

Foundational Dimensions Performance Indicators Data Submission Form

AASCU Dimension #1 (Philosophy) Report Due on December 15, 2003

Foundations Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices. The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for organizational policies, practices, structures, leadership, and resource allocation.

Note: Each data submission form should be forwarded to Mike Siegel at the Policy Center, along with any statements and/or summaries, by the report due date. Forms, statements, and summaries should also be placed in the campus "Portfolio of Evidence" for each dimension.

PI 1.1. Does your campus have a campuswide written philosophy/rationale statement for the first year?

Yes No

If yes, please provide this statement and descriptive information in the Portfolio of Evidence. Include where it can be found and when it was developed.

PI 1.1 A. To what degree does the written philosophy/rationale statement influence current practices/policies for the first year? (Task Force's collective judgment)

- High Low
 Moderate No influence

Summarize how the Task Force made its judgment in the Portfolio of Evidence.
Describe how the statement is used.

PI 1.2. Does any department or unit have a written philosophy/rationale statement for the first year?

- All departments/units One department/unit
 Most departments/units No department/unit
 Some departments/units

Please provide any such statements in the Portfolio of Evidence along with descriptive information about each of the statements. Include where each can be found and when each was developed.

P1 1.2A. To what degree do(es) the written departmental/unit philosophy/rationale statement(s) influence current practices/policies for the first year?
(Task Force's collective judgment)

- High Low
 Moderate No influence

Summarize how the Task Force made its judgment in the Portfolio of Evidence. Describe how the statement(s) is (are) used.

PI 1.3. If there is no written campuswide statement (PI 1.1), is there a single, guiding, implicit philosophy/rationale for the first year?

Yes No

If yes, please summarize this philosophy in the Portfolio of Evidence.

If no, skip PI 1.3A and 1.4.

1.3A. To what degree does the implicit philosophy/rationale influence current practices and policies for the first year? (Task Force's collective judgment)

High

Low

Moderate

No influence

Summarize how the Task Force made its judgment. Describe how the philosophy/rationale is used.

PI 1.4. To what degree is either the written or implicit campuswide philosophy/rationale for the first year disseminated to ... (Task Force's collective judgment)

	High	Medium	Low	Not at all
Students				
New faculty				
Student life personnel				

Summarize how the Task Force made its judgment.

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AASCU Dimension #2 (Organization) Report Due January 15, 2004

Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year. These structures and policies provide oversight and alignment of all first-year efforts. A coherent first-year experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.

Using information collected in your Current Practices Inventory (www.brevard.edu/fyfoundations/affiliates/aascu/inventory.htm), respond to the following.

PI 2.1. Does your institution have a specific unit (e.g., first-year/university college) or administrative structure (e.g., director of first year) with campus-wide multifunction responsibility for oversight of first-year students?

Yes No

If yes, please name and describe in the Portfolio of Evidence. Include the unit's / structure's history, activities and responsibilities, information about its placement within the organizational structure, and reporting lines.

2.1A. What has been the level of overall positive impact of this unit/structure on the experience of first-year students? (Task Force's collective judgment)

High

Low

Medium

None

Summarize how the Task Force made its judgment.

PI 2.2. Does your institution have a campuswide committee with a discrete focus on the first year?

Yes No

If yes, please name this committee and indicate whether it is a standing or ad hoc committee. Also include a description of the work of the committee, its membership, frequency of meetings and reports, and to what office/offices it reports.

If no, skip to PI 2.3.

2.2A. What has been the level of positive impact of this committee on the overall quality of the first year on your campus? (Task Force's collective judgment)

High

Low

Medium

None

Summarize how the Task Force made its judgment.

2.2B. What is this committee's level of focus on each of the following issues? (Task Force's collective judgment)

	High	Medium	Low	None
First-year curriculum				
Student life				
Retention				

Summarize how the Task Force made its judgment.

PI 2.3. For committees charged with addressing first-year issues at the unit or department level, to what degree is it common to have cross-functional membership (e.g., faculty, student affairs professionals, administrators, students, others as appropriate)? (Task Force judgment)

- Very common practice (almost always)
- Most of the time
- Some of the time
- Infrequently
- Never
- N/A (No such committee exists on this campus)

Summarize how the Task Force made its judgment.

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**AASCU Dimension #3 (Transitions)
Report Due on February 16, 2004**

Foundations Institutions facilitate appropriate recruitment admissions, and student transitions through policies and practices that are intentional and aligned with institutional mission. Institutions improve the academic and social readiness of students to make the transition to higher education environments by communicating clear curricular and co-curricular expectations and providing appropriate support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. They create and maintain linkages and curricular alignments between faculty and secondary school teachers and they communicate with guidance counselors, families and other sources of support, as appropriate.

PI 3.1. To what degree do admissions materials (e.g., view book, brochures, Web site) provide students an accurate picture of the following; (Task Force judgment)

	High	Medium	Low	Never
Institutional mission	✓			
Academic expectations	✓			
Student Life	✓			

Summarize how the Task Force made its judgment.

[Examination of printed recruitment materials, catalog and web site.](#)

PI 3.2. To what degree does your campus provide, information designed to promote first-year student success to each of the following (as appropriate); (Task Force judgment)

	High	Medium	Low	Never
Families	✓			
K-12 classroom teachers		✓		
High school guidance counselors	✓			

Summarize how the Task Force made its judgment.

[Reviewed recruitment processes.](#)

PI 3.3. How successful is your campus in assuring that first-year students do the following: (Task Force judgment)

	Very	Moderately	Minimally	Not at all
Establish connections with faculty (especially out of class)		✓		
Establish connections with upper-level students		✓		
Know about and/or use campus services	✓			

Summarize how the Task Force made its judgment.

[Audited programs and publications and interviewed program representatives.](#)

P1 3.4. To what degree does the Institution assure that all students and their families have timely and accurate information about college costs and financial aid (including grants, loans, and scholarships) in the following time periods?

	High	Medium	Low
During recruitment and admissions	✓		
During the first year in order to plan for subsequent years	✓		

Summarize how the Took Force made its judgment.

[Reviewed Financial Aid Office and Bursar materials and processes.](#)

Foundational Dimensions Performance Indicators Data Submission Form

**AASCU Dimension #4 (Faculty)
Report Due on May 17, 2004**

Foundations Institutions elevate the first college year to a high priority for the faculty.

Chief academic officers, deans, and department chairs articulate expectations for substantial faculty interaction with first-year students, both inside and outside the classroom. The institutions' system of rewards supports these expectations. (Faculty)

PI 4.1. If, within the past two years, your campus has offered faculty development (workshops or other structured activities) that either focus on, or are inclusive of, teaching first-year students in the academic disciplines for any of the following groups, please indicate the degree of participation for each of the following groups:

<i>Instructors who teach 1st year students</i>	High	Medium	Low	N/A
Newly hired faculty (either full or part time)			√	
Continuing full-time faculty			√	
Continuing part-time/adjunct faculty (if applicable)			√	
Graduate teaching assistants (if applicable)			√	

Please describe any such faculty development structure or event, what category(ies) of faculty it was designed for, and how frequently it is offered. Also summarize how the Task Force made its judgment and provide specific evidence.

PI 4.2. To what degree does the institution, or do academic units, encourage out-of-class interaction between faculty and first-year students?

	High	Medium	Low
Institutional encouragement			√
Academic unit encouragement			√

Summarize how the Task Force made its judgment and provide specific examples

PI 4.3. Consider new faculty who were hired in the past academic year and whose responsibilities include teaching first-year students. To what degree were expectations for involvement with first-year students and with various components of the first year clearly communicated during the hiring process?

- High
 Medium
 Low

Summarize how the Task Force made its judgment and provide specific evidence.

Report on the Standards on Faculty Development

A survey was conducted on the four standards relating to faculty development. The first attempt was to get feedback on-line from department chairpersons. Only four responses were sent. A second attempt using hard copy was sent to all department chairpersons. The response was slightly better. Of the approximately forty departments on campus, responses (including the initial four) were received from twenty-one departments.

Standard PI 4.1 - Workshops or structured activities for those teaching 1' year students:

Newly hired, full- or part-time

Response was mixed with the majority marking low involvement or no response. Four departments indicated high level of structure and five indicated medium level of involvement.

Continuing full-time faculty

Response was definitely low involvement with only three departments (English, Human Sciences, and ETIS) indicating a high degree of activities for full- time faculty.

Continuing part-time/ adjunct faculty

All departments but one reported low involvement for activities preparing part-time and adjunct faculty for working with 1st year students.

Graduate teaching assistantships

Responses for this category were not applicable, low or high. Three departments (English, Math Sci. and HPERS) responded that weekly orientations, special sessions for GTAs and a week of orientation were part of their planned assistance for the graduate teaching assistants. All other departments indicated low involvement, one department indicated medium involvement and indicating this category as not applicable for them.

Comments:

Chairs indicated a variety of planned activities including special sessions for new faculty, assistance with master classrooms and technology, teaching workshops, and planned sessions on selected teaching topics. However, the majority of the departments had no response for planned activities.

Standard PI 4.2 - Encourage out-of-class interaction between faculty and first year students:

Institutional encouragement

The perception of the department chairs concerning the institutions encouragement of out-of-class interaction between faculty and V year students again

PI 4.4. To what degree does your institution reward high levels of faculty interaction with first-year students through the following:

	High	Medium	Low
Special awards			
Annual performance reviews			
Decisions about tenure and promotion			

Summarize how the Task Force made its judgment and provide specific examples.

Additional PIs. Each Task Force may choose one or more performance indicators to demonstrate achievement of Dimension #4.

- State the locally developed PI
- Provide judgment of your campus's achievement
- Provide evidence to support the judgment

Task Forces may also expand any of the performance indicator(s) provided in order to specifically evaluate additional areas of interest to the campus.

CSHE PIs. August 15, 2004 report will include summary of data and preliminary conclusions relevant to this Dimension based upon CSHE faculty, administrator, and student surveys (NSSE).

yielded mixed results with the majority of the chairs indicating a low level of encouragement.

Academic unit encouragement

The response to this item yielded similar results to that above.

PI 4.3 - Expectations of new hires whose responsibilities included first year students:

Responses to the expectations indicated different perceptions. Eight chairs gave no response to this item, while the remainder of responses was balanced across the three choices.

PI 4.4 - Rewards for high level faculty interaction with 1' year students:

Special awards

Responses to this question were clear - department chairs either indicated no response or felt that special awards for high level faculty interaction with the 1' year student were low.

Annual performance reviews

Survey results indicated that expectations of new faculty for involvement with the 1" year students during the hiring process was low by the majority of the chairs responding. Several gave no response to this question.

Decisions about promotion and tenure

Chairs' perception of communication to new hires concerning expectations for involvement with V year students as related to decisions relating to promotion and tenure mimicked the previous response - the majority were low.

Special Note:

Some department chairs did not respond to items because they did not have classes at the first year level.

University Seminar 1010
Faculty Development / Information Meetings

University Seminar 1010 Faculty Development/information Meetings are held four times during Fall Semester. Held in August, September, October and November at 7:00 a.m. Examples of training: Institutional Media Resources; Risky Business (safety); Career Services; Health Services; Academic Misconduct; Withdrawal; Tennessee Education Lottery Scholarship Program; WebCT Course Training.

University Seminar 1010 has a one-day workshop in April of each year. This is also a faculty development form of workshop. Examples of training in the past: Activities for Involvement & Retention by Dr. Robert Sherfield; Mind Mapping by Jamie Nast.

For Non-University Seminar 1010 workshops, please go to our Learning, Teaching & Innovative Technology Center website at: <http://www.mtsu.edu/-ltanditc/index.htm>.

	H			K	L	m	N
1	Crim. Justice	Psych	M & M	ETIS	HPIERS	Nursing	Geosciences
-2							
-3							
4	H M L	H M L	H M L	H M L	H M L	H M L	H M L
5							
-6							
7	x -Univ	x	x	x	No Response	No Response	x
8	x	x	x	x	No Response		x
-9	x	x	x	x	No Response		x
10	not offered	x	x	x	x		NA
11							
12							
13	None	None	Only have	ETIS	Annually - Fac	No Fosh.	
14			Jr.s and Sr.s	Teaching	& GTAs	level crses.	
15			& Grad. Stud.	Workshop	teaching, eval,		
16					Syllabi dev.,		
17					Master clsm		
18							
19	x	x	No Response	x	x	No Response	x
20	x	x		x	x		x
21							
22	x		No Response	x	No Response	No Response	x
23							
24							
25		N. A.	No Response		No Response	No Response	
26	x	x		x			x
27	x	x		x			x
28	x	x		x			x
29							
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31							
32							
33-							

	V	w	x	Y	z	AA	AB
1	?						
-2							
-3							
4	H M L	H M L	H M L	H M L			
-5							
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Middle TN State University

	0	P	Q	R	S	T	U
1	Music	Rec. Industry	Math. Sci	Agribus &sci	Educ. Ldshp	Human Sci.	Art
-2							
-3							
4	H M L	H M L	H M L	H M L	H M L	H M L	H M L
-5							
-6							
-7	x	x	x	x	x	x	x
8	x	x	x	x	x	x	x
-9	x	x	x	NA	x	x	x
10	x	x	x	NA	x	x	Don't know
11							
12							
13	Lots of on -		Wlkly mtngs	Disc. About			Chair dis-
14	on-one inter-		for GTAs	Frosh orient.			cusses
15	action		teach/tut.	for new fac.			with prof. Of
16			frosh. Crses.	once/yr.			frosh.
17							
18							
19	x	x	x	x	x	x	x
20	x	x	x	No response	x	x	x
21							
22	x	N.A.		No response	x	X	
23							
24							
25							
26	x	x	x	No response	x	x	x
27	x	x	x	No response	x	x	x
28	x	x	x	No response	x	x	x
29							
30							
31							
32							
33							

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AASCU Dimension #5 (All Students) Report Due February 16, 2004

Foundations Institutions serve all first-year students according to their varied needs. The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students' abilities, backgrounds, interests, and experiences.

PI 5.1. To what degree has your campus systemically examined the experiences and special needs of the following first-year student populations? (Task Force's judgment)

	High	Medium	Low	No such examination
Academically underprepared students	✓			
Honors students	✓			
Racial/ethnic minority students	✓			

Summarize how the Task Force made its judgment.

[See attached.](#)

PI 5.2. To what degree are you providing services to meet the specific needs of the following first-year Student populations on your campus? (Task Force's judgment)

	High	Medium	Low	No such services
Academically underprepared students	✓			
Honors students	✓			
Racial/ethnic minority students	✓			

Summarize how the Task Force made its judgment.

[See attached.](#)

PI 5.3. To what degree have you evaluated the effectiveness of services intended to meet the special needs of the following first-year student Populations on your campus? (Task Force's judgment)

	High	Medium	Low	No such evaluation
Academically underprepared students			✓	
Honors students			✓	
Racial/ethnic minority students			✓	

Summarize how the Task Force made its judgment.

[See attached.](#)

PI 5.4. To what degree does your campus assure that the "average" students experience the following?
(Task Force's judgment)

	High	Medium	Low	No such assurance
Individualized attention from faculty/staff	✓			
Academic support	✓			
Opportunities for campus involvement	✓			

Summarize how the Task Force made its judgment.

[See attached.](#)

Foundational Dimensions Performance Indicators Data Submission Form

AASCU Dimension #5 (All Students)

Summaries

PI 5.1

Middle Tennessee State University (MTSU) has a centralized department devoted to assisting academically under prepared students overcome deficiencies in the areas of reading, writing, mathematics, and learning strategies. Students are identified and placed in the Developmental Studies Program (DSP). Support services include tutoring labs and academic advising specifically designated for DSP students.

MTSU has an established Honors College whose goal is to provide courses and experiences appropriate for this student population. Honors students are identified and voluntarily take Honors courses. There is also a designated residence hall for Honors students (Wood-Felder) as well as an Honors College Building. A focus group was conducted in fall 2003 to get feedback from those Honors students living in Wood-Felder.

MTSU has an Office of Multicultural Affairs that focuses on issues pertaining to minority students. A survey was conducted in the fall 2003 semester to assess needs, and a mentoring program is in place for freshmen. There *is also an International Programs and Services Office that addresses the needs of international students.

Freshmen Students who attend CUSTOMS orientation are surveyed. In summer 2003, 94% of entering freshmen attended CUSTOMS. This information is shared with the Student Affairs Division and the Academic Deans.

PI 5.2

MTSU has designated programs in place [or all three groups - Developmental Studies Program, Honors College, Multicultural Affairs, and the International Programs and Services Office. Honors and DSP students have academic advisors to specifically address their needs. The DSP students have tutoring services.

Student Support Services is a federally funded program which serves students with a verified academic need and who meet one of the following criteria: first generation college student, eligible for the Pell grant, or have a documented disability.

PI 5.3

There no evaluation instruments that specifically target first-year students.

PI 5.4

MTSU **provides** opportunities for individualized attention from faculty/staff, academic support, and opportunities for campus involvement. There are tutoring labs (English and Math) available for all students. The Student Support Services program serves students with verified academic needs. Academic advisors are available through the Academic Support Center, and there are academic advisors for each college (including the Honors College). Opportunities for campus are available, and there is a Student Life division in Student Affairs.

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AASCU Dimension #6 (Engagement) Report Due on April 15, 2004

Foundations Institutions engage students, both in and out of the classroom, in order to develop attitudes behaviors, and skills consistent with the desired outcomes of higher education and the institution's philosophy and mission. An explicit goal of first-year instruction across the curriculum, engagement promotes intellectual curiosity and excitement. Engagement is also the basis for out-of-class teaming and development. Whether in or out of the classroom, engagement promotes critical thinking, lifelong learning, moral and spiritual development, and civic responsibility.

PI 6.1. To what degree do the following first-year courses include pedagogies of engagement (i.e., active learning strategies)?

	High	Medium	Low
Required, non-developmental first-level writing course	✓		
First-level psychology	✓		
First-level history courses		✓	
First-level biology (lecture portion only)	✓		

Summarize how the Task Force made its judgment.

PI 6.2. To what degree are the following out-of-class activities designed to achieve the institution's learning objectives for first-year students?

	High	Medium	Low
Residence life (Respond to this item only if your campus houses more than 20% of your first-year students)	✓		
Intercollegiate athletics			✓
Student union/student center activities		✓	
Campus cultural events		✓	

Summarize how the Task Force made its judgment.

PI 6.3. To what degree does your campus provide structured opportunities for students to practice the habits of civic engagement?

	High	Medium	Low
Through the curriculum		✓	
Through the co- curriculum		✓	

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**AASCU Dimension #7 (Diversity)
Report Due on April 15, 2004**

Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and peoples as a means of enhancing their learning and preparing them to become members of pluralistic communities. Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people different from themselves, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.

PI 7.1a. To what degree does the institution ensure that, in the first, students experience diverse world-views through

	High	Medium	Low
the curriculum	X		
the co-curriculum			X-->

Summarize how the Task Force made its judgment. [See comments below.](#)

PI 7.1b. To what degree does the institution ensure that, in the first year, students interact with diverse people through

	High	Medium	Low
the curriculum			X-->
the co-curriculum	X-->		

Summarize how the Task Force made its judgment. [See comments below.](#)

PI 7.2. To what degree are first year students' interactions with diversity followed by the opportunity to reflect on the implications/meanings of the interactions?

High Medium Low

Summarize how the Task Force made its judgment. [See comments below.](#)

PI 7.3. To what degree are first-year students encouraged to explore their own culture in relation to other cultures?

High Medium Low

Summarize how the Task Force made its judgment. [See comments below.](#)

PI 7.1 a.

Reviewed the General Studies philosophy statement and the General Education requirements. Reviewed the definitions of skills and competencies for the General Studies program.

PI 7.1b.

Referred to the university statistics found in the MTSU Fact Book 2003 and the MTSU Student Profiles Fall 2003 for faculty, staff and student demographics. Reviewed the plentiful options for student involvement through student organizations and leadership programs.

PI 7.2.

Reviewed the course justification. and outline form required as apart of the General Studies course document specifically focusing on section (c) contribution to general education learning outcomes. For example, for English 1010/1020 this section states "to write formally and informally about a variety of selections with input, reflection, awareness of situations, audiences, purpose, and diverse points of view through their critical analysis of texts and materials. " While General Studies courses are not specifically targeted at first year students, many first year students participate in these courses.

PI 7.3.

Reviewed the plentiful options for student involvement through student organizations and leadership programs. Students also have the opportunity to explore Study Abroad and internship experiences to introduce them to cultural exploration.

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**AASCU Dimension #8, (Roles and Purposes)
Report Due on March 15, 2004**

Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and for society, and support the development of relevant personal goals. First-year students are provided opportunities to examine their motivation and goals with regard to higher education in general and to their own college/university. They are exposed to the value of general education as well as to the value of more focused, in-depth study of a field or fields of knowledge (i.e., the major). In general, institutions help students realize a variety of balance points: for example, learning for personal enrichment; learning to prepare for future employment; learning to prepare for citizenship, and learning to serve the public good.

PI 8.1. To what extent does each of the following provide opportunities for first-year students to explore the roles and purposes of higher education? (Task Force's collective judgment)

	Always	Often	Sometimes	Rarely	Never
First-year course (Including but not limited to first-year seminar)			X		
Academic advising			X		
Co-curricular program/activity		X	X		

Summarize how the Task Force made its judgment.

PI 8.2. To what extent does each of the following provide opportunities for first-year students to examine their personal goals and motivation for pursuing higher education? (Task Force's collective judgment)

	Always	Often	Sometimes	Rarely	Never
First-year course (Including but not limited to first-year seminar)			X		
Academic advising		X			
Co-curricular program/activity		X	X		

Summarize how the Task Force made its judgment for each area.

PI 8.3. To what degree does the campus provide opportunities for first-year students to explore the rationale and understand the structure of general education? (Task Force's collective judgment)

- High
 Medium
 Low
 Never
 N/A (There is no general education component of the curriculum)

Summarize how the Task Force made its judgment.

AASCU Dimension 48

PI 8.1 To what extent does each of the following provide opportunities for first-year students to explore the roles and purposes of higher education?

	Always	Often	Sometimes	Rarely	Never
First-year course (including but not limited to first-year seminar)			X		
Academic advising			X		
Co-curricular program/activity		X	X		

Summarize how the Task Force made the judgment.

First year courses

UNIV 1010 Education-Teaching Honors College
 Philosophy

Academic Advising

Some advising situations may be more conducive to explaining the role of higher education. Other situations may not provide an opportunity or the student may not feel comfortable exploring the role of higher education.

Co-curricular programs

Student Programming - Speakers Multi-cultural Affairs
 Films Women's Center
 Publications - Sidelines, Record
 Guidance Services

PL 8.2. To what extent does each of the following provide opportunities for first-year students to examine their personal goals and motivation for pursuing higher education?

	Always	Often	Sometimes	Rarely	Never
First-year course (Including but not limited to first-year seminar)			X		
Academic advising		X			
Co-curricular program/activity		X	X		

First-year courses

UNiV 1010

Education

Discipline-specific intro courses

Academic Advising

Students are pursuing a degree for a reason; they will indicate why/what the motivation is.

Co-curricular programs

Student organizations, social organizations, professional organizations, service learning initiatives, learning communities, first year experience, Honors living/learning community.

PI 8.3. To what degree does the campus provide opportunities for first-year students to explore the rationale and understand the structure of general education?

Explore rationale - low to never; students were never given a reason or explanation as to why MTSU is the only TBR school requiring differing prefixes.

Structure - medium to high; outlined in the catalog, duplicated on upper-division forms, degree audit, web page, and college specific handbooks, guidebooks, etc.

High

Medium

Low

Never

N/A

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**AASCU Dimension #9 (Improvement)
Report Due on March 15, 2004**

Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement. This assessment is specific to the first year as a unit of analysis—a distinct time period and set of experiences, academic and otherwise, in the lives of students. It is also linked systemically to the institutions' overall assessment. Assessment results are an integral part of institutional planning, resource allocation, decision making, and ongoing improvement of programs and policies as they affect first-year students. As part of the enhancement process and as a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on the first college year.

PI 9.1. To what degree does your campus collect sufficient baseline data to do the following:

	High	Medium	Low
place students in appropriate courses	✓		
meet students' needs for out-of-class academic support	✓		
meet students' needs for out-of-class personal support	✓		

Summarize how the Task Force made its judgment.

[See attached.](#)

PI 9.2. To what degree does your campus measure the following first-year outcomes

	High	Medium	Low
Cognitive development			✓
Personal development			✓

Summarize how the Task Force made its judgment.

[See attached.](#)

PI 9.3. To what degree has the campus used assessment findings in order to confirm or improve first-year practice?

High
 Medium
 Low

Summarize how the Task Force made its judgment.

[See attached.](#)

PI 9.4. Within the past three years, to what degree has your campus contributed to the national knowledge base on the first year? (through conference presentations, research, publications, etc.)

High
 Medium
 Low

Summarize how the Task Force made its judgment.

[See attached.](#)

Foundational Dimensions Performance Indicators Data Submission Form

AASCU Dimension #9 (Improvement)

Summaries

PI 9.1

Middle Tennessee State University (MTSU) has a centralized department devoted to assisting academically underprepared students overcome deficiencies in the areas of reading, writing, mathematics, and learning strategies. Students are identified and placed in the Developmental Studies Program (DSP). Support services include tutoring labs and academic advising specifically designated for DSP students.

MTSU has an established Honors College whose goal is to provide courses and experiences appropriate for this student population. Honors students are identified and voluntarily take Honors courses. There is also a designated residence hall for Honors students (Wood-Felder) as well as an Honors College Building. A focus group was conducted in fall 2003 to get feedback from those Honors students living in Wood-Felder.

MTSU has an Office of Multicultural Affairs that focuses on issues pertaining to minority students. A survey was conducted in the fall 2003 semester to assess needs, and a mentoring program is in place for freshmen. There is also an International Programs and Services Office that addresses the needs of international students.

There are tutoring labs (English and Math) available for all students. The Student Support Services program (federally funded program) serves any students with academic needs. Academic advisors are available through the Academic Support Center and there are academic advisors for each College.

Opportunities for campus involvement are available, and there is a Student Life division in Student Affairs.

PI 9.2

There are no instruments currently being used.

Although some data have been collected, there is no systematic coordination to improve first-year practices.

To our knowledge, no contributions have been made to the national knowledge base on the first year.