Average Score out of 5 with 5 being "Strongly Agree"			Percent of Students who "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Evaluation of Course/Professor	339	60	399	4.24	3.82	4.03	84	71	78

*I = Integrated; C= Component; T = Total

Table 4: Students' Evaluation of Service-Learning Community Partners "Agree" or "Strongly Agree" Responses

	Number of Responses			Average Score out of 5 with 5 being "Strongly Agree"			Percent of Students who "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Evaluation of Community Partners	336	59	395	4.13	4.50	4.32	81	90	86

*I = Integrated; C= Component; T = Total

Table 5: Students' Overall Evaluation of Service-Learning Course Experience "Agree" or "Strongly Agree" Responses

	Number of Responses			Average Score out of 5 with 5 being "Strongly Agree"			Percent of Students who "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Evaluation of Course Experience	336	58	394	3.79	3.95	3.87	66	67	67

*I = Integrated; C= Component; T = Total

An additional yes/no question was asked of students: "Would you recommend service-learning to other students?" Of the 394 students who responded to this question, 364 of those students or 92% stated "Yes" they would recommend service-learning to other students.

Goals for 2015–2016

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

- Work with integrated service-learning faculty to increase scores in the areas of Academic Development and Educational Success Outcomes (86% overall).
- Will work to increase scores for Cultural Competence (75% overall for Component Service-Learning Students) as part of the Public Affairs Mission by providing more service-learning opportunities with exposure to other cultures.
- Continue to work with professors to increase scores in students' perception of their service-learning course instructor (78%) and in overall service-learning course experience (67%) by providing service-learning professors with additional training and educational materials.
- Work with community partners (CP's) to further educate CP's on service-learning in an effort to increase students' scores (86%) on their perception of their service-learning experience with their community partners. The CASL office will continue to meet with community partners and provide partners with the new educational handbook.

Community Involvement and Service

Community Involvement & Service is a set of programs focused on involving students in meaningful experiences throughout the community. These programs help students 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. Our vision is that Missouri State students will be active citizens by engaging in positive social change in local, national, and global communities.

Community Involvement & Service offers a series of opportunities including one time service events in the Springfield community, immersion trips, ongoing service experiences, and connections to local community agencies. Students can participate and get involved with any of these opportunities.

Highlights of 2014–2015

- **Successful redesign of Immersion Trip structure,** including payments, funding, and advisement. Our office worked alongside the Bursar to implement a storefront through which students paid for their trips. Collaboration with the University Foundation resulted in successful Crowdfunding campaigns for Immersion Trips, cutting the cost of trips by 50% for some students. In total, students raised close to $1,800 for Spring Break Immersion Trips. Faculty members served with students as Advisors for trips. Increased interest in International Service led to an exploratpry service trip to Costa Rica Focusing on Eco-Agriculture. Our office will be working alongside Study Away in 2015-2016 to bring 10 students to Costa Rica.

- **First Fall Community Involvement Fair** took place in September of 2014 in the Plaster Student Union. To connect students with community agencies and experiential learning early in the academic year, Community Involvement & Service, Public Affairs Support, and Citizenship & Service-Learning held the first Fall Community Involvement Fair, along with the annual Spring fair. During each of these fairs, about 50 community agencies, both local and national, joined MSU faculty, staff and students to share resources about volunteering, service-learning, and community engagement.

- **Scholarship students served the community** with more than 21,000 service hours! In 2014-2015, our office tracked more than 21,000 service hours for Multicultural, University, Board of Governors, and Presidential Scholarships.

Service Hours

Our office works closely with the Scholarship Office and students who receive the Multicultural, University, Board of Governors, and Presidential Scholarships to ensure students are gaining experiences outside of the classroom addressing social justice issues. Students are trained each semester on topics such as quality service, hour tracking procedures, and community engagement.

Service by Scholarship	Service Hours
Multicultural Leadership Scholarship	3,173
University Scholarship	1,027
Board of Governors Scholarship	15,081
Presidential Scholarship	1,749
Total Service Hours	**21,030**

Students by Year	Service Hours
First Years	6,669
Sophomores	6,795
Juniors	7,566
Total Service Hours	**21,030**

Community Outreach

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.

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. Below are the number of community agency attendees present at our Fall and Spring fairs:

- Fall 2014 – 48 Agencies

- Spring 2015 – 50 Agencies

- Total – 98 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 2014-2015, our office sent this weekly newsletter to 3,000 subscribers, including students, faculty, staff, and community members. We feature one-time and ongoing service opportunities, sent to us by community agencies.

Bear Service Days

When we serve with large groups of students in the Springfield community, we call those events Bear Service days. Our office provides resources for all student organizations, Residence Halls, etc., and works very loosely with the Bear Service Team, which is a student organization 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 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. Below is a snapshot of Bear Service days in 2014-2015:

Event	Semester	Participants	Hours Served	Community Agencies
Into the Streets	2014	300	1,200	
MLK Day of Service	2015	280	1,120	
Bear Service Team Weekends	2014-2015	200	600	

Immersion Trips

Our immersion programs feature opportunities for students to spend their breaks (spring, summer, fall) volunteering, immersed in the community. 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 the student organization that provides leadership, reflection, and organization of our "Alternative Break" programs to communities, along with Faculty/Staff Advisors. The chart below represents Immersion Trips in 2014-2015:

Location	Semester	Students	Issue of Focus	Hours Served	Community Agencies	Advisor
Springfield, MO	Fall 2014	10	Local Service Sampler	150	4	Amanda Gabbard
Little Rock, AR	Fall 2014	7	Civil Rights	105	3	Alex Johnson, Jasmyne Channel
Dallas, TX	Spring 2015	10	Children and Families	300	2	Katie Richards, Cara Smith
Indianapolis, IN	Spring 2015	9	Youth At Risk	270	7	Kevin Sikes
Chicago, IL	Spring 2015	13	Homelessness and Hunger	390	3	Darren Young
Asheville, NC	Spring 2015	8	Health and Wellness	240	3	Alex Johnson, Ryan Gipson
New Orleans, LA	Spring 2015	11	Urban Development	330	5	Dacoda Scarlett, A'dja Jones
Monteverde, Costa Rica	Winter 2015	3	Eco Agriculture	90	1	Alex Johsnon
Total		**71 Students**		**1,875 Service Hours**	**28 Community Partnerships**	

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 for the Social Change Leaders program. A partnership with the career center will enhance support for the Community Involvement Fair.

- **Support First Year Programs community engagement** efforts by incresing on-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.

Assessment and Program Improvement Efforts

- Streamlined financial procedures, advisement, and fundraising were an assessed need after the 2013-2014 year. To meet this need, Community involvement & Service collaborated with the Bursar, department accountants, faculty, and the University Foundation to improve these efforts and create sustainable systems.

Dr. Mary Jo Wynn Academic Achievement Center

A grand opening and ribbon-cutting ceremony for the newly remodeled and renamed Dr. Mary Jo Wynn Academic Achievement Center was held on the afternoon of September 5. Dr. Wynn and numerous dignitaries, including President Clif Smart and Director of Athletics Kyle Moats attended, along with many of the project's donors and supporters. The renovation has provided student-athletes with a modern study area and has given the athletic department another showcase facility.

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.

2014–2015 Academic Highlights

Academic Performance for All Sports (approximately 400 student athletes)
The GPA for all sports for the 2014–2015 academic year was **3.081**, the highest year on record.
- Fall 2014: **3.055**
- Spring 2015: **3.108** (highest semester on record)

Athletic Director's Honor Roll (semester GPA of 3.00)
- 243 students for Fall 2014
- 254 students for Spring 2015

Maroon & White Scholar-Athletes (cumulative GPA of 3.25)
- 175 students recognized for Fall 2014 achievement
- 172 students recognized for Spring 2015 achievement

Missouri Valley Conference Leadership and Service Awards for 2014–2015
- Fall – Leah Reitmayer, Field Hockey
- Winter – Tyler McCullough, Men's Basketball
- Spring – Ali Trickey, Softball

Additional Academic Information
- 6-Year graduation rate = 62% (overall university rate is 55%)

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

- All teams achieved a single year Academic Progress Rate (APR) above 930 and meet current standards with a multi-year score above 930 (four-year average)

- Average single-year APR score of 985 and average multi-year score of 977 among 16 sports (1000 is a perfect score and 930 is the NCAA minimum required score)

Additional Notable Awards or Accomplishments

- **Dylan Becker** (Baseball), **Mark Karlsen** (Men's Golf), **Heather Duckworth** (Softball), **Haley Scott** (Track & Field), and **Andrea Beaty** (Volleyball) – MVC President's Council Academic Award (3.80 overall GPA and will graduate within one semester)

- **Caleb Schaffitzel** (Football) – First-team academic All-American for third consecutive year, and the fourth individual in Missouri State history to receive the honor three times.

- **Rebecca McPherson** (Softball); **Andrea Beaty** (Volleyball); and **Molly Brewer, Kelsey Fouch, and Cassie Le** (Women's Soccer) – Capital One Academic All-District VI

- **Brandon Besong, James Fawke, and Parker Maher** (Men's Soccer) – College Scholar All-Region Academic Team

- **Kenzie Williams** (Women's Basketball) – MVC Elite 18 Award (highest GPA among all participants in championship)

- Total volunteer hours = 2621

- Total Economic Impact of MSU Student-Athlete Volunteering = $60,466.47

Graduates

- Fall 2014: 29 current and former student-athletes graduated in December, including four with Master's degrees, one in the Honors College, and six with honors (one Summa Cum Laude, one Magna Cum Laude, four Cum Laude)

- Spring 2015: 67 current and former student-athletes graduated in May, including eight with Master's degrees, one with a graduate certificate, four in the Honors College, and 20 with honors (three Summa Cum Laude, six Magna Cum Laude, eleven Cum Laude)

- Summer 2015: 14 current and former student-athletes are on the graduation list for July, including three with Master's degrees and one with a Doctor of Physical Therapy degree

Assessment and Program Improvement Efforts

Our office participated in a research project conducted by Kevin Sikes, a first-year student in the SAHE program at Missouri State University. The research handout, "Student-Athlete Perceptions of Their Relationships with Faculty Members," is included at the end of this Annual Report.

eJournal of Public Affairs

Civic Engagement – Education, Research, Practice

The *eJournal of Public Affairs* is in its fourth year of publication. 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* aims to advance the status of public scholarship. This collaboration between Missouri State University and the American Democracy Project publishes three issues during the year, and regularly accepts submissions for both its Scholarly and Features section. The journal is focused on scholarship related to engagement in the public arena, including the following:

- 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* publishes scholarly articles, with or without embedded multimedia in the articles, including research studies, best practices, reviews of the literature, and book reviews. The journal also considers publishing scholarly and creative endeavors in alternate forms of media (e.g., videos). In a past issue, the *eJournal* published an invited video instead of a manuscript, which provided a dynamic presentation describing the author's project and experience in Chiang Mai, Thailand.

Following a protocol for continuous publications, the *eJournal* is accepting submissions with the intention to publish when more than 3 manuscripts have been approved through the peer-review process. Along with open submissions the journal has had a great run of special topics, which has involved the talent and contributions of guest editors. In our brief publishing history past topics have included eCitizenship, Social Entrepreneurship, Beyond Sustainability, and Global Engagement: Educating Globally Competent Citizens.

Possible future topics include:
- Stewards of Place

- Leadership in Social Justice

- Campus and Community Civic Heath

- Citizenship: Participating in a Democracy

- Integrative Civic Education: Applications for complex public problem-solving

- Higher Education's Role in Preventing and Responding to Gender-Based Violence

We are very excited about the "Features Section" that focuses on media submissions, and provides an opportunity for students, community members, and educational institutions to tell their story. Informative videos, photo-essays, and research notes have been published in the Features section. Submissions have come from students and faculty from Missouri State University, Kennesaw State University, Fort Hays State University, Georgia College, University of Minnesota-Duluth, and from independent producers.

We are determining how to utilize Social Media, and are working to implement a plan of action in the coming year.

Finally, we are, again, very close to launching the new *eJournal of Public Affairs* website. The capabilities will enhance access to mobile devices, improve our process steps by implementing a content management system, and provide the ability to post multiple announcements, display past issues, and manage a directory of users.

Highlights for 2014-2015

- **Met goal** to publish three issues during third year of publication.

- **Special issues**, two new collaborating pairs of guest editors developed issues on Beyond Sustainability and Global Engagement: Educating Globally Competent Citizens.

- **Copy-editing service** has been enhanced producing compliments from authors.

- **The Coordinator position** has been an effective collaboration between the CASL and the *eJournal.*

- **The *eJournal* budget**, in its second year, is now on firm ground.

- **Continue to add new Reviewers** to expand the *eJournal's* peer-review pool.

- **Published two issues with media submissions** and promote the "Features Section," offering publication opportunities for students and community members.

- **Have successfully implemented evaluation tool** for media submissions.

- **New IT support,** we have contracted a specialist to support the OJS software and reached an agreement with Computer Services for server support.

- **Very close to launching new website** and have already accepted submissions on the new site.

Goals for 2015-2016

- **Implement, fine-tune, and enhance** the new *eJournal* website.

- **Establish a contact distribution list** through new website.

- **Investigate and establish data profiles** to be obtained each year, produce and evaluate reports.

- **Continue to optimize *eJournal* processes** for submissions, reviews, and publication on new website.

- **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 from outside the MSU community.

- **Continue to seek media applications**, i.e. video BIOs, videos from student and scholars, produce video editorials.

- **Continue planning for and implement** applications of social media.

- **Strive for effective integration of media with text.**

Assessment and Program Improvement Efforts

The *eJournal* has collected data from Google Analytics and is planning to construct a process to target criteria for data collection. With implementation of the new Open Journal System (OJS) format we will provide reports with more comprehensive and extensive data that indicates the readership and scope of the eJournal. Plans for building a directory for improved networking and communication tool will also lend itself for input and evaluation of our processes and impact.

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 & Learning (FCTL) is committed to applying research-based principles of pedagogy, instructional design, and integration of technology to encourage active student engagement and deep learning. 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 & cognition, instructional design and multimedia learning, FCTL strives to promote a culture of active learning and assessment."

This past year, FCTL staff participated in visioning activities revising the center's Mission Statement to best reflect this professional expertise and commitment.

Highlights of 2014–2015

- The 29th Showcase on Teaching and Learning was held on August 13, 2014.

  » Dr. Deborah Allen, Institute Leader at University of Delaware, presented keynote presentation on problem-based learning. There were 240 faculty in attendance of Dr. Allen's presentation.

  » Twenty-one break-out sessions were presented by faculty and staff during the morning session.

  » Twenty-one table-top display/presentations were presented by university service units.

- Awarded funding of five Curriculum Innovation Projects during FY-15.

  » Closing Gap: Unpacking the Development of Students' Understanding of Fraction Concepts and Improving Teachers' Pedagogical Content Knowledge of Fractions.– Dr. Patrick Sullivan; Mathematics Department

  » Creating a Community Based Cooking Show for Deeper Learning.– Dr. Deborah Larson; Media Journialism and Film Department

  » Critical Thinking with Enhanced Vision Technology – Dr. Carolyn Graves; Nursing Department

  » Integrating Innovative and Collaborative Technology in the Classroom: Real-Time and On-Site Visualization Teaching Aids in the Geology and Planning Curriculum – Dr. Gary Michelfelder; Geography, Geology & Planning Department

  » Testing for the future: The use of tablets for teaching intellectual ability assessment. – Dr. Paul Deal; Psychology Department

- 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 presentations for the Shattering the Silences series.

- Funded *Giving Voice Student Troupe* which provided diversity training through scenario-based presentations and workshops that provide a safe environment to discuss discrimination.

- Assisted with sponsoring university conferences and events such as the annual Society for Technical Communication Conference, the Center for Service Learning, and Diversity and Inclusion.

- Continue to collaborate with the Disability Resource Center and in conjunction with SDPA sponsored two faculty to attend AIM Technology Summit.

- Provided accessibility workshops supporting faculty in how to make classroom materials more accessible for students with disabilities.

- Provided series of workshops known as *Power-up Sessions* which focus on effective ways of teaching with technology.

- *Digital Professor Academy*, faculty development program designed to support faculty as they are transforming face-to-face instruction to blended or online format. Seventy-nine faculty participated in either DPA-001 or DPA-002 during Fall and Spring semesters. Fifty faculty completed peer-reviewed courses as a result of completing in this program.

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

- Classroom Technology installed 45 new projectors as part of digital upgrade initiative. Updated digital technology in conference rooms for the President, Provost, and Associate Provost for Student Development and Public Affairs. Engineered 17 new Crestron-equipped classroom lecterns as part of Pummill Hall renovation. Two of these are ITV systems. Designed new conference room technology for Economics department. New Mediasite lecture capture classroom for School of Agriculture. Installed new classroom technology in Choral Room at Juanita K. Hammons Hall for the Performing Arts. Engineered and installed four Crestron-equipped classrooms as part of the Fifth Floor Renovation of the Jim D. Morris Center. Upgraded four classrooms in Jim D. Morris Center to new digital standard. Work with Planning, Design, and Construction on numerous projects including Glass Hall addition, Welcome Center, and O'Reilly Clinical Health Science Center.

Goals for 2015–2016

- **FCTL Faculty Fellow for Engaged Teaching,** Eric Nelson, will chair FCTL Advisory Council and lead a series of faculty development offerings on how to make instruction more accessible.

- **Continue to provide best practices** through faculty development offerings based on 30th Showcase theme of *How Learning Works* and creating deep learning opportunities for students.

- **Continue to survey faculty and collect information through consultation database** in order to plan activities that best meet faculty development wants and needs.

- **Continue to offer DPA and other workshops** in support of course transformation.

Assessment and Program Improvement Efforts

The FCTL continues to actively involve the FCTL Advisory Council to ensure the alignment of programming with annual goal established by the President and Board of Governors. This year we are offering an FCTL Faculty Fellow position to one of our advisory board members to chair the council and lead a series of activities around ADA initiatives for the university.

This past year we developed and implemented a consultation database to hold information from all our services and various activities. We plan to use this information as well as faculty surveys and workshop evaluations to make data-based decisions that best serve the needs of faculty.

First-Year Programs

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

- **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 88-95 sections of GEP 101 are offered each fall, with additional sections during the spring and summer semesters. For Summer 2014, 3 sections were offered, with 87 offered in Fall 2014 and 10 offered in Spring 2015 (100 total sections). Several of these classes also include an integrated service-learning component. Additionally, FYP partners with Residence Life, Housing, and Dining Services to coordinate first-year living learning communities (LLCs) and the Academic Advisement Center to coordinate the JumpSTART/summer bridge program for at-risk students. Finally, 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 2014-2015

- GEP 101 Course Enrollment- SU 2014: 3 GEP 101 sections (69 students); FA 2014: 90 GEP 101 sections (2,499 students); SP 2015: 10 sections (223 students). Total annual students enrolled at census: **2,791.**

- GEP 101 Offered in Multiple Modalities:
  - » 1 section of GEP 101 fully online
  - » 4 evening sections (2 for multi-cultural scholarship recipients)
  - » 16 sections with an integrated Service-Learning component
  - » 3 sections of Agriculture-themed

- » 3 sections as part of a Curricular Learning Community (CLC)
- » 2 sections of GEP 101 as part of a LLC for fit and well
- » 8 sections for first-generation college dedicated
- FYP Additional Focus:
  - » Provided additional instructor development workshops for GEP 101 with a focus upon common reader implementation, syllabus brainstorming, information literacy, and mentoring
  - » Offered 2 Peer Leadership classes, for a total of 40 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, JumpSTART/Summer-bridge, study away appeals committee, undergraduate recruitment committee, provost's academic advising council, faculty advisor for Theta Chi
- Office staff chaired common reader curriculum development committee
- Office staff attended multiple diversity and inclusion sponsored events

Goals for 2015-2016

- Each section of GEP 101 will require a 4-hour public affairs service activity
- 4 sections GEP 101, SU 2015 (2 designated for JumpSTART)
- 95 sections of GEP 101 planned for fall 2015
  - » 1section online
  - » 1 section for ELI/non-native English speaking students
  - » 11 sections with integrated service-learning
  - » 1 dedicated section for veterans
  - » 2 dedicated sections for 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: LLT 180, COM 115
  - » 4 sections of Agriculture themed
  - » 2 sections for individually reviewed
  - » 10 first-generation/college designated sections offered
- 2 Peer Leadership classes (46 students); advisement for Peer Leader Association

- Coordinate Optional Professional Support Workshops

- Continued emphasis on faculty recruitment for GEP 101

- Greater collaboration with Honors College/UHC 110

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

- Greater emphasis on assessment and program evaluation, including developing processes to assess new general education goals in GEP 101, Public Affairs Scale, and additional evaluation of CLCs, LLCs, SL, JumpSTART, and online sections.

- Incorporate Title IX information to all sections

Common Reader for 2015

The 2015 Common Reader is *The Other Wes Moore* by Wes Moore. 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, Wes Moore will be the Public Affairs convocation speaker October 20.

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.

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 Adobe Connect® and our AskAMathTutor@MissouriState.edu is also available for students desiring to email a question to a Mathematics tutor for asynchronous tutoring.

Highlights of 2014–2015

Subject area tutoring | Summer 2014–Spring 2015

Description of Visits	Total	
Summer 2014	**1369 Visits Total**	
Number of tutors	8	
Number of front desk student workers	2	
Number of visits to drop-in Math Table	151	
Number of visits for Math 135 Study Group	4	
Number of visits to Business drop-in table	31	
Number of visits to Science drop-in table	24	
Number of visits to General Subject Area	2	
Number of visits for Jump START Study Hall	1157	
Student Worker Wages	$3,078.25	
Wages include front desk student workers		
The 55 Jump Start students could attend study hall hours, a Supplement Instruction session, visit a Writing Consultant or work with a tutor at the Math/Subject area table. Summer tutoring subjects are limited.		
Description of Visits	Total	
During the Fall and Spring Semesters generally there are tutors for 180 courses in 80 subject areas.		
Fall 2014	**4630 Visits Total**	
Number of tutors	37	
Number of front desk student workers	5	
Number of visits to drop-in Math Table	2519	
Number of visits for Math Group Study (Math Table)	101	
Number of visits to drop-in Business Table	201	
Number of visits to drop-in Science Table	953	

Description of Visits		Total
Number of visits to drop-in Generalist Tutor	92	
Number of visits for subject area appointments	36	
Number of visits to PSY 121 ULA Center	41	Workers paid by PSY
Number of visits to drop-in Spanish Table	104	10 hours paid by MCL
Number of visits for Jump START Study Hall (IDS 118)	583	
Student worker wages	$33,359.66	
Graduate assistant wages	$4,225.00	
Wages include student workers at the front desk		
Description of Visits		**Total**
Spring 2015	**3883 Visits Total**	
Number of tutors	43	
Number of front desk student workers	5	
Number of visits to drop-in Math Table	2181	
Number of visits for Math Group Study (Math Table)	124	
Number of visits to drop-in Business Table	219	
Number of visits to drop-in Science Table	760	
Number of visits to drop-in Generalist Tutor	48	
Number of visits for drop-in Spanish Table	49	10 hours paid by MCL
Number of visits for drop-in French Table	38	Volunteer tutor
Number of visits for drop-in Economics Table	445	Replaced Pass Program
Number of visits for drop-in General Computer Assistance	3	Work Study Tutor
Number of visits for subject area appointments	16	
Student worker wages	$36,041.60	
Graduate assistant wages	$4,225.00	
Wages include student workers at the front desk		
Although the PSY ULA's met in the Bear CLAW during the spring semester, no student self-reported visiting PSY ULA's.		

Goals for 2015–2016

- Continue to improve services and professionalism of tutoring staff.

- Continue to improve online tutoring services and move the services to Collaborate.

- In May 2015, we hosted guests from regional colleges and universities to view a webinar and discuss student tutoring and student academic support centers. We plan to meet again during the 2015-2016 academic year.

- As an additional method of assessment, we will evaluate a more formal surveying method rather than relying on the comments section embedded in Tutor Trac.

- With the recent purchase of the mobile feature of Tutor Trac, we hope to make if fully functional by Fall 2015.

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

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. On occasion, faculty have been invited to participate with tutor discussions. Additionally, throughout the semester, individual students are randomly consulted with regarding their experience while in the Bear CLAW space. As a result of PASS program assessment, Economics was dropped from that program and added as a drop-in center in the Bear CLAW.

Math online tutoring has had very light attendance in the fall and spring semesters; those appointments aren't reported in Tutor Trac. The tutor reported less than a dozen students attended between both semesters. The program is switching from Adobe Connect to Blackboard Collaborate.

Student Learning Services

Peer Assisted Study Session (PASS) Program

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

Highlights of 2014–2015
- **Focus on science departments.** The PASS Program removed its support of the Economics Department by offering a better, drop-in based model that increased attendance. The Economics Department is now supported by the general tutors in the Bear CLAW.

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

- **The PASS Program saved almost $13,000 this year** by streamlining services, cutting supplies, and developing a stronger marketing plan.

Goals for 2015-2016
- **Maintain a high quality program** by seeking further training opportunities for staff.

- **Continue thorough evaluation of the program** in order to offer the highest quality product possible.

- **Solicit a new program** by speaking to the professors in the Physics Department for implementation by fall 2016.

Writing Center

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

- http://writingcenter.missouristate.edu

Highlights of 2014-2015

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

- **Increased number of dual credit high school workshops**. Using a laboratory approach developed with the assistance of Mrs. Julia Ritter of Logan-Rogersville High School, the Writing Center worked with Logan-Rogersville students and students from three other area high schools on writing development. The model calls for an introductory workshop from the Writing Center director, a library research workshop from a reference librarian, and consultations with writing consultants.

- **Developed a comprehensive writing plan for the ROTC Program**. During the spring 2015 semester, Missouri State University's Writing Center worked with the university's ROTC program in an effort to boost cadet writing skills. The director of the Writing Center was tasked to develop a workshop and writing intervention program that would boost cadet test scores on standardized writing assessments. With the assistance of the ROTC student leaders, the university library, and other stakeholders, a semester-long strategy was developed.

  - » Level 1 and 2 cadets wrote five pages, while Level 3 and 4 cadets wrote eleven pages on the general topic of military history.
  - » Next, Level 3 and 4 cadets were taught a model for peer review. The University Writing Center was closed while Level 3 and 4 cadets reviewed the papers of Level 1 and 2 cadets. Trained writing consultants assisted the senior cadets with their reviews.
  - » A writing fellow, a specially-trained writing consultant, met with the Level 3 and 4 cadets first in groups of 4 and then individually twice throughout the semester to offer suggestions on their drafts.

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

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

» Collegiate Reading and Learning Association (CRLA) – "Creating an Absent Professor Program to Market and Support Your Learning Commons"

» Association for the Tutoring Profession (ATP) – "Development of an Absent Professor Program to Support Faculty"

Additionally, Michael Frizell serves on two boards for national organizations:

» Editor for NCLCA's The Learning Assistance Review

» Publications Director for ATP (appointed at request of their president)

- **Scholarly pursuits gain international attention**. Michael Frizell had 22 publications with Bluewater Productions during the school year and has been an in-demand speaker for area schools, Ohgma Publishing Group (Fayetteville, AR), the Ozark Writer's Guild, and others. In addition, his writing has been featured on CNN, NBC, and CBS, and in *The Washington Post,* Politico.com, *Newsweek, Time,* and more.

Goals for 2015-2016

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

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

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

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

The Absent Professor Program

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

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

- http://absentprof.missouristate.edu

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

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

Highlights of 2014–2015
- **The program successfully completed** 128 workshops offered in fall 2014, spring 2015, and summer 2015 semesters.

Goals for 2015–2016
- **Maintain a high quality program** by seeking input from faculty, staff, students, and colleagues at other institutions.
- **Seek opportunities to publish** an article on this concept.
- **Create interactive videos** for use by professors, departments, and student organizations.

Assessment and Program Improvement Efforts

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

- 92% of respondents to the satisfaction score said they would likely "continue seeking assistance for PASS if it were offered" in future classes.
- 94% responded favorably when asked, "Did you learn something through attending PASS Sessions?"

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

- 96% of respondents to an online poll said they were "likely to use the Center again."
- 98% of respondents stated that the writing consultants were "extremely professional."
- 89% of respondents stated they would "tell a friend about the Writing Center."

Changes made due to assessment
The PASS Program will focus on customer service this year, specifically in ways to steer students to other campus services. The Writing Center will offer specialized Writing Fellows to classes where writing is a driving component.

Office of Assessment

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

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

Goals	Highlights
Gather, make sense, summarize…	▪ **14.7%** increase in response rates to NSSE & BCSSE surveys over previous administrations ▪ **2,000** examples of student public affairs work collected and reviewed ▪ **168** degree and certification programs with Student Learning Outcomes statements now available online ▪ **1,808** responses to the HLC Student Opinion Survey
Assess & advance student learning…	▪ Submitted QIP report to HLC committee ▪ Developed a Comprehensive Public Affairs Assessment Plan ▪ **41** faculty, staff, and students representing all colleges and co-curricular units at the QIP workshop ▪ Use the University Exit Exam to collect direct and indirect measures of success in advancing the public affairs mission
Serve as a resource…	▪ Worked with CGEIP on Gen Ed assessment plan ▪ Tailored assessment plans for academic and co-curricular programs as consulting partners ▪ Worked with the *President's Task Force on Graduate Tracking and Outcomes* to use the University Exit Exam as a tool to meet state reporting requirements. ▪ **63** attendees at student engagement workshop with Dr. Jillian Kinzie ▪ **$20,000** on Cost reduction in administration of ETS Proficiency Profile ▪ Shared findings on student engagement to First-Year Experience & Diversity committees ▪ **37.3%** response rate to Graduate College Exit Survey, revised in partnership with Assessment ▪ Eliminated a paper-and-pencil survey administrated by the Career Center through incorporation into the Exit Exam

Goals for 2015–2016

- Improve General Education Assessment standards

- Assist retention efforts by finding cost-effective, evidence-based options

Assessment and Program Improvement Efforts

- **Increased response rate overall on surveys** through the use of social media outreach, blackboard, student advisory committee, and marketing.
  - » **14.7%** Increase in response rates to NSSE & BCSSE over previous administrations: NSSE 2015 Response 30.2%, BCSSE 2015 Response 90%
  - » **37.3%** Response rate to Graduate College Exit Survey, revised in partnership with Assessment

- **Collaborated with Assessment Council and the Quality Initiative Project participants** to develop a Comprehensive Public Affairs Assessment Plan:
  - » Will assess multiple measures (open-ended essays and the 40-item Public Affairs Scale) of student learning in public affairs.
  - » Evidence of student learning will be collected from graduating seniors as part of the University Exit Exam (GEN 499).
  - » Faculty, staff, and students will review student learning in an annual workshop.
  - » Assessment grants will be available to support public affairs learning outcomes.
  - » Public affairs teaching toolkit will be expanded.

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 Convocations, Public Affairs Week (the week-long Public Affairs event in the Fall semester used to introduce the annual Public Affairs theme to the greater campus) 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: Campus-wide community service project partnering with Drury, Evangel, OTC and Southwest Baptist University; The Fall Public Affairs Convocation Lecture (connected to the Common Reader); the Excellence in Community Service Faculty/Staff Awards; the Board of Governors Awards for Excellence in Public Affairs; the Missouri Public Affairs Academy; selection of future Public Affairs Annual themes; selection of the Provost Fellow for Public Affairs; and other public affairs-related activities sponsored by the Office of the Provost.

Highlights of 2014–2015

- Public Affairs Week focused on the PA annual theme of The Ethical Citizen: Can you make a difference? The week included: a voter registration drive where 124 students were registered to vote; the Hunger Banquet (over 200 in attendance); hosted the first annual Civic Engagement Conference (215 attendees); partnered with Ozarks Public Television to show the film The Invisible War; film showing of Who Cares About Kelsey: Disability Segregation (143 attendees).

- Successfully solicited ideas and selected a PA theme for 2016-2017 as well as selecting the Provost Fellow for Public Affairs for 2016-2017. The theme will be Life, Liberty and the Pursuit of Happiness: Perspectives on Democracy and the PA Fellow is Dr. Kevin Pybas.

- Facilitated the appearance of Eric Greitens, author of our common reader, The Heart and the Fist, for the PA Fall Convocation Lecture. Attendance at the convocation event was over 2,200 plus an addition 150 at our campus in West Plains. Venue was the Hammons Hall for the Performing Arts.

- Facilitated the second annual Stomp Out Hunger All Collegiate Shoe Drive. This project brought together faculty, staff and students from Missouri State University, Drury University, Ozarks Technical Community College, Evangel University and Southwest Baptist University to collect over 10,000 pounds of 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 shoes supported purchasing over 65,000 meals through Friends Against Hunger. This office also assisted in facilitating a campus-wide community service

event with Friends Against Hunger in November where over 1,300 MSU campus community members participated in the Friends Against Hunger "Meals A Million" Pack-A-Thon at the Springfield Expo Center in November. 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.

- Assisted in the planning, promotion/marketing and implementation of the 2nd Annual Women's Leadership Conference.

- Assisted in contractually securing Cal Ripken, Jr. as the University Foundation sponsored Public Affairs Conference Keynote speaker. Over 2,000 in attendance with an additional 100 people viewing the presentation via closed circuit on our West Plains Campus

- The 2015 Public Affairs Conference was well attended with an all-time high attendance of 5,462.

- Participated in the marketing, promotion and selection of the second class of the Missouri Public Affairs Hall of Fame. The class included George Washington Carver, Eric Greitens and Simone Bernstein.

Goals for 2015–2016

- Continue to research and implement a procedure for accurately counting and assessing student/attendees at Public Affairs Support events.

- Serve as the primary developer and point of contact for the community wide service project, partnering with other area Higher Education institutions (OTC, Drury, Evangel and SBU)

- Work directly with new leadership in the Office of Student Engagement to co-sponsor events that promote greater student participation and awareness of Public Affairs mission activities and programs.

- Focus efforts to raise the recognition level of speakers brought in for major events, both solely within this office as well as in partnerships with other entities (University Foundation, other departments, etc.), to help promote the annual theme as well as the Public Affairs Mission.

- Ongoing work with the Citizen Alum Program, the Missouri Public Affairs Hall of Fame as well as continuing to strive to increase awareness both regionally and nationally of the Public Affairs Conference.

Assessment and Program Improvement Efforts

This past year the Office of Public Affairs Support returned to the use of hard-copy evaluations for the Public Affairs Conference and were pleased with the responses received (close to 1,700). We will continue to explore alternative methods of soliciting feedback for future events.

Appendix

Student-Athlete Perceptions of Their Relationships with Faculty Members

Kevin Sikes | Graduate Researcher - Missouri State University
Dan Raines | Research Sponsor – Director, Mary Jo Wynn Academic Achievement Center

BACKGROUND

Student-athletes face many different *assets* and *liabilities* on college campuses. This dual role leads to many different characteristics of what life looks like *on* and *off* the field of play. This study aims to explore the student-athlete/faculty relationship as prior research has indicated:

- Simon, Bosworth Fujita, and Jensen (2007) which studied 538 student-athletes at large Division I schools:
    - 33 Percent felt negative perceptions from faculty.
    - 61.5 percent given trouble when asking for academic accommodations (especially for travel)
- Potuto and O'Hanlon (2007) which also studied Division I athletes:
    - 49.2 percent felt unfair treatment
    - Yet, **96.7 percent** were satisfied overall with their educational experience.

This led the researcher to ask the following questions:

1. What is the state of the topic at Missouri State?
   -Any reason for concern in order to promote student success?
2. What is the responsibility of student-athletes?
   -Do they communicate effectively and/or often with faculty members?
3. Responsibility of faculty members?
   -Are stigmas present in the classroom?
   -How educated are faculty members on the assets and liabilities of being a student-athlete?

LOGISTICS OF THE STUDY

All student-athletes at Missouri State were invited to participate in this study. The data was collected at a response rate of 23 percent through a Campus Labs survey and paper questionnaires administered to student-athletes utilizing study hall hours at the Achievement Center. The data collection period was one week. The final count was 95 respondents in which 31 represented Men's Athletics, 56 represented Women's Athletics, and 8 represented co-ed Swim and Dive.

OVERALL FINDINGS

- 93.39% of respondents are satisfied with their educational experience at Missouri State.
- 83.16% of respondents perceive their relationships with faculty members as "Good" or "Excellent"
- 73.63% "rarely" or "never experience" "dumb jock" type stereotyping from faculty in class.

SPECIFIC FINDINGS

- Men and women shared near equal percentages of perceived relationships with faculty members, indicating that the gender subpopulation is not the best indicator.
- GPAs ranging from 1.1-3.0 (Most monitored students by Achievement Center) and GPAs 3.1-4.0 (Least monitored by the Achievement Center) shared near equal percentages of perceived relationships with faculty members, indicating that the GPA subpopulation is not the best indicator.

- While E-mail Communication was found as not correlated with faculty relationships, there appears to be a direct relation between better perceived relationships when office hours are visited more frequently (see graph).

Faculty Relations and Office Hours

Could student-athletes utilizing office hours be an indicator of positive relations?
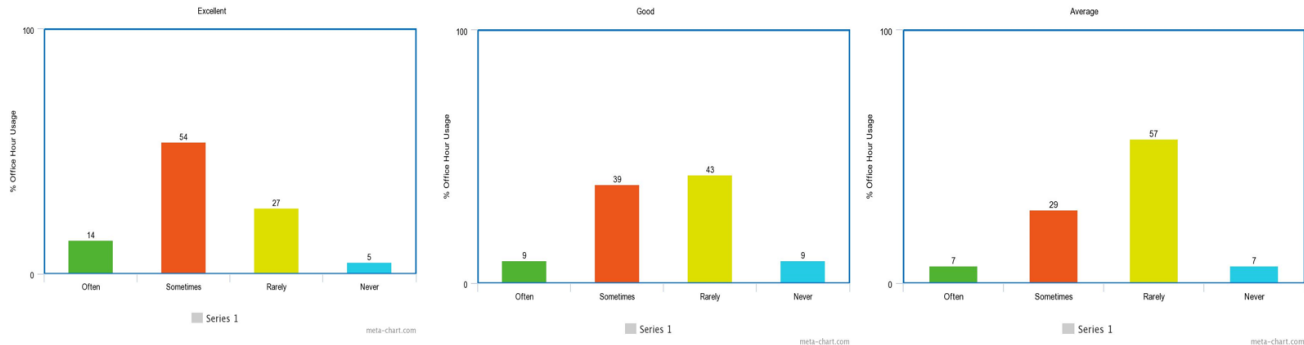
- The data suggests that the faculty relationship is not one of the important factors defining a student-athlete's satisfaction with Missouri State.

LIMITATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Limitations
- Could have used more response from Men's Football and Men's Basketball to look at the issue from the perspective of revenue generating sports.
- Not long enough survey time.
- Potential doubling of data input (electronic v. paper).
- Varying responses (no more than 97, no less than 91)

Recommendations
- Add questions on athletic priority.
  - o Does an *athlete-student* perspective affect perceived relationships with faculty?
- Focus Groups.
- Make faculty next focus of study.

CONCLUSION

This study indicates that Missouri State has reason to celebrate its faculty's efforts in working with student-athletes with the understanding that the student-athlete helps themselves as much as possible.

CASL Assessment Materials

Table 1: Service-Learning Student Outcomes – Detailed Report

Question: Upon completion of this course I:	Number of Responses			Average Score			Percent "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Critical Thinking Outcomes	**344**	**61**	**405**	**4.18**	**4.28**	**4.23**	**86**	**86**	**86**
Understand the root cause of the problem/issue identified	342	60	402	4.11	4.27	4.19	83	85	84
Can generate alternative solutions to address the problem/issue	345	61	405	4.23	4.27	4.25	87	87	87
Identify problems/social-justice issues in the community	344	61	405	4.20	4.29	4.25	88	85	87
Communication Skills Outcome	**345**	**61**	**406**	**4.23**	**4.46**	**4.35**	**89**	**93**	**91**
Demonstrate the effective use of oral, written, and listening communication skills	345	61	406	4.23	4.46	4.35	89	93	91
Career and Teamwork Outcomes	**345**	**61**	**406**	**4.32**	**4.42**	**4.37**	**90**	**92**	**91**
Demonstrate strong leadership skills	346	61	407	4.22	4.25	4.24	86	84	85
Am able to work will in teams and with others	346	60	406	4.39	4.55	4.47	92	98	95
Have the necessary skills to work in a career that will make contributions to society	345	61	406	4.32	4.47	4.40	90	96	93
Recognize that what I do in my jobs or work might have implications beyond the local community.	345	61	406	4.34	4.41	4.38	93	91	92
Civic Responsibility Outcomes	**344**	**60**	**404**	**4.28**	**4.41**	**4.35**	**89**	**93**	**91**
Understand the importance of contributing to my community	342	56	398	4.43	4.55	4.47	92	96	94
Am concerned about local community issues and problems	345	61	406	4.22	4.47	4.35	88	90	89
Can identify ways in which I can improve my neighborhoods in the future.	346	61	407	4.15	4.29	4.22	85	90	88
Believe I can have a positive impact on local social problems.	343	61	404	4.32	4.34	4.33	92	97	95
Academic Development & Educational Success Outcomes	**345**	**61**	**406**	**4.29**	**4.50**	**4.40**	**86**	**91**	**89**
Feel students learn better when courses include service-learning experiences	346	61	407	4.08	4.37	4.23	78	87	83
Understand the connection between my academic learning at this university and real-life experiences.	344	61	405	4.31	4.55	4.43	90	95	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).	345	61	406	4.47	4.58	4.53	91	91	91

*I = Integrated; C= Component; T = Total

Table 2: Public Affairs Scale – Detailed Report

	Number of Responses			Average Score out of 5 with 5 being "Strongly Agree"			Percent "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Community Engagement	**340**	**61**	**401**	**4.31**	**4.42**	**4.37**	**88**	**92**	**90**
Volunteering will help me succeed in my own profession	339	60	399	4.30	4.47	4.39	87	96	92
I plan to do some volunteer work next year	341	61	402	4.29	4.44	4.37	87	89	88
Volunteering makes me feel like I am contributing to the community	342	61	403	4.45	4.52	4.49	94	95	95
I do things for a cause bigger than myself	340	61	401	4.40	4.56	4.48	93	97	95
I feel obligated to contribute to my community	340	61	401	4.10	4.13	4.12	79	83	81
Cultural Competence	**339**	**61**	**400**	**4.06**	**3.98**	**4.02**	**79**	**75**	**77**
I am able to communicate effectively with people from different cultures	340	61	401	4.09	4.15	4.12	81	84	83
I understand the challenges faced by people from different cultures	339	61	400	4.16	4.06	4.11	86	83	85
I have been involved in organizations that provide services to people from different cultural backgrounds	338	61	399	4.11	3.89	4.00	81	72	77
In the future, I will travel to other countries to better understand culture and diversity	338	61	399	3.89	3.80	3.85	68	68	68
I can easily relate to people that are different from me	340	61	401	4.07	3.99	4.03	80	69	75
Ethical Leadership	**339**	**61**	**400**	**4.48**	**4.51**	**4.50**	**96**	**96**	**96**
When I am in groups, I am thoughtful of other people's feelings	340	61	401	4.42	4.35	4.39	96	92	94
I am dependable and reliable	340	61	401	4.53	4.60	4.57	97	99	98
I try to make certain that my actions never intentionally harm another person	336	61	397	4.60	4.64	4.62	98	99	99
I am aware of what kind of person I am	340	61	401	4.46	4.49	4.48	95	98	97
When working in groups, I try to assure everyone's voice is heard before a decision is reached	338	61	399	4.39	4.46	4.43	94	93	94

*I = Integrated; C= Component; T = Total

Table 3: Students' Evaluation of Service-Learning Course Professor – Detailed Report

	Number of Responses			Average Score out of 5 with 5 being "Strongly Agree"			Percent of Students who "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Evaluation of Course/Professor	**339**	**60**	**399**	**4.24**	**3.82**	**4.03**	**84**	**71**	**78**
The professor provided an introduction for the service-learning course project	341	60	401	4.35	3.93	4.14	89	77	83
The professor provided a clear explanation of the service-learning project and clear expectations	341	60	401	4.25	4.02	4.14	85	77	81
The professor provided theory/background that helped me to understand how the service-learning project related to this course's field of study	334	60	394	4.17	3.79	3.98	82	68	75
The professor provided feedback as the service-learning project progressed	339	60	399	4.16	3.60	3.88	80	63	72
The professor encouraged critical reflection throughout the semester	339	60	399	4.30	3.79	4.05	86	72	79
I am satisfied with the guidance my professor gave me this semester	341	60	401	4.23	3.79	4.01	82	70	76

*I = Integrated; C= Component; T = Total

Table 4: Students' Evaluation of Service-Learning Community Partners – Detailed Report

	Number of Responses			Average Score out of 5 with 5 being "Strongly Agree"			Percent of Students who "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Evaluation of Community Partners	**336**	**59**	**395**	**4.13**	**4.50**	**4.32**	**81**	**90**	**86**
The Community Partner provided good opportunities for service-learning projects	339	59	398	4.16	4.44	4.30	83	86	85
The Community Partner was accessible for answering questions and addressing concerns	337	59	396	4.10	4.54	4.32	78	91	85
The project for the Community Partner assisted the partner and exposed me to different work experiences pertinent to my course	333	58	391	4.12	4.51	4.32	81	92	87

*I = Integrated; C= Component; T = Total

Table 5: Students' Overall Evaluation of Service-Learning Course Experience – Detailed Report

	Number of Responses			Average Score out of 5 with 5 being "Strongly Agree"			Percent of Students who "Agree / Strongly Agree"		
	I	C	T	I	C	T	I	C	T
Evaluation of Course Experience	**336**	**58**	**394**	**3.79**	**3.95**	**3.87**	**66**	**67**	**67**
I learned much more in my service-learning course compared to a regular course	337	58	395	3.70	4.02	3.86	62	68	65
Class discussion were much more stimulating since this was a service-learning course	337	58	395	3.76	3.62	3.69	64	52	58
I would be motivated to participate in another service-learning experience	334	57	391	3.91	4.21	4.06	73	81	77

*I = Integrated; C= Component; T = Total