

MTSU Strategic Plan 2035
Annual Progress Report

Priority 2 **Strengthen the community so all learners work and thrive.**
Strategy 2.1 **Ensure holistic academic and career supports for all students.**
Initiative 2.1.1 **Continually assess and adapt learner support structures to ensure students are equitably and optimally supported.**

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Conduct a landscape analysis to learn what supports are currently provided to students and resources allocated and determine if current needs are being met.	August 2025	(revised) December 2026	Completion of task. - Office of Student Success joined up with American Association of State Colleges and Universities and the rpk Group for an ROI analysis of tutoring and learning support and the Scholars Academy. The first meeting took place at the end of March. Work on this project will continue throughout Summer 2026. - Mental health supports, financial or hardship supports, career supports also need to be identified. did an analysis of the supports and resources available.	- Information was gathered from different constituents. - Early work towards Career EDGE Quality Enhancement Plan included an analysis of the supports and resources available that can be used for this action. - Office of Student Success - Different types of learning supports available – supplemental instruction, tutoring support, and ambassadors are embedded in other programs. - Revised end date to December 2026 to ensure all data are collected and a full analysis has occurred.
Provide a hub/clearinghouse/ toolkit that informs instruction, support services, and student agency.	August 2025	(revised) May 2027	Hub is available and easily accessible for students It is succinct and how to access support is clearly delineated. Details for accessing are provided for faculty to integrate into D2L, available for Facebook and/or parent access This has not been developed this academic year. The information from the landscape analysis will drive what is shared. This could be housed on a website and it can be linked to the handbook and other web locations. The team will need to determine with stakeholders where the hub should live, how students can get access to it. (Could be linked to student handbook and other places that stakeholders would access the info). Then consider how we creatively inform others.	Revised end date to May 2027

Initiative 2.1.2 Expand, coordinate, and communicate support services through intentional onboarding and offboarding processes.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Annually educate the campus on retention being the responsibility of all.	August 2025	Ongoing (AY basis)	List of key metrics with our performance on the metrics are provided to the campus community with a clear message that everyone plays a role in improvement. Retention reports have been shared with the campus community during the 25-26 year. However, systematically capturing when reports are distributed and to whom should be developed to guide future reporting.	- Next steps for 26-27: Vice Provost Sluder will produce a calendar that outlines what is produced and what is reported throughout the academic year. He will list what occurred 25-26 (here in this report). He also will list details or new actions to be taken during 26-27. - During 26-27, a specific campaign (strategic marketing approach) that says "You make a difference" related to the retention will occur highlighting the role of faculty and staff in retention. This retention campaign could connect with the toolkit/hub ---here are the resources.
Comprehensively support collection of first destination data for graduates.	August 2025	May 2026	Data collection piloted in fall 2025, with full collection spring 2026. IEPR collecting key question data from graduating students. National Student Clearinghouse data will be compared with MTSU data.	This action should continue as an ongoing item as data collection needs to be refined and collected regularly with reports developed and data used.
Develop a plan for how space can be strategically reallocated to centralize student support services.	August 2025	May 2026	Completion of task. Discussions with the master plan committee have occurred. (see mid-year progress report). This will continue to be discussed.	

Initiative 2.1.3 Fully integrate internships, applied experiences, and career services into the student learning experience.

Action	Begin Date	End Date	Report on Metrics and Summaries of Progress to Date	Notes
Identify and develop connections with alumni to more fully integrate them into academic, educational, and career development.	August 2025	Ongoing	Inform and discuss with the campus community how departments and programs are engaging with alumni (by May 2026). This item was not addressed this academic year.	The priority committee needs to identify a strategy for addressing this item. A specific group of individuals needs to be identified to take the lead as it cuts across University divisions.
Use the QEP initiative to strategically analyze and determine next steps for creating a centralized system for internships, applied experiences, and career services.	August 2025	May 2026	Completion of task. An internship coordinator luncheon occurred in February 2026. There will be a follow up survey that will be distributed in April to learn more about how applied experiences are structured and documented.	For 26-27, the survey data will be analyzed, and next steps will be determined. Students who engage in internships without credit do not have to report to the university completion of an internship; there is no mechanism for capturing these data. Programs vary in applied experiences and how their applied experiences are documented. The survey results may inform how all types of internships and applied experiences can be documented and tracked to align with other career service activities.