

- Assessment is “a positive process that continues to help us improve the quality of our work as educators.” (p. 3)
- “What should students be learning as a result of interacting with our programs and services?” (p. 7)
- 72% of FY students say their faculty are available, helpful and sympathetic. (p. 11)

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Perspectives on Assessment

VOLUME 1, ISSUE 1

SPRING 2013

Welcome from the Director

The spring 2013 semester is almost over and summer nears. We've finally had some rain, and I'm feeling ready for summer and sunshine. The Office of Assessment is proud to share our first newsletter which will come out in the spring and the fall. The goal for the newsletter is to highlight how faculty and staff on campus support student learning in classes, programs, departments, and colleges. As the coordinator of a program and the PI on federal and state grants, I have spent many hours documenting assessment for accreditors, for self-study, and for a variety of audiences. I hope that our office can bring together a variety of resources to help you answer the questions that you have. There are a few principles that will guide our work:

1. There is more than one way to assess.
2. We hope to help you find a simple and efficient way to document student learning.
3. We want to support the goals and approaches valued in your discipline.
4. We want to always respect the knowledge and expertise of the educators on campus.

Be thinking about what questions you have and what questions regarding student learning that you need or want to answer. Our job is to collect resources that can assist you in answering those questions. Would a report on how students in your department do on the exit exam be helpful? Are you interested in what students report regarding academics and educational experiences on campus? Are you interested in what students report on their perceptions of the public affairs information? Advising? Climate? Contact us, so we can assist you in finding information already collected on campus and/or help

you think through what information you might want to collect.

I'm visiting department heads and faculty this spring to explain the Quality Initiative Project, Missouri State's Higher Learning Commission project. The goal of this project is to understand what students know about the public affairs mission. Meeting with faculty and staff has been a wonderful opportunity to collect great examples and stories of all of the hard work and successes we have related to assessment. I knew before I started this job that we all "do" assessment. My goal is to become the university storyteller regarding assessment on behalf of the campus.

Thank you to the faculty and staff who have submitted student work (artifacts) from 58 classes or projects around campus. If you have not submitted student work, it is not too late. There is a simple way to become involved. Take five to ten minutes in your class and ask your students a version of this question: What have you learned about cultural competence, ethical leadership, and/or community engagement through your experience as a student at Missouri State? Once students have written, take a moment to read through it to understand your students' perceptions, and then contact our office. We can make copies and return the writing to you within 24 hours. Thanks for your hard work. I hope to hear from you soon!



Dr. Keri Franklin



The Assessment Council is under the direction of the Office of the Provost

OFFICE OF
ASSESSMENT
NEWSLETTER



Assessment Council

The Assessment Council is a long-standing council of faculty, staff, and administrators charged with providing advice and guidance on campus-wide assessment plans, processes, and resources at our university. Though the specific functions of the Council have changed over the years, the purpose remains the same: to serve as a representative body that supports assessment efforts on campus.

In the summer of 2012, the structure and specific goals of the Council were revised to better meet the current needs of our university. Membership now includes ranked faculty from each college and the School of Agriculture, undergraduate and graduate students, representatives from non-academic units including the Division for Diversity & Inclusion, Student Affairs, Student Development and Public Affairs, and

the Office of Assessment.

The Council's current goals are to:

- 1) monitor the Higher Learning Commission Quality Initiative Project (QIP) assessment process
- 2) review current assessment tools used to assess University-level goals
- 3) plan and implement assessment training programs for the campus
- 4) review program assessment plans
- 5) review Gen Ed Program assessments

In addition to these functions, members of the Assessment Council act as liaisons between the areas they represent and upper administrators. Members are regularly asked to seek feedback from their colleagues and provide information at departmental meetings, college retreats, and other meetings when assessment is on the agenda.

2011-2012 AC Members

The current members of the Assessment Council are listed below and can be contacted with questions, concerns, or ideas regarding assessment at MSU. You could even invite your representative(s) to speak at your next departmental meeting! For updates on membership, go to www.missouristate.edu/assessment/89754.htm.

2012-2013 Chair: Bob Willenbrink

Faculty and Student Members

COAL: Peter Collins, Lyn Gattis

COB: Phil Harsha, Pete Richardson

COE: Cindy Hail, Diana Piccolo

CHHS: Jan Atwell, Mary Ann Jennings

CHPA: Brian Calfano, Patti Salinas

CNAS: Stephanie Hein, Shyang Huang

Library: Bill Edgar, Joshua Lambert

School of Ag: Arbindra Rimal

Student Member: Slone Delong

Staff and Administrative Members

Diversity & Inclusion: Juan Meraz

Student Affairs: Thomas Lane

Student Development & Public Affairs:

Rachelle Darabi

Office of Assessment: Kelly Cara,

Keri Franklin

Faculty Perspectives on Assessment

The following is an interview with two members of the Assessment Council. Dr. Patti Salinas is a Council representative for the College of Humanities and Public Affairs and is an associate professor in the Criminology Department. Dr. Bob Willenbrink is the 2011-2012 chair of the Council and department head of the Theatre and Dance Department. Both Dr. Salinas and Dr. Willenbrink have had a variety of experiences with program assessment over their careers, and they shared their perspectives recently with the Office of Assessment for this interview.

Q: What does assessment mean to you?

Dr. Salinas: Assessment is the way you get feedback on how you are doing in your courses and how your department is doing. Assessment helps you to identify problem areas and implement strategies for making improvement in those areas. Basically, it is what most faculty members already do. When you see that students are consistently having problems learning or applying a particular concept, you focus on that area, try new strategies and see if they work. If they don't work, you go back to the drawing board and figure out another approach. Assessment is merely a process for helping us to do our work better. If you don't know you have a problem, you cannot craft a remedy.

In many ways, I think assessment is similar to the annual checkup I get from my family doctor. I want to know how everything is working, get some positive feedback for eating well and exercising and also identify areas where I need to pay more attention or try something new to get a better result. The chart is the record of what has been done, and few people would select a physician who

did not document the health of the patient.

Dr. Willenbrink: Assessment is an evolving process where we as faculty take a comprehensive look at our programs, draw conclusions about our strengths and weaknesses and devise methods, courses, and experiences that address our weaknesses and enhance our strengths. It is a positive process that continues to help us improve the quality of our work as educators.

Q: When a faculty or staff member in your department/college engages in an assessment project, what do you hope they experience or come away with from the project?

Dr. Salinas: Clearly, I hope that they experience success and that student learning or skills improve. I also hope that they feel supported in their endeavors. In our department, we don't necessarily view assessment as something that is always formal. Last year, we all were discussing our concern about our student writing skills and the need for greater focus on helping them make improvement. One of my colleagues, Mike Ramon, who teaches some of our large introductory sections, decided to try some new techniques for getting the students to appreciate the importance of writing in criminology and criminal justice. He contacted the provost's writing fellow, and together they designed a project that focused on making improvement in that area. Additionally, with the assistance of provost writing fellows, our capstone writing projects were revised, and other courses beefed up their writing requirements. By



Dr. Patti Salinas
Criminology

Faculty Perspectives on Assessment (continued)

targeting writing at all course levels, the importance of writing is reinforced throughout our curriculum. And, I think it is working. I overheard two students talking in the hallway, complaining that our program was a criminology major and a writing minor.

Dr. Willenbrink: I hope they come out with a clear understanding of the value of the project and ideas about how to enhance the project to maintain its continued excellence.

Q: How have you seen the field of assessment change over the course of your career?

Dr. Salinas: The major change has been that assessment must now be documented and that simply reporting grades and test scores is not sufficient. The upside of that change is that more faculty members are appreciating the usefulness of using rubrics, giving pre and post tests and embedding the assessment in the assignments that they were already using.



Dr. Bob Willenbrink
Theatre and Dance

Dr. Willenbrink: I think it has evolved from quantitative to qualitative. Back in the day we often had to ensure that a large percentage of our students (e.g., 70%) met certain objective standards such as the number who passed an exit exam. Results were posted as num-

bers, and the quality of instruction was measured as a number. That has changed, and I think our qualitative approach provides us with more information to help us.

Q: If you could change one thing about the process of assessment, or the assessment field in general, what would it be?

Dr. Salinas: I think the main problem with assessment is the resentment that faculty feel when they perceive that they are being told what they need to teach and the way they should conduct their classes. Therefore, I would want to change that perception.

Dr. Willenbrink: I would eliminate the negative connotation that often occurs when the word Assessment is heard.

Q: Five years from now, what do you hope your college/department is or is not doing in terms of assessment?

Dr. Salinas: I think that both our department and our college are clearly on the right track for assessment. I would hope that we would have consistent “buy in” from all faculty and that faculty would appreciate that they are probably doing assessment all the time and that there are ways to document their assessment activities that are not difficult or overly burdensome.

Dr. Willenbrink: I hope the department and college are fully engaged in a cycle of assessing, understanding, and strategies for improving. The grand circle of assessment continues.

Q: Are there any other comments you’d like to include about assessment in your department, college, the university, or higher education?

Dr. Salinas: My final thoughts are that there are many resources available online and at MSU that are quite helpful. I also think that sharing ideas across disciplines is very enlightening.

Dr. Willenbrink: As we become more accountable to legislators and those who do not value higher education as much as we do, I believe assessment is a wonderful way to ‘tell the story’ of our programs. By understanding our success and improving our programs we can let the public know how vital all of our programs are to our students and the community.

Updated Website!

The Office of Assessment has been through several changes in the last year including the addition of a Director of Assessment, Keri Franklin, a renewed mission for campus-wide assessment, and a new focus on assessment for improvement rather than accountability. The Office of Assessment website is being revised to reflect these changes and to pro-

vide more resources to the campus regarding how assessment can be used to improve student learning at the program, department, and college levels.

Visit the site to learn more about these resources and for updates on assessment at MSU: www.missouristate.edu/assessment

A New Director of Assessment



In January 2013, Dr. Keri Franklin began her new role as Director of the Office of Assessment at

Missouri State University. In her first few months in the position, Dr. Franklin has focused on expanding the MSU Quality Initiative Project (QIP; see p. 6) and meeting with various leaders on campus to discuss current assessment practices and plans. Dr. Rachele Darabi, Associate Provost for Student Development and Public Affairs, wrote, "I am so pleased to have Dr. Keri Franklin in the role of Director of Assessment. Keri has moved us forward on many campus assessment initiatives in the few months she has been in the position. I believe Keri will continue to make great contributions to assessment at MSU."

Dr. Franklin earned her Ph.D. in English Education from the University of Missouri and her MA in Writing with an emphasis in professional/technical writing from MSU. She also has a BS in English Education with a minor in social sciences. Her background includes teaching middle and high school English, work-

ing as a software trainer in the heavy duty truck industry, and working as a special projects and events coordinator and a freelance writer at the Springfield Business Journal.

In addition to being Director of Assessment, at MSU, Dr. Franklin is an associate professor in the English Department. In 2007, while at Missouri State, she founded the Ozarks Writing Project, which is a site of the National Writing Project. She coordinated the English Education (9-12) program including the BSED and MSED programs from 2006-2012. From 2010-2012, she was a Provost Fellow for Writing. During that time, she developed monthly Faculty Writing Retreats and a university Writing Fellows program. Keri's background in writing and program coordination has already proven to be a strength in her new role as Director of Assessment.

We are happy to have Dr. Franklin in the Office of Assessment and hope you will visit the Office to help welcome her!

"Keri has moved us forward on many campus assessment initiatives in the few months she has been in the position."
~Rachele Darabi,
Associate Provost

Higher Learning Commission Steering Committee



By Tammy Jahnke, Dean of CNAS

In preparation for the next Higher Learning Commission (HLC) reaffirmation of accreditation visit in 2015, members of the Missouri State University HLC Steering Committee have

accomplished two specific tasks during this past academic year. They have identified evidence to show that MSU meets all of the HLC assumed practices and the new HLC criteria and core components. They have also reviewed HLC feedback from the 2005 site visit to ensure the University has addressed noted concerns.

Beginning in the fall of 2013, the Steering Committee will attempt to complete the list of evidence showing that Missouri State meets all HLC criteria and core components for reaffirmation of accreditation. In addition, the Committee will share the resulting information with campus constituents in order to highlight strengths and list challenges for the future. Finally, the Committee will also include recommendations for how to meet the noted challenges in a final report to be submitted to HLC in the spring of 2015.

Drafts of the Steering Committee's work and additional information about past and upcoming HLC reaccreditation visits are posted online at www.missouristate.edu/hlc/preparation.htm

MSU's Quality Initiative Project

The Higher Learning Commission (HLC) offers various pathways for reaffirmation of accreditation for its institutions. Due to a successful performance during the 2005 HLC reaffirmation visit, Missouri State University is now on what is called the Open Pathway.

According to the HLC website, www.ncahlc.org, one goal of the Open Pathway is to "Enhance institutional value by opening the improvement aspect of accreditation so that institutions may choose Quality Initiatives to suit their current circumstances." These Quality Initiative projects, or QIPs, should "focus on institutional innovation and improvement. The institution undertakes

For more information and access to online forms, the scoring rubric, and reports from the QIP proposal process, go to www.missouristate.edu/assessment/QIP.htm



a Quality Initiative as something it elects to suit its own purposes. Its timeframe is flexible to accommodate the amount of time necessary to complete or make substantial progress toward completion."

At MSU, the QIP is an assessment of our students' understanding and application of the public affairs mission. During fall 2012 and this spring, the Assessment Council and Office of Assessment have worked hard to encourage participation in the QIP. At this time, 43 faculty and staff have agreed to submit student responses from 58 different assignments related to public affairs. In May, 2013, a random sample of the student work will be scored by faculty reviewers using rubrics created specifically for this process. The results of this assessment along with a review of the QIP process will be available in early fall of 2013.

Student Affairs Learning Domains



By Thomas Lane, Assistant Vice President of Student Life and Director of the PSU

In 2010, Dr. Earle Doman, Vice President of Student Affairs, formed the Student Affairs Assessment Committee with the charge of moving the division's program assessment efforts forward. As the committee began its work, one of the central questions asked among members was "what should students be learning as a result of interacting with our programs and services?" Guiding the committee's discussion was the attempt to identify broad areas, or learning domains, where members believed our professional, graduate, and student staff members and the programs offered within the various student affairs departments have a direct, positive impact on the students we serve.

This process of identifying learning domains led to several weeks of committee members researching current student affairs research literature, looking at how other peer institutions' student affairs divisions approached student learning, and examining Missouri State University's general education goals and intended learning outcomes. The result of the discussion was the identification of seven Student Affairs Learning Domains that can help staff become more intentional in their programming efforts, better articulate

the value of student affairs programs to other campus stakeholders, and provide a roadmap for future program assessment efforts.

The seven overarching Student Affairs Learning Domains are listed below, but more detailed information is available on the Student Affairs website at www.studentaffairs.missouristate.edu/137974.htm.

1. Educated Persons
2. Communication
3. Leadership Development
4. Cultural Competence, Diversity
5. Social Responsibility, Citizenship
6. Collaboration and Negotiation
7. Self-Awareness, Wellness

After the committee members agreed upon the seven learning domains, they were shared with other Student Affairs staff members for feedback, further refinement, and to engage other staff in the conversation. The next steps are for Student Affairs units to develop specific measurable learning outcomes for programs that connect to one or more of the seven domains as part of their annual assessment plans. Units will then assess those learning outcomes, report results, and make program improvements based on data gathered.



For more information about the Division of Student Affairs, go to www.studentaffairs.missouristate.edu

New Conference on Assessment



The inaugural [Showcase on Assessment](#) took place on January 23rd of this year. The goals of this conference were to celebrate the approaches and perspectives of faculty and staff involved with the assessment of student

learning at Missouri State University and to promote open conversations on our campus about assessment. Based on the feedback collected after the event, it is clear that these goals were met.

Twelve sessions were presented by 26 members of the University representing all six academic colleges, the School of Agriculture, academic advising, and Student Affairs. The sessions highlighted assessment practices utilized across these areas of campus and provided information on the Higher Learning Commission, the Quality Initiative Project (QIP) Public Affairs Assessment, and the revised General Education Program assessment plan. In addition to these concurrent sessions, the Showcase culminated with a keynote presentation by assessment expert, Dr. Jean Henscheid, from Portland State University. Dr. Hen-

scheid shared her perspective on the simple and complex sides of assessment. She also emphasized the importance and necessity of viewing assessment as a method for sharing strengths and weaknesses openly with colleagues to improve the learning process for all students at the University. Dr. Henscheid also conducted consultations with colleges which requested individual sessions.

[Feedback](#) about this first Showcase on Assessment was very positive. Several people praised the individual sessions provided by faculty and staff on our campus, and positive comments were also made about the Showcase marketing materials. Specific feedback included practical ideas on implementation of different assessment methods, insights into what other colleges and departments are doing, and a better understanding of assessment terminology.

Highlights from Showcase feedback:

- Great way to open up conversation about assessing learning so we can learn too.
- Well-organized, excellent use of local talent.
- All the presenters were informative and on point.
- Good ideas for formative & diagnostic assessment!!

University Exit Exam Update

The [University Exit Exam](#) is an assessment of students' general academic skills and abilities. Since 1993, senior students at Missouri State have taken this exam as a graduation requirement. This exam has always been administered as a proctored paper and pencil test, but this process is costly and requires many hours and human resources. For many years, the Office of Assessment has administered the exam, but those duties are currently being transferred to the Office of Institutional Research. With this

change, a web-based version of the test will be piloted over the summer and will compare proctored and non-proctored administrations. Results of the summer pilot study on the University Exit Exam will be reported in the fall issue of this newsletter.



The Office of Assessment Can Help You!

Are you considering an assessment related research project?

Are you in charge of implementing and reviewing your college, department, or program assessment plan?

Do you have questions about developing a survey tool or program/departmental exam?

Do you need suggestions for additional assessment techniques to help strengthen your program review or accreditation renewal?

Or...

Do you just want to learn more about assessment in higher education?

Contact us today!

417-836-6300

assessment@missouristate.edu

The staff of the Office of Assessment is available to help with these and many other questions. We provide a wide variety of consultation services to help facilitate your assessment efforts.

Assessment Tool Committee



In Fall 2012 semester, Dr. Chris Craig, Associate Provost for Faculty and Academic Affairs, formed a committee to look at course evaluation software options for academic departments. Currently, each department selects its own course evaluation questions, and data are managed using systems created within each department or college.

The aim of the Assessment Tool Committee is to research and recommend one software tool that can be used university-wide for data collection, management, tracking, and reporting from course evaluations, marketing

surveys, program research, and more. Committee co-chair, Theresa McCoy explains, "We're hoping to ease the burden of paper evaluation processes by exploring alternative collection methods." Providing one comprehensive tool should allow academic departments to better manage and store student learning data.

In March 2013, the committee drafted a Request for Proposals (RFP) for software providers to demonstrate how their tools align with the needs of Missouri State. The committee will review the proposed options this spring and will provide a recommendation by the summer.

Committee members are: Kathy Coy (co-chair), Theresa McCoy (co-chair), Kelly Cara, Chris Craig (ex-officio), Tom Kane, Julie Masterson (ex-officio), Bruce Richards, and Brooke Whisenhunt.

"We're hoping to ease the burden of paper evaluation processes by exploring alternative collection methods."

*~Theresa McCoy,
Committee Co-Chair*

Survey of Student Engagement



Beginning in 2009, Missouri State University has committed to give the National Survey of Student Engagement (NSSE) every three years. In the spring of 2012, all first-year (FY) students and graduating seniors (categorized as students with 101 or more credit hours) were invited to take an online version of the NSSE tool. Altogether, 1,077 students participated for an overall response rate of 13.15%. The sample included 324 FY students (11.36%) and 753 graduating seniors (14.10%). When compared

to other students at MSU on a variety of demographic and academic variables, the students who participated in the NSSE looked very similar and can be considered representative of the larger student body. Some of the spring 2012 results from the NSSE are shared on this page and the next.

For reports of NSSE data from previous years (2007-2009), visit the [Office of Assessment website](#), or request a report for your department or college by sending an email to assessment@missouristate.edu.

The five key benchmark areas of the NSSE are:

1. Level of Academic Challenge
2. Active and Collaborative Learning
3. Student-Faculty Interactions
4. Enriching Educational Experiences
5. Supportive Campus Environment

Level of Academic Challenge

Emphasis on academic work:

78% of first-year (FY) students feel that this institution places substantial¹ emphasis on academics.

Faculty standards:

56% of FY students frequently work harder than they thought they could to meet faculty expectations.

Time on homework each week:

39% of FY students spend more than 15 hours per week preparing for class; 12% spend 5 hours or less.

Do exams require best work?

52% of FY students report that their exams strongly challenge them to do their best work.

Active and Collaborative Learning

Discussing content out of class:

57% of FY students frequently discuss course readings/ideas outside of class.

38% of FY students frequently work with peers on in-class projects.

37% frequently work with peers on assignments outside of class.

Community-based projects:

18% of FY students frequently participate in service-learning or community-

based projects; 52% never take part in such activities.

Applying learning to real life:

By spring of their senior year, 56% of students participate in some form of practicum, internship, field experience, co-op, or clinical assignment.

Tutoring/teaching other students:

21% of seniors frequently assist their fellow students by tutoring or teaching.



Student-Faculty Interactions



Faculty accessibility and support?

72% of FY students say their faculty are

available, helpful and sympathetic.

Student/faculty research projects:

By spring of their senior year, 16% of students do research with a faculty member.

Feedback on academic performance:

55% of FY students frequently get prompt verbal or written feedback from faculty.

Discussing career with advisors/faculty:

84% of seniors at least occasionally discuss career plans with faculty; 16% never talk with faculty members about career plans.

Student/faculty committees & projects:

46% of FY students at least occasionally spend time with faculty members on activities other than coursework.

Enriching Educational Experiences

Distinctive programs offered at MSU:

During their first year, 19% of students participate in a learning community. By spring of their senior year, 12% of students have done independent study.

Different views/backgrounds:

48% of FY students frequently have serious conversations with students who have different religious, political, or personal beliefs.

36% of FY students frequently have serious conversations with those of a different race or ethnicity.

By their senior year, 12% of students have studied abroad.

Participation in community service:

By the time they are seniors, 65% of students participate in community service or volunteer work.

Supportive Campus Environment

Peer and staff relationships:

81% of FY students report that their peers are friendly, supportive, and give them a sense of belonging.

58% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

Overall educational experience:

87% of FY students rate their experience as good or excellent; 82% of seniors would

choose this school again if they could start their college career over.

Time on co-curricular activities:

38% of FY students spend at least 5 hours a week participating in co-curricular activities; 23% do not participate in such activities.

Academic and social Support:

76% of FY students feel that MSU provides substantial support for their academic success; 50% perceive support for social needs.



Meet the Other Office of Assessment Staff



Kelly Cara
Assessment
Research Crd.

After obtaining a B.A. in English, creative writing, at MSU, Kelly taught English for two years as a Peace Corps volunteer in Bangladesh. Due to that experience, Kelly chose to blend her love of human stories and research and returned to MSU for an M.S. in psychology. She became the Assessment Research Coordinator in fall 2010 at MSU where she also teaches per course for Psychology and is an active Staff

Senator. Kelly has a personal interest in health/well-being and recently completed the T. Colin Campbell Foundation course series on plant-based nutrition. She loves cooking, eating, talking about food, and being active to make room for vegan baked goods!



Susan Willingham
Administrative
Assistant

Susan has worked for several departments at Missouri State since she joined the university in 2008. She is a Springfield native and a second generation Missouri State alumni. Susan loves to sing and is a member of the Bear Spangled Singers who perform the Star Spangled Banner at local sporting events. In 2012, Susan was admitted to the MSU technical writing graduate program and hopes to complete that program in the next few years. As a student in the English Department, Susan was recently inducted into the English Honors Society, Sigma Tau Delta.

As a student in the English Department, Susan was recently inducted into the English Honors Society, Sigma Tau Delta.



Whitney Wideman
Research Assistant
2011-2013

Until now, Whitney spent most of her life in Western Pennsylvania but made the big decision to relocate to Springfield, to further her education. She is currently a second year graduate student in the Industrial/Organizational Psychology program at MSU. She attended Slippery Rock University of Pennsylvania for her BS in Psychology and minor in Business Administration. There, she worked for the offices of Academic Affairs and Finance & Administrative Affairs.

She enjoys challenging herself and learning new things in all aspects of her life. When she is not at work or in class, she loves to spend time with good friends, family, and especially her dog, Vincenzo.



Ryan Callan
Research Assistant
2011-2013

Ryan is a second year graduate student in the Industrial/Organizational Psychology track at MSU. He completed his B.S. in Applied Developmental Psychology from Eastern Washington University in 2010. His interests in the field vary from Human Resources and Human Factors to Selection and Organizational change. Ryan's interests away from the classroom include carpentry,

hiking, fishing, and he is also an avid football fan. Born and raised in Regina, Saskatchewan, Canada, Missouri is one of four U.S. states Ryan has called home since 2005. He is accompanied in Springfield by his girlfriend Katie, dog Freud, and cat Parker.

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Visit us: Carrington Hall 422

Go to our website: <http://www.missouristate.edu/assessment>