Getting to Know the Freshmen Class
Dr. Debra Sells
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Student Affairs &
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and Academic Services
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Career Development Center
Charlie & Hazel Daniels
Veterans & Military Family
Center
Disability & Access Center
Student Athlete Enhancement
Center
Student Support Services

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Campus Recreation
Child Care Lab
Counseling
Student Health Services
Housing & Residential Life
New Student & Family Programs
Student Conduct
Student Unions & Programming
Danny Kelley, Assistant Vice President for Student Affairs
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- Fraternity & Sorority Life
- Intercultural & Diversity Affairs
- June Anderson Center for Women & Non-traditional Students
- Leadership & Service
- Student Government Association

Laurie Witherow, Associate Vice Provost for Admissions & Enrollment Services
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Laurie.Witherow@mtsu.edu
- Admissions
- Enrollment Technical Services
- Financial Aid
- MT One Stop
- Records
Lots to talk about...too little time!

- Who are our freshmen? What do we tell them?
  Results from the 2019 CUSTOMS survey of incoming freshmen.

- Living on campus

- Due Process – policies and procedures

- Classroom Management - Distressed, disruptive, disturbed, or dangerous students

- Getting involved is the key to success
Every one of you has what it takes—but success will be a full time job

- 15 credits per term/30 per calendar year
- Attend class every time it meets!
- Declare the right major and stay on track with your academic map
- Remember CPoS
- Meet with your academic advisor and your professors
And

- Maximize the number of hours spent on campus each week
- Freshmen should live on campus or at home
- Limit part time jobs to 15 hours per week
- Get involved!
Talk with your Students About Sexual Responsibility...We Will!!

- The Violence Against Women Act (VAWA) requires all universities to talk with students about sexual assault, domestic violence, dating violence, stalking, consent, and bystander intervention.
## Freshman Student Demographics

(Data gathered from the 2019 CUSTOMS Survey)

### Gender

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>52%</td>
</tr>
<tr>
<td>Male</td>
<td>47%</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>64%</td>
</tr>
<tr>
<td>African American</td>
<td>20%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>8%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
</tr>
</tbody>
</table>

### Student’s age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 21</td>
<td>88%</td>
</tr>
<tr>
<td>Less than 18 years of age</td>
<td>11%</td>
</tr>
<tr>
<td>22 - 25</td>
<td>1%</td>
</tr>
<tr>
<td>26 and higher</td>
<td>0.25%</td>
</tr>
</tbody>
</table>
## Freshman Student Expectations & College Experiences, 2019

During the past year, how often did you experience/participate in the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>2,439 Responses</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoked cigarettes</td>
<td></td>
<td>6.4%</td>
<td>8.2%</td>
<td>12.1%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Drank Alcohol</td>
<td></td>
<td>3.0%</td>
<td>10.3%</td>
<td>20.5%</td>
<td>66.2%</td>
</tr>
<tr>
<td>Used recreational drugs (marijuana, etc.)</td>
<td></td>
<td>3.3%</td>
<td>6.3%</td>
<td>9.8%</td>
<td>80.6%</td>
</tr>
<tr>
<td>Took prescription medications not prescribed to you</td>
<td></td>
<td>0.8%</td>
<td>1.4%</td>
<td>3.2%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Performed volunteer work</td>
<td></td>
<td>31.7%</td>
<td>46.0%</td>
<td>16.3%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Participated in social networking site (Facebook, SnapChat, etc.)</td>
<td></td>
<td>61.8%</td>
<td>20.3%</td>
<td>11.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Communicated via e-mail</td>
<td></td>
<td>50.1%</td>
<td>34.2%</td>
<td>13.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Socialized with someone of another racial/ethnic group</td>
<td></td>
<td>84.1%</td>
<td>12.6%</td>
<td>1.9%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
How important were each of the following in determining where you would go to college?

<table>
<thead>
<tr>
<th>Reason</th>
<th>2,439 Responses</th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could not find a job.</td>
<td></td>
<td>6.6%</td>
<td>11.9%</td>
<td>17.6%</td>
<td>64.0%</td>
</tr>
<tr>
<td>I wanted to move away from home.</td>
<td></td>
<td>15.2%</td>
<td>19.1%</td>
<td>21.9%</td>
<td>43.8%</td>
</tr>
<tr>
<td>My parents wanted me to go.</td>
<td></td>
<td>26.7%</td>
<td>26.7%</td>
<td>29.7%</td>
<td>16.9%</td>
</tr>
<tr>
<td>To prepare myself for graduate or professional school.</td>
<td></td>
<td>56.8%</td>
<td>18.6%</td>
<td>13.3%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Needed a degree to get a better job.</td>
<td></td>
<td>60.2%</td>
<td>25.9%</td>
<td>7.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas.</td>
<td></td>
<td>63.4%</td>
<td>27.1%</td>
<td>7.3%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>
What is the highest level of education completed for each parent/guardian in your household?
(Data gathered from the 2019 CUSTOMS Survey)

<table>
<thead>
<tr>
<th>Student’s father/guardian</th>
<th>Student’s mother/guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School graduate</td>
<td>High School graduate</td>
</tr>
<tr>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Bachelor’s (4 yr.) Degree</td>
<td>Bachelor’s (4 yr.) Degree</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Some College</td>
<td>Some College</td>
</tr>
<tr>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>Graduate Degree</td>
</tr>
<tr>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Associate’s (2 yr.) Degree</td>
<td>Associate’s (2 yr.) Degree</td>
</tr>
<tr>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Some High School</td>
<td>Some High School</td>
</tr>
<tr>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>No parent/guardian in</td>
<td>No parent/guardian in</td>
</tr>
<tr>
<td>household</td>
<td>household</td>
</tr>
<tr>
<td>3%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
Freshman Student Employment Expectations
(Data gathered from the 2019 CUSTOMS Survey)

Will you work at a job while attending MTSU?

YES  77%
NO   22%

How many hours a week do you expect to spend working?

1 – 5 hours a week  4%
6 – 10 hours a week  23%
11-15 hours a week  36%
16 – 20 hours a week  25%
21 hours or more a week  12%
Student Employment Expectations
(Data gathered from the MTSU AY 2017-18 Graduating Senior Survey)

Average Number of Hours employed (on/off campus) per week during past year

<table>
<thead>
<tr>
<th>Hours Per Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>12%</td>
</tr>
<tr>
<td>1-10 hours</td>
<td>8%</td>
</tr>
<tr>
<td>11-20 hours</td>
<td>21%</td>
</tr>
<tr>
<td>21-34 hours</td>
<td>33%</td>
</tr>
<tr>
<td>35+ hours</td>
<td>25%</td>
</tr>
</tbody>
</table>
Freshman student perceptions of MTSU and ability to earn a degree
(Data gathered from the 2019 CUSTOMS Survey)

When did you decide to attend MTSU?
- Between 2 and 11 months before I enrolled: 67%
- 12 months or more before I enrolled: 22%
- One month or less before I enrolled: 11%

Where did MTSU rank in order of your preference?
- MTSU was my first or only choice: 67%
- Second or third choice: 31%
- Fourth choice or lower: 2%

I plan to graduate from MTSU
- Likely or highly likely: 99%

How long will it take you to complete your degree?
- I expect to complete my degree in 4 years: 96%
Who lives on campus?

- 2,981 students live on campus
- 40% are returning students (1,192); 60% are new students (1,789)
- 55% are female; 45% are male
- 51% are freshmen; 49% are upperclassmen or graduate students
- 16% represent 37 states; 27 students represent 15 different countries
- 7% indicate some type of health concern or disability
Living Learning Communities

- Aerospace: 131 students
- Chemistry/Biology: 30 students
- Crime Busters (Forensic Science/Forensic Anthropology): 45 students
- Diverse World, Diverse Arts: 391 students
- First Year Experience: 695 students
- Food, Agricultural & Environmental Science (FAES): 59 students
Living Learning Communities

- Give Me a Beat (RIM): 61 students
- Global Learning Community: 88 students
  - Honors: 320 students
  - Music at Middle: 109 students
  - Nursing: 60 students
- Pre-Professional Programs: 25 students
  - Raider Rec Village: 19 students
- True Blue: 232 students
- Women in Science and Engineering (WISE): 249 students
Academic Progress Report

Calendar for Fall 2019

- Attendance Reporting by Census
  **August 26 – September 8**
  - Mid-Term Grading
  **September 30 – October 11**
  - Monitored Reporting
  **November 12 – November 16**
  - Final Grading
  **December 6 – December 16* Grades due by 9:00 a.m.**
  - Last Date of Attendance (LDA) Cutoff
  **November 15**

*Grades due by 9:00 a.m.
Coursework toward Program of Study (CPoS)

Federal Financial Aid can only be paid for classes required in a student’s officially declared program of study.

For more information, visit www.mtsu.edu/CPoS
May I remove a student from my classroom?

- The instructor can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general policies of the institution.

- The temporary removal may extend only for the class session during which the conduct occurs.

- Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

- If an instructor wishes to remove a student from the classroom for a longer period of time or permanently, he/she must refer the student to the Office of Student Conduct.
Making a Referral

- All referrals require the following:
  - student's full name
  - M number
  - phone number
  - relevant details describing the behavior in question
  - the name and current contact information for the person referring the student for discipline

- Some referrals are:
  - information only
  - describe behaviors that are not rules violations
  - involve persons who are not students, etc.

- All referrals do not end up becoming DISCIPLINARY CASES.

- The Office of Student Conduct does NOT open cases against:
  - faculty members (unless they are also students at the institution)
  - professional staff members (unless they are also students at the institution)
  - non-students

- A referral means that the matter will be reviewed by the Office of Student Conduct.
Best Practices for Documenting Behavior

- Keep a log of any, and all, behavior that is disruptive, starting with the first incident.
- Not every documented behavior is a referral to the Office of Student Conduct.
- Understand the Student Conduct Policy (MTSU Policy 540).
The Effective Management of Student Conduct

An on-line guide has been designed to introduce faculty and staff to the web of support systems in place at MTSU that are available to help you address these issues.

Working together, we can share resources to best help members of our community to be successful, while also responding in a way that minimizes danger and disruption.

A guide for the effective management of student conduct may be accessed at http://www.mtsu.edu/countest/tutorial/
What is it?

The Student Assistance Coordinating Committee (SACC) is a resource and point of contact at Middle Tennessee State University for administrators, faculty, staff, and members of the campus community who are dealing with individuals who may be distressed, depressed, disruptive, or otherwise problematic. The SACC fosters collaboration between administrators and members of the campus community.
When to contact SACC?

Sometimes students will approach you directly for help, although problems may come to your attention in other ways too.

You also may observe one or more of the following:

- Changes in mood or behavior (i.e. withdrawal, unexplained crying or outbursts)
- Anxiety or depression
- Psychosomatic symptoms (i.e. headaches, nausea, unexplained pain)
- Traumatic changes in personal relationships (i.e. loss, death)
- References to suicide
- Drug and alcohol abuse
- Sleeping or eating problems
- Learning/academic problems or declines in performance or class attendance
- Worry about failure, dropping out, or transferring
How to contact SACC?

- If you have concerns about a student or would like some suggestions about how to approach a student, please call Dr. Mary Kaye Anderson (or designee) at 615.898.2670.
- In the event of an emergency situation involving a student, it is important to respond by calling the University Police at 615.898.2424.
- The more information the SACC has to work with the better they will be able to provide appropriate referrals.
- The SACC needs background information/history on the student of concern from the reporting party.
- The key to successful collaborations are in the details and specifics provided by the reporting party (i.e. copies of communications and details about interventions that have been tried).
- Avoid making assumptions about a student’s behavior or the questions from the SACC. Most of the questions are basic information gathering inquires.
- Our goal is to fill in the blanks and complete the picture in order to best serve the student.
- Attend 6 events by September 6th.
- Download EventPass to gain admittance.
- Students who are involved with extracurricular activities tend to perform better academically compared to those who don’t get involved.
What have we learned?

- 82% of freshmen attended at least one Connection Point event
- 43% attended 1-4 events
- 39% attended 5 or more events

Freshmen who...

- ...attended NO events had an overall GPA of 2.64
- ...attended at least ONE event had an overall GPA of 2.78
- ...attended 3-4 events had an overall GPA of 2.77
- ...attended 5-6 events had an overall GPA of 2.77
- ...attended 7 or more events had an overall GPA of 2.83
Summer Reading Program

Educated
A Memoir

TARA WESTOVER

#1 NEW YORK TIMES BESTSELLER
University Convocation

SATURDAY, August 24, 2019
5:00 p.m. - Murphy Center