MTSU Planning Committee

Provost's Conference Room (Cope 112)
November 9, 2018
2:30 PM

Attending: Sanjay Asthana, Lisa Bass, Helen Binkley, Chris Brewer, Peter Cunningham, David Foster, Ginger Freeman, Andrienne Friedli, Justin Gardner, Tyler Henson, Faye Johnson, Marva Lucas, Allison McGoffin, Andrew Oppmann, Robyn Ridgley, Dianna Rust, Deb Sells, Rick Sluder, Kathy Thurman, Cheryl Torsney, David Urban, Jason Vance, Ronda Vaughter, Tom Wallace, Laurie Witherow

I.   **Welcome and Introductions** – Mark Byrnes

II. **Update on Quest for Student Success Revision** – Mark Byrnes
     https://www.mtsu.edu/provost/quest-2018/
     We have received input from campus and are compiling the final draft for the president. After his approval, we'll discuss implementing the ideas that have risen to the top.

III. **Institutional Mission Profile** – Faye Johnson
     https://www.tn.gov/content/dam/tn/thec/bureau/aa/academic-programs/program-approv/resources/THEC%20May%202018%20Agenda%20Institutional%20Mission%20Profiles.pdf
     Reviewed THEC's website. Annual reporting of Institutional Mission Profile is required per the FOCUS Act. This is the statement that distinguishes us academically, rather than public relations. We will review, but we don't plan a major revision like last year. Please send your comments.

IV. **Strategic Plan 2015-2025 Goals** – Faye Johnson
     https://www.mtsu.edu/iepr/docs/splan18.pdf
     Reported in a quantitative way. THEC defines areas, and then institutions choose how to achieve the areas. Affirmation that we are tied into the state.
     Distance Education Enrollment is a focus in the Quest for Student Success 2025, and the increase in the distance education fee will enable an increase in online offerings.
     We can add other reporting measures, so let us know your ideas.

V.   **Quality Assurance Funding Update** – Chris Brewer
     https://www.mtsu.edu/iepr/docs/PFSummary18.pdf shows points awarded per year. We were awarded 92 of 100. We don't know the dollars awarded yet, but each point is worth around $47,000.
     Institutional Satisfaction is determined by NSSE and FSSE.
     Accreditation and Evaluation (program reviews): All of our accreditable programs are accredited, so we have full points for that area. We are trying to change the culture of program reviews. There are similarities in what's missing in program reviews. We are looking at these patterns to bring up this score. More consistency in graduate programs, GTA support and funding. We know it's an issue.

VI. **Campus Labs Update** – Lisa Bass

- Institutional Effectiveness Achievement Reports (IEARs) - IEARs are on track for December deadline to be entered into Campus Labs.   https://mtsu.campuslabs.com
- Student Evaluations of Teaching (SETs) - SETs moved to online but the downside is participation. You can encourage participation by setting aside time in class to complete the 10-question survey. Each student receives a unique link to their dashboard to complete evaluation.

VII.   **MT Engage Update** – Mary Hoffschwelle
https://www.mtsu.edu/mtengage/ - *ATTACHMENT*
We are exceeding benchmarks in some areas. Need to work on number of MT Engage Major Pathways. FLCs indicated need for transfer pathways and for programs who don't have lower division MT Engage courses. Also working on number of ePortfolios submitted. Measurement is from sophomore ePortfolio submissions for scholarship. We tried to ramp up our support to faculty and students for ePortfolio content and technical issues. Help is provided through peer tutoring at Walker Library, the MT Engage staff, and our website also has step-by-step instructions.

Adjourned 3:13 PM

MT ENGAGE QEP

Program Goal 1 University Data Measures F–Q

Annual Benchmarks: Projected/Actual Numbers for Years 1 and 2 and as of October 15 of Year 3

Program Goal 1: University Data Measures F–Q	Year 0: 2015–2016	Year 1: 2016–2017	Year 2: 2017–2018	Year 3: 2018–2019	Year 4: 2019–2020	Year 5: 2020–2021
F: Number of faculty participating in learning communities and summer institutes for MT Engage (assessed annually) (5% increase/year)	40	42/62*	44/79^	46/59^	48	50
F: Number of faculty attending MT Engage one-hour workshops (assessed annually)	20	25/79+	30/78+	35/22	40	45
G: Number of faculty offering approved MT Engage courses each year (assessed annually) (30 faculty increase/year)		40/79	70/116	100/125	130	160
H: Number of students enrolled in MT Engage courses each year (assessed annually) (450 student increase/year)		1140/4098	1590/7495	2040/5077	2490	2490
I: Number of students submitting MT Engage ePortfolios at 2-year mark (assessed at Years 2, 3, 4, and 5) (10% increase/year)			100/20	110/	121	133
J: Number of students graduating from MT Engage program (assessed at years 4 & 5) (10% increase/year)					70	77
K: Number of colleges offering courses (assessed annually)		3/8	4/8	4/8	5	5
L: Number of departments offering lower-division courses (assessed annually)		6/13	8/18	10/16	12	14
M: Number of departments offering upper-division courses in the program (assessed at years 3, 4, & 5)		0/10	0/14	10/19	11	12
N: Number of MT Engage Major Pathways (assessed at years 3, 4, & 5)				5/3	6	7
O: Number of different MT Engage general-education courses offered (assessed annually)		5/13	7/14	9/13	11	13
P: Number of sections of MT Engage courses offered (assessed annually)		63/204	88/361	113/261	138	163
Q: Number of different MT Engage courses offered (assessed annually)		9/45	14/94	21/94	24	27

*Includes all FLCs completed in AY 2016-2017, including those for Spring and Fall 2016.
+Number includes LTITC/ITD ePortfolio hands-on workshops but does not include Melissa Peet's faculty workshop attendance (27 + MTE staff 4) in Year 1 or Candyce Reynolds's workshops (34 + MTE staff 4) in Year 2.
^Includes Major Pathway Professional Learning Communities (30 in Year 2, 41 in Year 3).

Projections for Spring 2019: 86 courses, 195 sections.