MIDDLE TENNESSEE STATE UNIVERSITY
University Planning Committee
Wednesday, February 11, 2015
Walker Library, Room 475
10:30 a.m.

Attending: Elvira Casal, Tracey Huddleston, Jan Quarles, Stephen Wright, Faye Johnson, Alan Thomas, Tom Wallace, Danny Kelley, William Canak, Ken Paulson, Andrew George, Paula Mansfield, Andrew Oppmann, Debra Sells, Harold Whiteside, Lana Seivers, Jackie Eller, Chris Brewer, Laurie Witherow, John Omachonu, Rick Sluder, Patti Miller, Bonnie Allen, Dianna Rust, Ginger Freeman.

I.   **SACSCOC Reaffirmation** - Faye Johnson
        Two parts moving concurrently- Compliance Certification and Quality Enhancement Plan. We are in process of completing all standards. Draft to be completed by April 30. Report due in September 2015.

II.   **Academic Master Plan** - Faye Johnson
        Process commenced Spring 2013. Three subcommittees primarily made up of faculty. Great discussions. Web address: http://www.mtsu.edu/AMP/ Interviewed deans. Subcommittee chairs did great job, sent summaries (on AMP website), created working draft of concept map, and sent back to subcommittees for comments. President McPhee, when charging the committee asked us to center around three areas as in past Academic Master Plans. They used data and considered community/regional direction in the last academic master plan. We will print the aspirational piece and put the operational piece on the web. We are currently writing the draft piece titled *The Reach to Distinctiveness*.
        We will continue to pare down three strategic directions and look for redundancies in operational items- an exercise in weaving what we are doing with what we aspire to.
        Where do we want to be in 5-10 years? When will we know when we've met the markers on *The Reach to Distinctiveness*? MTSU needs to become more relational in its partnerships; Reciprocity-purposeful and substantive partnerships over time.
        Alumni in the Middle TN area- 75,000 - up to 100,000 by 2025 - Our hidden gems in metropolitan and rural areas. We need to be aware of where the opportunities are. The committee really worked hard. We will send the written draft for comments.

III.   **Facilities Master Plan** - Patti Miller
        Facilities Master Plan responds and supports Academic Master Plan. How will AMP be translated to facilities? Benchmarks will be enrollment, staffing, buildings as of fall 2014.
        We struggled with enrollment goal but kept it at 27,000- will be a slight rise. From a space prospective: 21,500 FTE. Gives us the ability to look at where we are and want to be.
        Staffing projection-same percentage of headcount figure. Of course there would be staffing growth if necessary.
        Waiting for housing study. Mix and type. $80 million renovation over last 10 years- time to look again.
        How to amortize? Existing buildings study- how existing buildings support the AMP.

Mapping of utilities and infrastructure, also tree mapping (The whole campus becomes a lab/arboretum).

We are well positioned now to plan this spring and make university goals a physical reality.

Facilities Master Plan becomes a document for TBR to prioritize future capital projects.

IV. **Student Success**- Rick Sluder *ATTACHMENT*

Quest for Student Success is a broad document. What are primary areas of focus?

1. Advising Enhancements
2. Course Redesign
3. Tutoring
4. Communication Plans and Performance Metrics

V. **Institutional Effectiveness**- Faye Johnson and Chris Brewer

Program Reviews on 5-year cycle. More programs than usual this year because this is the final year of performance funding cycle.

Certificate programs-all require an assessment plan.

IEARs for 2013-2014 are almost in the system and will be on website.

VI. **QEP Update**- Dianna Rust *ATTACHMENT – Student Learning Outcomes and Program Goals and Definition of Terms*

"MT ENGAGE" http://www.mtsu.edu/QEP/ Lots of good work. A committee has defined "Academic Engagement," "integrative learning," and "reflection." Another committee has developed the draft Student Learning Outcomes for improving integrative/reflective thinking; personal and professional development, and effective communication. They also developed draft program goals. If we are successful in this endeavor, we will affect retention and graduation and student satisfaction and have a culture of engaged learning and integrative thinking. Please send any feedback on these items to Dianna Rust.

In the fall a survey was sent to the chairs re: E-portfolios - some departments are already doing this. Overall there was a positive response to use of e-portfolios. A survey was also sent to students to gauge interest in the topic. Over 50% said they would be interested in MT Engage courses and over 59% said they would be interested in creating an e-portfolio.

Timeline:

For the spring, two open forums co-sponsored by Faculty Senate will be held on campus.

Also, focus groups with alumni and community members and student focus groups will be held. You may be asked to participate in the focus groups which will be held in mid-March and early April. If so, please attend.

We will be writing the five-year plan for MTEngage and will send to the Planning Committee for feedback in late summer/early fall. Please share your thoughts with us.

SACS will come in March 2016 to review and approve this, and the first freshman class to participate will be Fall 2016. Even though we plan to begin in Gen Ed, we hope majors and graduate programs will opt in over a 5-year period.

Adjourned 11:54

*Student Success – Primary Initiatives for 2014-15*
1. Advising Enhancements
2. Course Redesign
3. Tutoring
4. Communication Plans and Systems (including performance tracking metrics)

→ *Numbers of the day*
- 54 – priority registration
- 85 – last day of term
- 194 – fall classes begin

1. Advising Enhancements
- MTSU's SSC – one of the strongest start-ups in EAB history
- Applying strategically the full power of the predictive analytics of the system
  - Concentrating on the murky middle (attachment)
- Continued evolvement of advising: phase I → phase II, creation of four advisor work groups
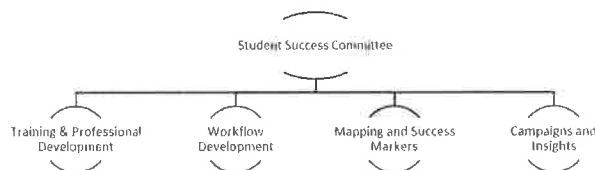
- Assessment of advising study, spring 2015

2. Course Redesign
- Phase I: 7 courses; phase II: 4 (+ 3) courses; phase III: 4 (+ 4) courses thus far
- *Raider Learning Communities (RLCs) for fall 2015*

3. Tutoring
- 145 courses in fall 2014
- Refinement of budget, planning, and tracking
- Integration of Supplemental Instruction as principal component

4. Communication plans and performance metrics
- Weekly tracking system and update
- Student Success Update – widely disseminated
- Data tracking, week-to-week, transfers, freshmen, sophomores, juniors, seniors – by college and program – as compared to the past 6 years
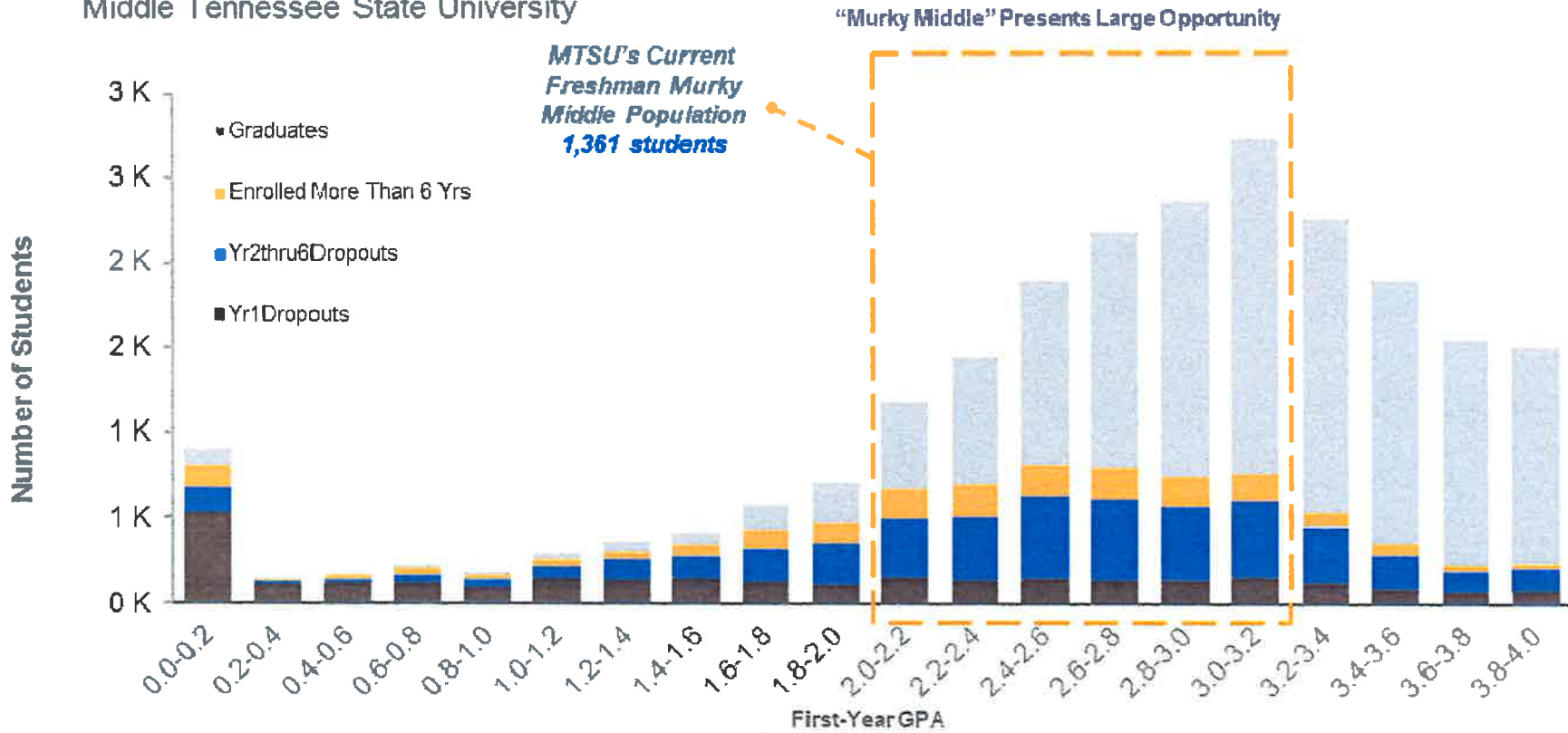
→ *Is any of this making a difference?*
- As of 2-5-15, persistence is up across the board, equivalent to +457 students than if we had performed at the same level as last year

5. Other
- REBOUND, Sophomore year retention, Scholars Academy for fall 2015, Black male initiative

Histogram of All Students by First-Year GPA
Middle Tennessee State University

"Murky Middle" Presents Large Opportunity

MTSU's Current Freshman Murky Middle Population
1,361 students

Legend:
- Graduates
- Enrolled More Than 6 Yrs
- Yr2thru6Dropouts
- Yr1Dropouts

Y-axis: Number of Students (0 K, 1 K, 1 K, 2 K, 2 K, 3 K, 3 K)

X-axis: First-Year GPA (0.0-0.2, 0.2-0.4, 0.4-0.6, 0.6-0.8, 0.8-1.0, 1.0-1.2, 1.2-1.4, 1.4-1.6, 1.6-1.8, 1.8-2.0, 2.0-2.2, 2.2-2.4, 2.4-2.6, 2.6-2.8, 2.8-3.0, 3.0-3.2, 3.2-3.4, 3.4-3.6, 3.6-3.8, 3.8-4.0)

Undergraduate Fall to Spring Persistence by College/Department -- Draft as of 2-5-14

Level/College/Dept	Fall Term 🔽 2013 Enrolled Fall 🔽	# Retained	% Retained	2014 Enrolled Fall	# Retained	% Retained	% Point Difference
Undergraduate	**20914**	**18467**	**88.3%**	**19928**	**17893**	**89.8%**	
Basic and Applied Sciences	**4594**	**4052**	**88.2%**	**4596**	**4133**	**89.9%**	**1.72**
Aerospace	675	611	90.5%	666	614	92.2%	
Agribusiness and Agriscience	473	437	92.4%	478	428	89.5%	
Biology	671	595	88.7%	735	649	88.3%	
Chemistry	1135	997	87.8%	1098	990	90.2%	
Computer Science	401	345	86.0%	415	375	90.4%	
Concrete Industry Management	159	140	88.1%	134	126	94.0%	
Engineering Technology	699	587	84.0%	734	646	88.0%	
Geosciences	104	97	93.3%	102	93	91.2%	
Mathematical Sciences	192	165	85.9%	153	139	90.8%	
Physics and Astronomy	85	78	91.8%	81	73	90.1%	
Behavioral and Health Sciences	**5114**	**4557**	**89.1%**	**4897**	**4417**	**90.2%**	**1.09**
Criminal Justice	665	597	89.8%	637	569	89.3%	
Health and Human Performance	1214	1085	89.4%	1206	1107	91.8%	
Human Sciences	607	552	90.9%	637	577	90.6%	
Nursing	1295	1147	88.6%	1154	1034	89.6%	
Psychology	1003	876	87.3%	934	831	89.0%	
Social Work	330	300	90.9%	329	299	90.9%	
Business	**2933**	**2575**	**87.8%**	**2800**	**2506**	**89.5%**	**1.71**
Accounting	656	591	90.1%	640	585	91.4%	
Business Comm Entrepreneurship	253	203	80.2%	222	196	88.3%	
Computer Information Systems	372	328	88.2%	362	323	89.2%	
Economics and Finance	255	229	89.8%	295	268	90.8%	
Management and Marketing	1397	1224	87.6%	1281	1134	88.5%	
Education	**1020**	**921**	**90.3%**	**893**	**822**	**92.0%**	**1.76**
Elementary and Special Ed	1020	921	90.3%	893	822	92.0%	
Liberal Arts	**2789**	**2456**	**88.1%**	**2551**	**2291**	**89.8%**	**1.75**
Art	382	343	89.8%	369	334	90.5%	
Economics and Finance	60	55	91.7%	42	36	85.7%	
English	415	361	87.0%	359	321	89.4%	
Foreign Languages and Lit	138	121	87.7%	129	116	89.9%	
Global Studies	113	102	90.3%	122	116	95.1%	
History	277	230	83.0%	231	193	83.5%	
Music	351	322	91.7%	360	318	88.3%	
Philosophy	51	42	82.4%	43	36	83.7%	
Political Science	407	350	86.0%	328	291	88.7%	
Sociology and Anthropology	202	177	87.6%	178	164	92.1%	
Speech and Theatre	393	353	89.8%	390	366	93.8%	
Mass Communication	**2432**	**2220**	**91.3%**	**2342**	**2165**	**92.4%**	**1.16**
Electronic Media Communication	759	707	93.1%	763	716	93.8%	
Journalism	494	452	91.5%	451	420	93.1%	
Recording Industry	1179	1061	90.0%	1128	1029	91.2%	
University College	**2032**	**1686**	**83.0%**	**1849**	**1559**	**84.3%**	**1.34**
Regents Online Degree Program	847	730	86.2%	836	721	86.2%	
Undeclared	1088	879	80.8%	852	699	82.0%	
University Studies	97	77	79.4%	161	139	86.3%	
Grand Total	**20914**	**18467**	**88.3%**	**19928**	**17893**	**89.8%**	**1.49**

Fall 2014 Progress Report of the Subcommittee on Student Learning Outcomes and Assessment

Michelle Boyer-Pennington, Chair

The goal of this QEP is to improve the quality of student learning by implementing a pedagogy of active learning and academic engagement.

MT Engage Student Learning Outcomes

1. MTSU Student Learning Outcome 1 (Integrative/Reflective Thinking): Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple academic contexts and educational experiences.

- Students will demonstrate the ability to connect relevant experience and academic knowledge. (connections to experience)
- Students will demonstrate the ability to make connections across disciplines, perspectives (connections to discipline)
- Students will adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations (transfer)
- Students will use appropriate and various forms of communication to enhance the quality of their assignments. (integrated communication)
- Students will demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts. (reflection and self-assessment)

2. MTSU Student Learning Outcome 2 (Personal and Professional Development): Students will demonstrate an understanding of, and the ability to reflect on, the self, such as identifying their aptitudes, abilities, strengths and weaknesses, and interests and articulating their future goals, aspirations, and place in the world.

3. MTSU Student Learning Outcome 3 (Effective Communication): Students will be able to effectively, precisely, and appropriately communicate. Elements of effective communication include

- Structure/organization/clarity
- Mechanics/technique
- Content (+the use of evidence and appropriate supporting materials)
- Delivery/style/presentation
- Goal attainment & purpose (student's understanding of and ability to convey)

MT Engage Program Goals

- ***QEP Goal 1: Foster a culture of engaged learning and integrative thinking.*** This will be accomplished through the infusing of high impact educational practices across the curriculum.

- ***QEP Goal 2: Enhance student satisfaction with their learning, personal development, and professional development:*** Students who participate in MT Engage will report greater satisfaction with their learning, personal development, and professional development.

- ***QEP Goal 3: Improve student retention, progression, graduation.*** Students who participate in MT Engage will be retained, progress, and graduate at higher rates than students who do not participate in MT Engage.
    1. Students who enrolled in an MT Engage course their first semester will be more likely to pass that course than students who enrolled in the same course that is not designated as an MT Engage course.
    2. Students who enrolled in MT Engage courses as freshmen will be more likely to return to MTSU for their sophomore year.
    3. Students who enrolled in MT Engage courses (or graduate as scholars) will be more likely to graduate than nonparticipants.