



**Middle Tennessee State University  
Board of Trustees  
Academic Affairs, Student Life, and  
Athletics Committee**

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Tuesday, March 16, 2021  
11:00 a.m.

MEC Meeting Room – 2<sup>nd</sup> Floor  
Miller Education Center  
503 East Bell Street  
Murfreesboro, Tennessee 37132





**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

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Tuesday, March 16, 2021  
11:00 am

**AGENDA**

Call to Order and Opening Remarks

Roll Call

Approval of Minutes (Action) .....[Tab 1](#)

Approval of Expedited Tenure (Action) .....[Tab 2](#)

Approval of Policy Revision (Action) .....[Tab 3](#)

50 Timely Reporting of a Substantive Change for Accredited Institutions

Approval of New Academic Degree Programs (Action) .....[Tab 4](#)

Bachelor of Business Administration in Supply Chain Management

Bachelor of Science in Media Management

Bachelor of Science in Photography

Approval of Degree under Consideration (Action) .....[Tab 5](#)

Master of Fine Arts in Independent Film and Television

Annual Report of Academic Program Actions (Information) .....[Tab 6](#)

Achievement Gaps Initiative (Information) .....[Tab 7](#)

Closing Remarks

Adjournment





**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: March 16, 2021

SUBJECT: **Minutes of the November 10, 2020  
Academic Affairs, Student Life, and  
Athletics Committee Meeting**

PRESENTER: Pam Wright, Committee Chair

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**BACKGROUND INFORMATION:**

The Academic Affairs, Student Life, and Athletics Committee met on November 10, 2020.

Attached for your review and approval are the minutes from this meeting.



**MIDDLE TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES**

**ACADEMIC AFFAIRS, STUDENT LIFE, AND ATHLETICS COMMITTEE  
MINUTES**

The Academic Affairs, Student Life, and Athletics Committee met on Tuesday, November 10, 2020, in the Miller Education Center Meeting Room at Middle Tennessee State University.

**Call to Order**

Committee Chair Pam Wright called the meeting to order at 9:04 a.m.

**Roll Call**

The following Committee members were in attendance: J.B. Baker, Tom Boyd, Pete DeLay, Joey Jacobs (arriving at 10:10), Mary Martin, Steve Smith, Pam Wright, Delanie McDonald, Keith Huber, and Chris Massaro. A quorum was declared.

Also present were Trustees Darrell Freeman and Chris Karbowskiak. President Sidney A. McPhee; Joe Bales, Vice President for University Advancement; Mark Byrnes, University Provost; Andrew Oppmann, Vice President for Marketing and Communications; Bruce Petryshak, Vice President for Information Technology and Chief Information Officer; Deb Sells, Vice President for Student Affairs and Vice Provost for Enrollment and Academic Services; Alan Thomas, Vice President for Business and Finance; Brenda Burkhardt, Chief Audit Executive; Heidi Zimmerman, University Counsel and Board Secretary; and, Kim Edgar, Assistant to the President and Chief of Staff, were also in attendance.

**Approval of Minutes - Action**

The first agenda item was approval of the minutes from the August 18, 2020, Academic Affairs, Student Life, and Athletics Committee meeting. Board Chair Smith moved to approve the minutes from the August 18, 2020, meeting and Trustee DeLay seconded the motion. A voice vote was

taken and the motion to approve the minutes from the August 18, 2020, meeting of the Academic Affairs, Student Life, and Athletics Committee passed unanimously.

### **COVID-19 Response – Information**

Committee Chair Wright indicated they would take the next item out of order and would consider information on the Campus COVID-19 Response. At the request of Chairman Smith, President McPhee gave an update on MTSU's decisions made and actions taken in response to the COVID-19 pandemic to mitigate risk for students, faculty, and staff. At the onset in March, President McPhee convened the Campus Crisis Leadership Team, which transformed into the Executive Leadership Team to include the Student Health Center Director and the Medical Director. The team met bi-weekly, sometimes over the weekend, to deal with issues connected with the pandemic. They worked diligently to put in place protocols, procedures, and operational policies to address the pandemic. Throughout this time, an effort has been made to keep the Board fully informed of all actions and decisions. On May 27, a Zoom meeting with the trustees took place to inform them about the comprehensive action plan to re-open campus. The trustees were informed about policies and procedures to guide operations for the university, allowing it to re-open. These steps, taken to manage the day-to-day operations of the institution, fall within the authority delegated by the Board to the President. With Policy 825-A COVID-19 Illness and the *Charting Our Course* campus plan to guide faculty, staff, administrators and students, the campus was safely opened on August 24 and there has not been a major outbreak during this time.

In addition to Executive Team meetings twice per week, President McPhee meets weekly with medical personnel to discuss protocols, issues, and concerns regarding athletes on campus. Medical Director Dr. Eric Clark, Student Health Center Director Richard Chapman, and Dr. Paul Patel, NCAA sanctioned physician, were introduced and prepared to answer any questions.

President McPhee stated that the advice and counsel of state and local public health officials and campus medical professionals have been followed. Chairman Smith assisted in securing a commitment of 1,000 tests per month. Dr. McPhee stated that while everything done has not



been perfect and done 100% correctly, nonetheless a relatively good job in managing this virus continues to be done.

President McPhee asked Chris Massaro to give an update about Athletics efforts to monitor and mitigate COVID-19. Mr. Massaro stressed that there is a trustworthy process in place for athletes. Dr. Patel serves as chief medical officer for Athletics and oversees weekly meetings. The meetings start with test results. Athletics has an arrangement with Path Group to send reports to Student Health Services and the State of Tennessee. The Athletics Compliance Officer spot audits the test results and reporting. Any policy changes are discussed in the weekly meetings. Athletics wants to make sure there is integrity in the process, and they try to address issues that would strike at the integrity of the process. He stated that President McPhee has always made sure these processes can stand in the public light. Mr. Massaro praised the efforts of the training room staff along with medical personnel.

Trustee Freeman asked how many tests per week are administered to athletes. Mr. Massaro said 600 tests per week as determined by NCAA, C-USA, and internal controls. Approximately 400 athletes have taken 5,000 tests and 64 have been positive as of that date.

Dr. Clark advised that MTSU is administering around 300 tests per week to the rest of the student population on campus. There is an 11% positivity rate of symptomatic students and 2.26% positive rate of asymptomatic students. MTSU is the only university doing testing and contact tracing seven days per week.

There are weekly consultations with the state epidemiologist and liaison who recommend against mass testing because it is a point-in-time and could vary the next day. They advised that resources be put towards testing symptomatic individuals since the positive rate was so low for surveillance testing. Fourteen-day quarantine is better than surveillance testing at this point.

The campus community is keeping density down, practicing social distancing and masking in classrooms. There have not been documented any cases from spreading in a classroom.

Trustee Martin inquired about the general wellbeing of students. Dr. Clark stated that he sees depression and anxiety daily in the clinic because this is an age group where social interaction is needed but has been shut down dramatically. It is a difficult balancing act, but all decisions are based on science and safety.

Dr. McPhee reminded the Committee that through surveys, it was learned that students (and parents) want to be on campus and feel safer on campus, and if the campus were to close, they would not return.

Chairman Smith congratulated Dr. Clark and expressed admiration for the work that has been done. The Committee applauded Dr. Clark.

Committee Chair Wright felt it was appropriate for the Committee to make the recommendation that it supports and endorses the administration's action and effort. In order to do this, she made a motion to move this COVID-19 Information Item to an Action Item. Chairman Smith seconded the motion. A voice vote was taken and the motion to move the Information Item to an Action item carried.

Trustee Baker moved to acknowledge, support, commend, and endorse the administration's actions and responses with regard to the COVID-19 pandemic. Trustee Martin seconded the motion and added that the early response, decision infrastructure, wide communication, and the continuation of ongoing projects are important to the health and future of MTSU. She commended the way MTSU modified instruction, graduated students, and kept everyone safe and working.

A voice vote was taken and the motion to acknowledge, support, commend, and endorse the administration's actions and responses with regard to the COVID-19 pandemic carried.

## **Approval of New Academic Degree Program – Action**

### **Master of Science in Physician Assistant Studies**

Provost Byrnes told the Committee that the Master of Science in Physician Assistant Studies program has been a long time coming. Program leadership has already been hired, as specified by the accrediting agency, and the first cohort will begin May 2022. Graduates of this program will have excellent, well-paying prospects for employment.

A motion was made by Chairman Smith to approve the Master of Science in Physician Assistant Studies and Trustee DeLay seconded the motion. During discussion, Chairman Smith asked what the Physician Assistant Studies students must do to be employed after graduation. Provost Byrnes explained that students have hours of clinical experience and must pass a licensure exam. Trustee Boyd suggested consideration of a differential tuition rate due to future equipment costs. Trustee Martin asked about capping the program at 84 students as going beyond 84 would require more faculty and space.

A voice vote was taken and the motion to approve the Master of Science in Physician Assistant Studies passed unanimously.

### **Approval of Expedited Tenure - Action**

A new chief online learning officer was hired after a very competitive search. Pre-pandemic, an institutional goal was to expand online enrollment and offerings, and post-pandemic, it is advantageous to continue this momentum.

Trustee Boyd moved to approve expedited tenure for Trey Martindale and Trustee Martin seconded the motion. A voice vote was taken and the motion to approve expedited tenure for Trey Martindale passed unanimously.

## **Approval of New Policy - Action**

### **204-A Tenure Policy Amendment**

Typically, a faculty member applies for tenure at the beginning of their sixth year, but a provision in Policy 204 Tenure allows for stopping the tenure clock for one year due to illness or other life event. This policy provides for the grant of one additional year of clock stoppage, if requested, due to COVID-19. Not only have faculty spent numerous hours transitioning their classes to online delivery, but their research and service activities have been curtailed because they are not able to travel to conferences or deal with human subjects.

Trustee DeLay moved to approve 204-A Tenure Policy Amendment and Trustee Boyd seconded the motion. A voice vote was taken and the motion to approve 204-A Tenure Policy Amendment passed unanimously.

## **Approval of Revisions to Policy - Action**

### **206 Tenure and Promotion Appeals**

Policy 206 outlines procedures for faculty who want to appeal the provost's tenure recommendation to the president. The policy has been utilized a couple of times in the last few years, and areas requiring more clarity are proposed in this revision.

Trustee Baker moved to approve revisions to 206 Tenure and Promotion Appeals, and Trustee DeLay seconded the motion. A voice vote was taken and the motion to approve revisions to Policy 206 Tenure and Promotion Appeals passed unanimously.

## **Performance Metrics - Information**

Provost Byrnes stated that the Board has made requests for various performance metrics and indicated that the summary format was approved at a previous meeting. He pointed out that retention and graduation numbers have improved significantly. Dr. Sells distributed an overview of the previous year's recruitment activities.

### **Athletics Update - Information**

Chris Massaro gave an academic update and provided graduate success rates. These numbers have been submitted to NCAA and will be announced in the Spring. Academic Progress Rate measures in real time what the Graduation Success Rate will be five years from now.

### **Diversity Efforts - Information**

President McPhee said this presentation was added to follow up on an item from the last Committee meeting on graduation rates concerning other populations. Provost Byrnes introduced Dr. Vincent Windrow, Associate Vice Provost for Student Success, who has a particular interest in graduation rates for students of color.

Dr. Windrow said the Quest for Student Success 2013-2016's five functions and features helped to lift all students. Nestled within the Quest framework were other initiatives with very specific resources directed to interventions for sub-populations, Black males, and at-risk populations. The results have been transformative. This Fall the University saw a 78.4% retention rate.

Quest 2025 is in progress with five strategic priorities. Priority 2 is intended to eliminate achievement gaps and increase faculty and staff diversity. Dr. Windrow stated that there is a moral and ethical imperative to graduate those who are admitted. Resources must be directed to support their success and specifically as regards race, generation, income and first-generation status. Equity gaps are a national issue. Federal and state comparative data was discussed.

Trustee Freeman stated that the data he received shows a 13% four-year graduation rate for first-generation Black males; he asked what emphasis will be put on this student population. Dr. Windrow said MTSU must develop and implement these broad initiatives that help all students, but also drill down and look at the subpopulations and develop a catalog of resources to be directed their way, make individual goals, set a timeline for implementation, and identify leading indicators to track progress along the way. Best practices for onboarding, assimilating, and tracking Black males that can be prescribed directly to them should be identified. For example, REBOUND is a program to bring back students with lower than a 2.0 GPA for academic advising

and to talk about skill sets to move them forward. Students who participated in REBOUND were 50% more likely to return the next Fall semester.

Trustee Freeman asked how much additional funding would be received if the Black male graduation rate increased to the same rate as that for White students. Mr. Thomas answered that the Black male population would fit in focus population groups as well as the graduation rate category, so they would count as 1.8; if they were also adults, they would count two times. MTSU would receive more funding in tuition alone.

Trustee Freeman asked about increasing African American tenured faculty. Dr. Windrow said this would be addressed in the Quest 2025 as well.

Trustee Freeman asked if students who have dropped out are tracked. Dr. Windrow introduced Dr. Rick Sluder, Vice Provost for Student Success and Dean of University College, who explained that MTSU has a real-time, sophisticated system of reaching out to students who drop out or have not registered for the next semester. It is made clear that their reenrollment is the goal.

Trustee Freeman mentioned the 100% graduation rate among athletes and asked what is being done to help them cross the finish line that could possibly carry over to other students. President McPhee said that 50 new academic advisors were hired, and their responsibilities are to follow through and work with every student as is done with student-athletes. The structured activities in Athletics is a differential factor when dealing with a larger population. Chairman Smith added that coaches expect their student-athletes to go to class or they can't play. Other students do not have this pressure.

Trustee Freeman wrapped up by stating he is hopeful that MTSU can do better as it relates to graduating people of color, not just for them to live their dreams, but also for the Board to say it has done its best to make this happen.

President McPhee responded that faculty and staff believe exactly what Trustee Freeman said and are making every effort to support these students. This is a priority especially for students who come with a certain economic disadvantage.

Trustee McDonald added that it is very encouraging to see MTSU making this a priority.

Trustee Boyd added that according to THEC data, MTSU awards 17.9% of total bachelor's degrees by Tennessee universities, but for the focus populations we have 20.2% of total, so progress is being made.

Trustee Martin added the most renowned longitudinal study of what factors impact students at the college level, the top three, number one is an engaged and active faculty, which MTSU has. Number two is a strong curriculum, which the board oversees and takes recommendations from Academic Affairs to make sure the curriculum is very up to date. Number three is student engagement, which the Office of Student Success works on. All of these with the new skill sets that have been brought on board due to the pandemic, and the strong base being maintained, means that MTSU is in a good place to go toward success.

### **Adjournment**

The meeting adjourned at 10:48 a.m.

Respectfully submitted,

Academic Affairs, Student Life, and Athletics Committee







**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: March 16, 2021

SUBJECT: **Approval of Expedited Tenure**

PRESENTER: Mark Byrnes, Provost

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The University may find it necessary to expedite tenure review in order to recruit high-quality faculty for administrative positions. Departmental input regarding tenure for an administrator is necessary since tenure is awarded in a specific department. [Policy 204 Tenure, Section VII]

The following faculty members have been reviewed for tenure by their department chair and dean according to MTSU Policy 204 Tenure and their respective college and department policies. The President and University Provost recommend that tenure be granted effective April 6, 2021.

Name	Department	Rank
Currie, Kenneth	Engineering Technology	Professor
Schmand, Kathleen	Library	Professor





**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: March 16, 2021

SUBJECT: **Approval of Revision to Policy 50 Timely  
Reporting of a Substantive Change for  
Accredited Institutions of the SACSCOC**

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) adopted a revised Substantive Change Policy and Procedures in December 2020. The proposed revision to Policy 50 clarifies and updates the University's substantive change policy and procedures to align with SACSCOC requirements.





## **50 Timely Reporting of a Substantive Change for Accredited Institutions of the SACSCOC**

**Approved by Board of Trustees**

**Effective Date:** \_\_\_\_\_, 2021

**Responsible Division:** Academic Affairs

**Responsible Office:** Provost

**Responsible Officer:** Associate Provost for Strategic Planning and Partnerships

### **I. Purpose**

The Southern Association of Colleges and Schools Commission on Colleges (Commission or SACSCOC) requires its member institutions to have a written policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion. Middle Tennessee State University (MTSU or University), as an accredited member institution, adheres to the Commission's Substantive Change Policy and Procedures.

### **II. Designated Responsibility**

The MTSU SACSCOC accreditation liaison is responsible for notifying or seeking approval from the Commission as appropriate for a substantive change. MTSU's academic (Deans) and administrative (divisional Vice Presidents) officers are responsible for informing the MTSU SACSCOC accreditation liaison of any University changes that fall under SACSCOC's substantive change policy in a timely manner to ensure internal review and approval before submitting to the Commission. It is the responsibility of the MTSU SACSCOC accreditation liaison to provide guidance in determining whether potential changes are substantive and information about revisions to the SACSCOC substantive change policy.

### **III. Procedures for Implementation**

- A. An MTSU academic or administrative officer must inform the MTSU SACSCOC accreditation liaison in writing when planning a substantive change as defined by SACSCOC Substantive Change Policy and Procedures.
- B. The academic or administrative officer planning the substantive change is responsible for timely submission to the MTSU SACSCOC accreditation liaison of all information and materials needed for the substantive change notification, proposal, prospectus, and/or other documentation associated with the specific type of proposed substantive change

per SACSCOC requirements.

C. The MTSU SACSCOC accreditation liaison:

1. Initiates the timely reporting and completion of required SACSCOC notification and/or approval documentation for a substantive change upon receipt of information from academic and administrative officers;
2. Assembles the notification, prospectus, and/or other documentation required to meet SACSCOC policies and standards for completeness and appropriateness. And forwards to the President for review and approval;
3. With the President's approval, submits the substantive change and supporting documentation to SACSCOC; and
4. Tracks SACSCOC actions related to substantive change submissions.

**IV. Publication of SACSCOC Substantive Change Policy and Timeline**

The SACSCOC Substantive Change Policy and Procedures, a Timeline for Completion of Substantive Change Procedures, and a Reporting the Various Types of Substantive Change chart are published on the Office of the University Provost website. The Timeline for Completion of Substantive Change Procedures is also included in the Selected List of Deadlines for Department Chairs maintained through the Office of the University Provost. The MTSU SACSCOC accreditation liaison electronically distributes the Substantive Change Policy and Procedures to MTSU's academic and administrative officers annually at the beginning of the fall semester.

**V. Annual Review of Policy**

This policy, the Timeline for Completion of Substantive Change Procedures, and Reporting the Various Types of Substantive Change will be reviewed and updated by the MTSU SACSCOC accreditation liaison annually by the beginning of the fall semester to ensure continuing compliance with the SACSCOC Substantive Change Policy and Procedures.

Attachments:

Reporting the Various Types of Substantive Change (Revised 2/23/21)

Timeline for Completion of Substantive Change Procedures (Revised 2/23/21)

Revisions: June 5, 2017 (original); \_\_\_\_\_, 2021.

Last Reviewed: \_\_\_\_\_, 2021.

References: [SACSCOC Substantive Change Policy and Procedures](#)



## 50 Timely Reporting of a Substantive Change for Accredited Institutions of the SACSCOC

Approved by Board of Trustees

Effective Date: \_\_\_\_\_, 2021

~~June 5, 2017~~

Responsible Division: Academic Affairs

Responsible Office: Provost

Responsible Officer: Associate Provost for Strategic Planning and Partnerships

### I. Purpose

The Southern Association of Colleges and Schools Commission on Colleges (Commission or SACSCOC) requires its member institutions to have a written policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion. Middle Tennessee State University (MTSU or University), as an accredited member institution, adheres to the Commission's Substantive Change Policy and Procedures.

### II. Designated Responsibility

The MTSU SACSCOC accreditation liaison is responsible for notifying or seeking approval from the Commission as appropriate for timely reporting of a substantive change to the Commission on Colleges (COC), in accordance with the requirements of the COC. MTSU's academic (Deans) and administrative (divisional Vice Presidents) officers are responsible for compliance with the COC substantive change policy and for informing MTSU's the MTSU SACSCOC accreditation liaison of any University changes that fall under the SACSCOC's substantive change policy in a timely manner that to ensures that the University can internal review and approval before submitting to the Commission. meet the required notification, review, and approval processes of the COC. It is the responsibility of the MTSU SACSCOC accreditation liaison to provide guidance in determining whether potential changes are substantive and information about keep the academic and administrative officers informed of any changes in revisions to the SACSCOC substantive change policy.

### III. Procedures for Implementation

- A. An MTSU academic or administrative officer must inform the MTSU SACSCOC accreditation liaison in writing when initiating planning a substantive change as defined by the SACSCOC Substantive Change Policy and Procedures. Reporting the Various Types



~~of Substantive Change chart, must complete the The completed form is submitted to the MTSU SACSCOC accreditation liaison to inform the liaison of an intended and/or proposed substantive change. The form must be submitted in accordance with the time frame for contacting the COC and the COC approval process noted in the Reporting the Various Types of Substantive Change chart.~~

B. The academic or administrative officer ~~initiating planning~~ the substantive change is responsible for timely submission to the MTSU SACSCOC accreditation liaison of all information and materials needed for the substantive change notification, proposal, prospectus, and/or other documentation associated with the specific type of proposed substantive change being initiated per SACSCOC requirements.

~~1. Preparation of the substantive change letter of intent, proposal, prospectus, and/or other documentation associated with the specific type of substantive change being initiated per COC requirements, and~~

~~2. Submission of the substantive change letter of intent, proposal, prospectus, and/or other documentation associated with the specific type of substantive change being initiated per COC requirements to the MTSU SACSCOC liaison.~~

C. The MTSU SACSCOC accreditation liaison:

1. ~~Initiates Tracks~~ the timely reporting and completion of required SACSCOC notification and /or approval documentation for a substantive change upon receipt of information from academic and administrative officers; the Substantive Change Initiation Form, and
2. ~~Assembles Reviews~~ the letter of intent, proposal notification, prospectus, and/or other documentation required to meet against SACSCOC policies and standards for completeness and appropriateness. ~~And Upon completion of this review, the liaison forwards the substantive change notification of intent, proposal, prospectus, and/or other documentation to the President for review and approval;~~
3. ~~With the D. The President's approval, reviews the initiated substantive change, and, if the President approves, the MTSU SACSCOC accreditation liaison submits the~~ substantive change and supporting documentation ~~is submitted to SACSCOC~~ the SACSCOC by the MTSU SACSCOC accreditation liaison; and
4. ~~E.4. The MTSU SACSCOC accreditation liaison t~~Tracks SACSCOC actions related to substantive change ~~requests-submitted~~ tioned.

#### IV. Publication of SACSCOC Substantive Change Policy and Timelines

The SACSCOC Substantive Change Policy- and Procedures, for Accredited Institutions of the

~~Commission on Colleges Policy Statement, the SACSCOC Reporting the Various Types of Substantive Change chart, the Substantive Change Initiation Form, and a~~ Timeline for ~~Institutional~~ Completion of [Substantive Change](#) Procedures, ~~and a~~ Reporting the Various Types of Substantive Change ~~chart are~~ published on the Office of the University Provost website. The Timeline for ~~Institutional~~ Completion of [Substantive Change](#) Procedures is also ~~published or included in~~ the Selected List of Deadlines for Department Chairs maintained through the Office of the University Provost ~~and distributed annually to Department Chairs and Deans~~. The [MTSU SACSCOC accreditation liaison Office of the University Provost](#) electronically distributes the Substantive [Change Policy and Procedures](#) ~~Change for Accredited Institutions of the Southern Association of Colleges and Schools Commission on Colleges Policy~~ to MTSU's academic and administrative officers annually at the beginning of the fall semester.

## V. Annual Review of Policy

~~This policy, the Timeline for Completion of Substantive Change Procedures, and~~ Reporting the Various Types of Substantive Change ~~Reporting the Various Types of Substantive Change and Substantive Change Initiation Form to this policy~~ will be reviewed and ~~continually~~ updated by the MTSU SACSCOC accreditation liaison ~~annually by the beginning of the fall semester~~ to ensure continuing compliance with the [SACSCOC Substantive Change Policy and Procedures](#) ~~Substantive Change Policy for Accredited Institutions of the Commission on Colleges Policy Statement and minimally will be reviewed and updated annually by the beginning of the fall semester~~.

### AttachmentsForms:

Reporting the Various Types of Substantive Change (Revised ~~2/23/21-11/4/15~~)

~~(Revised 5/20/15)~~

Timeline for Completion of Substantive Change Procedures (~~Revised 2/23/21~~Effective ~~4/4/12~~)

Revisions: ~~June 5, 2017 (original); \_\_\_\_\_, 2021~~none.

Last Reviewed: ~~\_\_\_\_\_, 2021~~April 2018.

References: ~~none~~[SACSCOC Substantive Change Policy and Procedures](#)



**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: March 16, 2021

SUBJECT: **Approval of New Academic Degree Program  
B.B.A., Supply Chain Management**

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

University Policy 251, Approval of Academic Programs, Units, and Modifications, states all academic actions that require review and approval by THEC must be approved by the Board of Trustees.

Proposal for the following new academic program is attached:

Elevate the existing concentration in Supply Chain Management within the Bachelor of Business Administration (B.B.A.) in Management to a free-standing B.B.A. degree with a major in Supply Chain Management effective Summer 2021.



# Academic Program Modification: Bachelor of Business Administration

## Major: Supply Chain Management

This proposal changes the previous B.B.A in Management–Supply Chain Management concentration to a stand-alone major, B.B.A. in Supply Chain Management.

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**Current and Proposed Program Name (and any concentrations), Degree Designation, and CIP Code**

<b>Before Proposed Change</b> <i>(List as it now appears on the official Academic Program Inventory at THEC.)</i>			<b>After Proposed Change</b> <i>(List as it should appear on the official Academic Program Inventory at THEC, once approved.)</i>		
<b>Title</b>	<b>Degree</b>	<b>CIP Code</b>	<b>Title</b>	<b>Degree</b>	<b>CIP Code</b>
Title of Existing Academic Program (Including all existing concentrations before program modification)			Title of New Program after program modification is approved (including all concentrations)		
Management <ul style="list-style-type: none"> <li>• Supply Chain Management concentration</li> </ul>	B.B.A.	52.0201	Supply Chain Management	B.B.A.	52.0203

**Proposed Implementation Date:**

Summer 2021

**Proposed Termination Date for Any Concentrations Proposed as Free Standing:**

The existing Supply Chain Management concentration as part of the B.B.A. Management major will be phased-out at the end of the 2023 summer term.

**Anticipated Delivery Site:**

Middle Tennessee State University campus — Murfreesboro, TN

**Name and Contact Information of MTSU Academic Program Liaison (APL):**

Dr. Nita Brooks  
 Interim Vice Provost for Academic Programs  
 Middle Tennessee State University  
 Cope Administration Building, Room 111  
 Phone: 615-494-7611  
 E-Mail – [nita.brooks@mtsu.edu](mailto:nita.brooks@mtsu.edu)

## **Background for Proposed Academic Program Modification:**

The Department of Management in the Jones College of Business requests establishment of a stand-alone Bachelor of Business Administration degree with a major in Supply Chain Management from the existing B.B.A in Management with a concentration in Supply Chain Management.

Supply chain management is an important industry segment in the mid-state area. The Nashville Chamber of Commerce long-term economic development strategy includes five target industries that drive Middle Tennessee's economy and provide a concentrated focus for strategically growing the region. Supply Chain Management is one of those five target industries. As more Supply Chain organizations locate to the area, the demand for Supply Chain professionals continues to grow. Supply Chain talent is needed within manufacturing, distribution, logistics, and procurement organizations.

Offering a major in supply chain management rather than the concentration offers several opportunities for students:

1. A major in Supply Chain Management (SCM) will provide students a better opportunity to compete for the numerous Supply Chain jobs in the Middle Tennessee area since many of these jobs require a degree in supply chain management.
2. SCM degree graduates will have the specialized skill sets needed to compete for these jobs since a major allows students to have more supply chain management content than the concentration.
3. This major will also give students a better understanding of the strategies, technologies and operational decisions encountered in the supply chain environment since they will complete more SCM courses.

Two benefits of a SCM major to the department are:

4. A SCM major will demonstrate MTSU's commitment to supply chain among the local supply chain focused companies. Many of these industry leaders have encouraged the faculty to develop a more focused SCM degree.
5. A named undergraduate major in SCM at MTSU directly connects undergraduate graduates with the Master of Science in Management supply chain program. This may lead to more students working toward both degrees at MTSU.

The proposed B.B.A. in Supply Chain Management was reviewed and approved by the Management department in the Jones College of Business.

## **Need for Program:**

The Nashville Chamber of Commerce has identified supply chain management as one of five industries that drive the middle Tennessee economy. The other four target industries for Nashville include corporate operations, advanced manufacturing, healthcare, and music & entertainment. Although these other four industries are not specifically named supply chain, each industry listed has major supply chain functions. Many supply chain graduates are employed at corporate operations in various planning roles for logistics or inventory/material management. Likewise, every manufacturing entity has a significant supply chain network to provide raw materials. Healthcare and music & entertainment organizations are highly involved with group purchasing organizations and other strategies to leverage purchasing power.

According to data from the Tennessee Department of Labor, employment projections for 2014 – 2024, Tennessee employment in production operations will increase from 267,630 to 296,410 employees and employment in transportation and material moving occupations will increase from 264,460 to 295,380 employees. More specifically in the Nashville area (Nashville-Davidson-Murfreesboro-Franklin MSA), U.S. Bureau of Labor Statistics data indicates that transportation and material moving accounted for 102,930 jobs in May 2019, representing 10.3 % of local employment. While these employees are wage earners such as truck drivers, transportation inspectors, and first-line material moving supervisors, this large percent of workers will need managers to organize SCM work. More specifically in Rutherford County, the Supply Chain Council (part of Rutherford Works, a division of the Rutherford County Chamber of Commerce) has identified supply chain management as one of five key workforce sectors in the county based on a labor market demand based on a study in 2015. Currently, the demand for supply chain talent in Middle TN outpaces the supply of new graduates. Globally, the shortage of supply chain talent is even more pronounced. A recent study by DHL, a global logistics provider, indicates that for every supply chain graduate, there are six to nine unfilled job openings. According to Rutherford Works, Tennessee is projected to have more than 9,200 annual openings within the supply chain management sector.

Like all Tennessee high schools, Rutherford county high schools utilize the Pathway system to help guide student course selections. There are now seven local high schools with a supply chain pathway. These schools include; Blackman, Riverdale, Stewarts Creek, Rockvale, Eagleville, Holloway and Smyrna. Backman, Riverdale, and Stewarts Creek represent the number 1, 3, and 5 feeder high schools for Middle Tennessee State University. The MTSU supply chain faculty have been actively involved with the high school pathway program. As these high school students transition to college, many will seek to continue their supply chain focus at a four-year university.

The Middle TN region is centrally located and offers expansive modes of transportation, allowing businesses to reach U.S. and international locations with ease and affordability. Fifty percent of the U.S. population lives within 650 miles of Nashville, and 24 states are located within that 650-mile radius. Tennessee borders eight states. These location advantages translate to one- and two-day truck delivery times to more than 75 percent of all U.S. markets. As a result of these geographic advantages, Middle Tennessee is an attractive location for many industrial manufacturers and distributors. Major local employers of Supply Chain professionals include; Nissan North America, UPS, Ingram Distribution, Amazon, OHL/Geodis, Under Armour, Dollar General, Tractor Supply, Kasai, Geodis, Bridgestone, Frito Lay, and Gap Inc.



The Jones College of Business' Department of Management has a strong relationship and provides talent to many of the mid-state supply chain organizations. Letters of Support for a supply chain management major at MTSU are included with this proposal. These letters of support are from several of the largest employers in Middle Tennessee, including: Geodis, Nissan, Rutherford County Chamber of Commerce, Frito Lay, General Mills, Ingram Content Group, Kasai, NDC, and Schwan Cosmetics.

The supply chain management concentration began in the fall of 2018 with 18 students. Enrollment for the fall of 2020 was 110 students representing a 511% increase in over a two-year period. This makes the supply chain management concentration one of the fastest growing programs at MTSU. To support the student interest in supply chain management, a student organization was established in the summer of 2020. This student organization has registered 105 members in MYMT in just over two months of existence.

### **Potential Impact of Modification on Current Program**

Changing the supply chain management concentration to a major in supply chain management will have no adverse impact on fiscal resources, diversity or other clientele. It will not cause any change for current students in curriculum or requirements for graduation. Students currently enrolled will not be required to transition, but will have the option.

While a stand-alone B.B.A. in supply chain management will reduce the number of graduates with a degree in management because the graduates of the new supply chain management major will be listed under a separate degree, it will not adversely impact the B.B.A in management. The management program will have a fall enrollment headcount of almost 200 majors after subtracting the supply chain management concentration, so it will not be adversely impacted by this action (see Enrollment and Degrees awarded by Concentration, below).

The same number of supply chain management faculty members will be needed through either program, meaning that additional faculty are not needed to make a transition from a concentration to a major. As demand for the program increases, additional faculty will be needed, but will be justified through enrollment growth.

The department and faculty already have access to needed technology and partnerships to access company data for class analysis. Additional resources are not needed for operational budgetary items.

### **Existing Programs Offered at Public and Private Tennessee Institutions**

University of Tennessee Knoxville offers an undergraduate major in supply chain management. This program is very logistics focused. MTSU supply chain faculty have been in contact with the UTK supply chain management department chair concerning the creation of this program at MTSU. Not only have UTK faculty been agreeable to the potential addition of the MTSU major, they have also offered advice and support on how to best establish and recruit students to this new program.

Tennessee State University offers Students a BBA, Bachelor of Business Administration, degree with concentration in supply chain management. The TSU program differentiates itself as a concentration that combines both e-business and supply chain management. That is not the focus of the proposed MTSU major in supply chain management. The University of Memphis also offers a major in supply chain management; their program has fewer SCM courses required than the MTSU proposal and also

offers a more marketing/information systems focused degree. The focus of the MTSU major is built on the demonstrated needs of mid-state supply chain management operations; this focus is in two areas: distribution and manufacturing support and supervision/supply chain problem solving and analysis. There are two programs at community colleges in the mid-state (Motlow State Community College and Volunteer State Community College). These programs are two-year technical degrees and do not prepare students for the same types of jobs as the proposed B.B.A. major in supply chain management. As the data from page 3 indicates, there are expected to be more jobs than can be filled through all of the supply chain programs mentioned above.

### Enrollment and Degrees Awarded by Concentration

For the last three years, enrollment rates in the Supply Chain concentration have exceeded benchmarks required for major programs. Fall Headcount Enrollment and Degrees Awarded for both Management and Supply Chain concentration are documented in the following table. There is a clear upward trend to enrollment and graduation rates for the Supply Chain program. The Fall 2020 census data shows the undergraduate Supply Chain concentration had the largest single year gain in enrollment of all Jones College of Business programs (concentrations or majors).

	Fall Headcount Enrollment				Degrees Awarded			
	Fall 2018	Fall 2019	Fall 2020	3-Year Fall Average	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	3-Year Average
Management (excluding SCM)	208	181	183	191	58	59	52	56
• <b>SCM concentration</b>	<b>18</b>	<b>72</b>	<b>110</b>	<b>67</b>	<b>0</b>	<b>7</b>	<b>15</b>	<b>7</b>
Total	226	253	293	258	58	66	67	63

In addition to the degrees awarded shown in the table above, 20 students in the SCM concentration have filed an intent to graduate in fall 2020.

### Student Learning Outcomes

Following are the program learning outcomes for the proposed major in supply chain management:

1. Students will evaluate supply chain management (SCM) functions and careers in dedicated SCM companies and in supporting functions of service organizations across the spectrum of the SCOR model (Plan-Source-Make-Deliver-Return) and should be able to identify leadership opportunities in different SCM roles.
2. Students will apply demand / supply forecasting technique results using error analysis and graphical techniques for planning future purchases and staffing levels.
3. Students will apply the Define-Measure-Analyze-Improve-Control strategy of the Lean Six Sigma Methodology to solve management problems. This process includes analyzing

operational alternatives and selecting / explaining preferred options using data-driven decisions, and recognizing leadership / motivational challenges associated with organizational change.

4. Students will create appropriate management metrics to monitor performance covering cost, quality, quantity, and timing perspectives. This includes comparing different forms of metrics, emphasizing the use of visual communication. Explaining possible reasons for specific examples of performance shortfalls.
5. Students will analyze sourcing and delivering options for global supply chains, including differentiating between outsourcing alternatives and make options. This includes explaining sustainability, social responsibility, and ethical issues associated with sourcing selections; understanding the roles of different modes of transportation; understanding the special issues of managing distribution centers; and planning to manage risk in international supply chains.
6. Students will apply lean management and Agile concepts to project management for non-professional project managers. This includes planning, initiating, and executing projects (as contrasted with ongoing operations) in Agile SCM environments with basic tools.

### **Assessment**

The university requires assessment of student learning outcomes through the Southern Association of Colleges and Schools (SACS) institutional effectiveness process. Specific learning outcomes for the proposed supply chain management major will be operationalized through the development of benchmarks, rubrics, and skills assessment activities. Faculty will develop and test measures before finalizing the assessment process. Program learning outcomes will be completed on a routine basis, either yearly or every other year.

### **Accreditation:**

The university is accredited by the Southern Association of colleges and Schools (SACS). As noted above, the supply chain management major will be actively participate in the assessment required by SACS. Additionally, the Jennings A. Jones College of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business; the supply chain management major will become one of the programs evaluated through the AACSB re-affirmation process.

### **Current and Proposed Curriculum Requirements:**

The proposed curriculum for the Supply Chain Management major is listed in Attachment A– Comparison of Current & Proposed Curriculum.

Much of the B.B.A. in the Supply Chain Management curriculum will remain the same as the current B.B.A. in Management – Supply Chain Management concentration. Minor changes are easily visible in the Attachment.

## **New Courses Needed**

There are no new courses that must be developed in order to elevate this concentration to a B.B.A. in Supply Chain Management major.

## **Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies**

Not Applicable.

## **Distance Learning**

Most of the major courses in the B.B.A. in supply chain management will be offered on-campus in the traditional student learning format. A few courses will be offered online. This program is not designed to be an online program. (Currently, university general education courses and required courses for all majors in the college are offered online.)

## **Current and Proposed Admission, Retention and Graduation Policies**

Compared to the current B.B.A Management – Supply Chain Management concentration, there will be no change in the admission or retention in the stand-alone B.B.A. Supply Chain Management.

## **Current Faculty**

<b>Name</b>	<b>Rank</b>	<b>Highest Degree</b>	<b>Primary Department</b>	<b>FTE in Program</b>
Kimball Bullington	Professor	Ph.D.	Management	100%
Bryan Kethley	Professor	Ph.D.	Management	100%
Tom Morgan	Assistant Professor	Ph.D.	Management	100%
Richard Tarpey	Assistant Professor	DBA	Management	100%
Cliff Welborn	Professor	Ph.D.	Management	100%
Jinfeng Yue	Professor	Ph.D.	Management	100%

## **Finance**

Because the Supply Chain Management program has existed at MTSU for three years, and because this is the elevation of a concentration to a stand-alone major, no changes in the current financial status are needed.

ATTACHMENT: Comparison of Before and After Curriculum – **PROPOSED B.B.A. Major SUPPLY CHAIN MANAGEMENT**

**CURRENT CURRICULUM**

**PROPOSED CURRICULUM**

	Hours		Hours
<b>General Education</b>	<b>41</b>	<b>General Education</b>	<b>41</b>
<b>College of Business Core</b>	<b>39</b>	<b>College of Business Core</b>	<b>39</b>
ECON 2420 - Principles of Econ Micro (3 hrs)		ECON 2420 - Principles of Econ Micro (3 hrs)	
ACTG 2110 – Principles of Accounting I (3 hrs)		ACTG 2110 – Principles of Accounting I (3 hrs)	
ACTG 2120 – Principles of Accounting II (3 hrs)		ACTG 2120 – Principles of Accounting II (3 hrs)	
BIA 2610 – Statistical Methods (3 hrs)		BIA 2610 – Statistical Methods (3 hrs)	
BIA 3620/3621 - Intro Bus Analytics (3 hrs)		BIA 3620 - Intro Bus Analytics (3 hrs)	
INFS 3100 - Principles of MIS (3 hrs)		INFS 3100 - Principles of MIS (3 hrs)	
MGMT 3610 - Principles of Management (3 hrs)		MGMT 3610 - Principles of Management (3 hrs)	
MGMT 3620 - Supply Chain Ops (3 hrs)		MGMT 3620 - Supply Chain Ops (3 hrs)	
MKT 3820 – Principles of Mkt (3 hrs)		MKT 3820 – Principles of Mkt (3 hrs)	
FIN 3010 - Business Finance (3 hrs)		FIN 3010 - Business Finance (3 hrs)	
BLAW 3400 - Legal Environment of Business (3 hrs)		BLAW 3400 - Legal Environment of Business (3 hrs)	
BUS 3000 - Dale Carnegie (3 hrs)		BUS 3000 - Dale Carnegie (3 hrs)	
BUAD 4980 - Strategic Management (3 hrs)		BUAD 4980 - Strategic Management (3 hrs)	
<b>Management Major Core</b>	<b>15</b>	<b>Supply Chain Management Major Core</b>	<b>15</b>
MGMT 3810 – Human Resources Mgmt (3 hrs)		MGMT 3750 - International SCM (3 hrs)	
MGMT 4710 - International Business (3 hrs)		MGMT 3715 - International Sourcing (3 hrs)	
MGMT 3640 - Managing KPI's (3 hrs)		MGMT 3640 - Managing KPI's (3 hrs)	
MGMT 4680 - Organization Behavior (3 hrs)		MGMT 3705 - Continuous Improvement (3hrs)	
MGMT 3940 - Business Ethics (3 hrs)			
		Choose 3 hours from following: MGMT 3800, 3810, 3940 Change Management, HRM, Business Ethics (3 hrs)	

<b>Supply Chain Management Required</b> MGMT 3750 - International SCM (3 hrs)	<b>12</b>	<b>Supply Chain Management Major Required</b> Choose 3 hours from following: MGMT or ENTR Upper-Division Elective (3 hrs)	<b>12</b>
<b>Supply Chain Management Electives Required</b> <b>(Choose 9 hours from the following)</b> MGMT 3705 - Continuous Improvement (3 hrs) MGMT 3715 - International Sourcing (3 hrs) MGMT 3720 - Supply Chain Distribution (3 hrs) MGMT 3725 - Lean Project Management Principles (3 hrs) MGMT 3730 - Management of Innovation (3 hrs) MGMT 4700 - Problems in Supply Chain Operations (3 hrs)		<b>Supply Chain Management Major Electives Required</b> <b>(Choose 9 hours from the following)</b> MGMT 3710 - Mgt of Quality (3 hrs) MGMT 3720 - Supply Chain Distribution (3 hrs) MGMT 3725 – Lean Project Mgt (3 hrs) MGMT 3730 - Mgt of Innovation (3 hrs) MGMT 4700 - Applications in Supply Chain Mgt (3 hrs)	
Total Major	<b>27</b>	Total Major	<b>27</b>

<b>Supporting Coursework</b> ACTG 3020 - Mgrl Actg or FIN 4110 Mgrl Fin (3 hrs) MGMT 1500 or Elective (1 hr) Business Elective (3 hrs) MATH 1630 or 1810 (3 hrs)	<b>10</b>	<b>Supporting Coursework</b> ACTG 3020 - Mgrl Actg or BIA 4010 BA Visualization (3 hrs) MGMT 1500 or Elective (1 hr) Business Elective (3 hrs) MATH 1630 or 1810 (3 hrs)	<b>10</b>
Electives (to 120)	0-6	Electives (to 120)	0-6
<b>TOTAL CREDITS REQUIRED FOR DEGREE</b>	<b>120</b>	<b>TOTAL CREDITS REQUIRED FOR DEGREE</b>	<b>120</b>



**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: March 16, 2021

SUBJECT: **Approval of New Academic Degree Program  
B.S., Media Management**

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

University Policy 251, Approval of Academic Programs, Units, and Modifications, states all academic actions that require review and approval by THEC must be approved by the Board of Trustees.

Proposals for the following new academic program is attached:

Elevate the existing concentration in Media Management within the Bachelor of Science (B.S.) in Media and Entertainment to a free-standing B.S. degree with a major in Media Management effective Summer 2021.





# Academic Program Modification: Bachelor of Science in Media Management

This proposal changes the previous B.S. in Media and Entertainment–Media Management concentration to a stand-alone major, B.S. in Media Management.

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**Current and Proposed Program Name (and any concentrations), Degree Designation, and CIP Code**

<b>Before Proposed Change</b> <i>(List as it now appears on the official Academic Program Inventory at THEC.)</i>			<b>After Proposed Change</b> <i>(List as it should appear on the official Academic Program Inventory at THEC, once approved.)</i>		
<b>Title</b> Title of Existing Academic Program (Including all existing concentrations before program modification)	<b>Degree</b>	<b>CIP Code</b>	<b>Title</b> Title of New Program after program modification is approved (including all concentrations)	<b>Degree</b>	<b>CIP Code</b>
<u>Media and Entertainment</u> • Media Management concentration	B.S.	05.09.0102.00	Media Management	B.S.	05.09.0102.00

**Proposed Implementation Date**

Fall 2021

**Proposed Termination Dates for Any Concentrations Proposed as Free Standing Academic Programs**

End of summer term 2024.

**Anticipated Delivery Site**

Middle Tennessee State University, Murfreesboro, TN

**Academic Program Liaison (APL) Name and Contact Information**

Nita Brooks, Ph.D.  
Interim Vice Provost for Academic Programs  
Middle Tennessee State University  
Cope Administration Building, Rm. 111  
(615) 494-7611  
[nita.brooks@mtsu.edu](mailto:nita.brooks@mtsu.edu)

**Background for Proposed Academic Program Modification**

Courses in media management began at MTSU prior to 1988 and have run continuously since that time. Media management was later included as a concentration under the Bachelor of Science in Mass Communication along with a variety of other media-based programs including

television, radio, photography, journalism, advertising, and public relations. The B.S. in Mass Communication was renamed B.S. in Media and Entertainment to reflect the name change of the college. Currently, two of the original fields remain in the B.S. in Media and Entertainment; media management is one of those. The other programs have since been moved to individual freestanding degrees.

Students in the current B.S. in Media and Entertainment – Media Management concentration study how to implement and manage media business processes as well as lead, supervise, and motivate employees in the media industry. Program professors are skilled teachers whose backgrounds include academic and professional achievement at the highest levels. The curriculum covers marketing, sales, distribution, programming, and management for the media industry. Students learn about the inner workings of media production, management, and distribution companies such as video and television, film, digital media, and radio. Outside of the classroom, students are encouraged to become involved in student media organizations which provide hands-on opportunities in management, marketing, sales, and production. Students are also encouraged to complete internships with the Department of Media Arts many internship partners.

### **Need for Program**

Media Management has been taught with a full curriculum at MTSU for over 30 years. Prior to July 2017 Media Management existed as a specialty within the concentration of Electronic Media Communication under the Bachelor of Science in Mass Communication. In July 2017, the program was elevated to a concentration in the B.S. Mass Communication in anticipation of eventually being converted to a freestanding degree. Also, in July 2017 the name of the department was changed from Electronic Media Communication to Media Arts. In Fall of 2018, the name of the B.S. in Mass Communication was changed to Media and Entertainment. All these changes and more were in response to needs to be in better alignment with the marketplace in terms of structure and nomenclature. Media Management has been run the same way as a concentration for decades with its own curriculum, faculty, enrollment, and graduation numbers, etc. It is a long-running program with many highly accomplished alumni who have progressed to management positions in the industry throughout the state.

As one of Tennessee's largest undergraduate universities, MTSU provides leading programs in the field of media and entertainment. The media management area is an important part of those programs offering curriculum that connects aspects of business with media and entertainment. It serves a critical need for our state in preparing students for job opportunities in station management, media production, product management, and distribution. Alumni of this program can be found serving in the state's media and entertainment industry, health, commerce, manufacturing, and real estate.

The media and entertainment industry has changed substantially over the past three decades, and the media management program has changed with it. Changes in the media management curriculum reflect what is happening in industry to provide students with the knowledge and skills needed to enter the workforce. The program has added courses in producing, finance, accounting, entrepreneurship, and interactive media to requirements, which has greatly

strengthened the program. Additionally, a new capstone course is included that serves as a culminating experience for students providing experience in management positions in professional work environments.

The highly qualified faculty is comprised of individuals providing a combined experience and expertise of over 70 years of industry experience; they are uniquely skilled to guide students through the curriculum. Because the program is pre-existing, no new facilities are required.

**Potential Impact of Modification on Current Program**

Changing the media management concentration to a freestanding degree will have no adverse impact on fiscal resources, diversity, or other clientele. It will not cause any change for current students in curriculum or requirements for graduation. Students currently enrolled will not be required to transition to the program but will have the option.

Media management is one of three concentrations currently under the Bachelor of Science in Media and Entertainment degree; the other two include photography and interdisciplinary media.

While a stand-alone B.S. in Media Management will reduce the number of graduates in the current degree program, because the graduates of the media management major will be listed under a separate degree, it will not adversely impact the B.S. in Media and Entertainment. The program is expected to continue to have strong enrollment after removal of the media management concentration. Enrollment numbers and information on degrees awarded are provided in a later section.

Additional faculty will not be needed to make a transition from a concentration to a major. The department and faculty already have access to needed technology and partnerships to continue providing students with a high-quality experience. Additional resources are not needed for operational budgetary items.

**Existing Programs Offered at Public and Private Tennessee institutions** – List all programs within the same CIP code definition at the same academic level (Bachelor’s, Master’s, Doctoral) currently offer in public and private higher education in Tennessee

While there are programs that exist at public institutions in Tennessee in the same CIP code, as noted in the following table, there are no programs which have substantially similar aspects to the media management program at MTSU. The other programs identified do not address the specific aspects of media management as covered in MTSU’s media management curriculum, such as: electronic media advertising, radio station operations, media sales, media programming, and media management.

<b>Public Institution</b>	<b>Degree</b>	<b>Major</b>
Austin Peay State University	B.S. and B.A.	Professional Communication
East Tennessee State University	B.S. and B.A.	Media and Communication
University of Memphis	B.A.	Communication

Austin Peay State University offers B.S. and B.A. degrees in Professional Communication which include concentrations in Broadcast Media, Sports Broadcasting, Information Specialist, Internet Technology, Media Technology to Print and Web Journalism, Corporate Communication, and Public Relations but do not cover the business of Media Management. Broadcast Media refers to those interested in broadcast journalism and on camera media. Sports Broadcasting has a similar slant to Broadcast Media, except focused on sports broadcasting. Information Specialist relates to public relation skills, effective written and speaking skills, and can learn more about communication law and theories. Media Technology is where students “learn both the theory and the practice of communication giving them skills that translate directly into the professional world.” Print and Web Journalism clearly is in journalism, not business, and Corporate Communication is geared toward current social trends through the use of social, and students will develop effective professional writing skills as well. Public Relations is again its own specialized arena, stressing relationships, public communication while developing research skills. None of these areas at Austin Peay, again, deals with the business of media: law, programming, finance, management, etc.

The Media and Communication department at East Tennessee State University has major core requirements of Media Writing, Multimedia Production, Media and Society, Communications Law, and Media Laboratory. They have “Focus Blocks” of Principles of Brand Communication, Issues in News and Social Media, and Introduction to Radio-TV-Film. There is a Writing Block and Research Block. All of these slant more toward Brand Communication, Journalism, or Radio/Film/TV Production and do not stress the business side of media, but a more generalist approach to media careers in journalism, advertising, public relations, marketing communication, social media, sports media, radio, television and film.

University of Memphis offers a B.A. in Communication and stresses account management, corporate communications, development and fundraising, human resources, marketing and events planning, non-profit management, and social media, among other fields. It stresses more interpersonal and extra-personal relationships such as how people form relationships and work in groups (Professional & Relational Communication), how citizens and politicians argue and advocate to solve problems and advance causes (Rhetoric & Public Advocacy), or how film, television, and new media shape our identities and society (Media & Society). Again, the business aspect of communication is tangential to the degree and very different from MTSU’s B.S. in Media Management.

Additionally, there are programs at private institutions that are in the area, but these programs are much more limited and are often cost prohibitive to students. None of the programs offer the same focus or breadth of content. Lipscomb offers an online program in entertainment management, which includes courses in Entertainment Management, Entrepreneurship in the Arts, Applied Drive/Energy; Applied Influence; Applied Relationship Building. The program does not provide specific media management courses as taught in MTSU’s media management curriculum. Lipscomb is also a private university, which can be cost prohibitive to many individuals wanting to obtain a degree in the area. Additionally, Belmont University programs offer standard general business courses, but none offer a B.S. in Media Management.

## Enrollment and Degrees Awarded by Concentration

	Fall Headcount Enrollment				Degrees Awarded			
	Fall 2017*	Fall 2018	Fall 2019	3-Year Fall Average	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	3-Year Average
Major (excluding Media Management)	560	210	83	284	104	80	40	75
• <b>Media Management concentration</b>	<b>17</b>	<b>77</b>	<b>72</b>	<b>55</b>	<b>1</b>	<b>12</b>	<b>27</b>	<b>13</b>
<b>Total</b>	<b>577</b>	<b>287</b>	<b>155</b>	<b>339</b>	<b>105</b>	<b>92</b>	<b>67</b>	<b>88</b>

*\*In 2017-2018, the degree was a B.S. in Mass Communications. In 2018-2019, the degree was renamed to a B.S. in Media and Entertainment. These degrees contained different concentrations that result in the variation in the totals over time. Additionally, the numbers presented are specific to the Department of Media Arts.*

As described on page 2, the Media Management program was converted from a specialty to a concentration in Summer 2017. From that point onward, enrollment and graduation for the specialty and the concentration have been tracked separately, even though the curriculum and student experience were identical. Enrollment and graduation information for the specialty and the concentration are provided in the following table. By including the specialization, the numbers more accurately represent the impact of the program.

	Fall Headcount Enrollment				Degrees Awarded			
	Fall 2017	Fall 2018	Fall 2019	3-Year Fall Average	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	3-Year Average
Media Management Specialty	59	4	4	22	14	5	3	7
Media Management Concentration	<b>17</b>	<b>77</b>	<b>72</b>	<b>55</b>	<b>1</b>	<b>12</b>	<b>27</b>	<b>13</b>
<b>Total</b>	<b>76</b>	<b>81</b>	<b>76</b>	<b>77</b>	<b>15</b>	<b>17</b>	<b>30</b>	<b>20</b>

## **Student Learning Outcomes**

Our unique curriculum covers media law, station operations, programming, producing, finance, accounting, and interactive media.

Current graduating student learning outcomes for media management include the following:

1. Exhibit advanced knowledge in general field of management and finance, including a historical and cultural understanding of media;
2. Demonstrate detailed understanding of fields as they relate to media management (law, sales, finance, operations, intellectual property, media marketing/branding/promotion, and management);
3. Demonstrate the ability to effectively communicate ideas through media, oral, and written means; and
4. Demonstrate skills in effective self-marketing.

## **Assessment**

The university requires assessment of student learning outcomes through the Southern Association of Colleges and Schools (SACS) institutional effectiveness process. Specific learning outcomes for the proposed media management degree major will be achieved through the development of benchmarks, rubrics, and skills assessment activities in courses as well as evaluation of results from a field test given to prospective graduates. Faculty will develop and test measures before finalizing the assessment process. Program learning outcomes will be completed on a routine basis, either yearly or every other year.

Media management recently completed the development of a new locally designed major field test as a concentration in the B.S. in Media and Entertainment degree. If this proposal for a freestanding degree is approved, we will be able to design a new completely discipline-specific major field test for the program.

The media management capstone course will run for the first time in the Spring 2021 semester and will be fully enrolled by fall of 2023. This course is required starting with the 2020-21 catalog and offers a perfect opportunity to assess graduating student learning outcomes. Following the model of two other programs in the Department of Media Arts, a rubric will be established and used to assess learning outcomes for graduating students in media management.

The program also uses an assessment rubric with its internship partners. The internship partners complete the rubric for their interns providing a regular means of external industry assessment of graduating student learning outcomes.

## **Accreditation**

There is no nationally recognized accrediting body for this program. If approved, the program will undergo the required 5-year external review per MTSU and THEC policy and will be placed on annual post-approval monitoring for the first five years following THEC approval.

## Current and Proposed Curriculum Requirements

The curriculum required for the media management program is provided in the side-by-side comparison. The Department of Media Arts recently completed a multi-year strategic planning process, which culminated in substantial curriculum enhancements approved in 2019-20, the Department of Media arts does not see an immediate need for additional curriculum changes in the media management program.

## New Courses Needed

Not Applicable

## Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies (if applicable)

Not Applicable

## Distance Learning

The B.S. in Media Management is planned as an on-ground program, but some classes may be offered in an online format.

## Current and Proposed Admission, Retention and Graduation Policies

Compared to the current B.S. Media and Entertainment – Media Management concentration, there will be no change in the admission or retention requirements in the stand-alone degree in Media Management. Students graduating from MTSU with a B.S. in Media Management must complete a total of 54 hours in the major. This requirement is like that of other majors across the University.

## Current Faculty

Name	Rank	Highest Degree	Primary Department	FTE in Program
Roger Heinrich	Professor	Ph.D.	Media Arts	100%
Tom Neff	Assistant Professor	MFA	Media Arts	100%

## Finance – Complete THEC Financial Projection Form:

Due to the strong history of this subject area at MTSU and because this is the elevation of an existing concentration to a stand-alone degree, no changes in the current financial status are needed.



ATTACHMENT: Comparison of Before and After Curriculum – **PROPOSED B.S. in Media Management**

<b>CURRENT CURRICULUM</b>	<b>Hours</b>	<b>PROPOSED CURRICULUM</b>	<b>Hours</b>
<b>General Education</b>	<b>41</b>	<b>General Education</b>	<b>41</b>
		<b>MAJOR</b>	<b>48</b>
<b>College Core</b>	<b>9</b>	<b>College Core</b>	<b>9</b>
EMC/JOUR/RIM/IAM 1020 - American Media and Social Institutions VFP 2020, or IAM 3060, or JOUR 2710 (writing course) EMC/JOUR 4250 - Mass Media Law		EMC/JOUR/RIM/IAM 1020 - American Media and Social Institutions VFP 2020, or IAM 3060, or JOUR 2710 (writing course) EMC/JOUR 4250 - Mass Media Law	
<b>Media Arts Core</b>	<b>3</b>	<b>Media Arts Core</b>	<b>3</b>
EMC 1010 – Orientation to Media Arts EMC 3001 – Success in Media Arts EMC 4001 – Professional Practices in Media Arts		EMC 1010 – Orientation to Media Arts EMC 3001 – Success in Media Arts EMC 4001 – Professional Practices in Media Arts	
<b>Media Management Requirements</b>	<b>42</b>	<b>Media Management Requirements</b>	<b>36</b>
VFP 1060 – Basic Video Production EMC 2120 - Sight, Sound, and Motion VFP 2410 - History of American Television EMC 3030 - Electronic Media Advertising EMC 3110 - Radio Station Operations EMC 4010 - Media Sales EMC 4140 - Media Programming EMC 4430 - Media Management EMC 4960 – Capstone Course for Media Management EMC 3750 – Producing for Film & TV IAM 3065 - Audiences and Messaging ACTG 3000 – Survey of Accounting for General Business FIN 3000 – Survey of Finance		VFP 1060 – Basic Video Production EMC 2120 - Sight, Sound, and Motion VFP 2410 – History of American Television EMC 3030 - Electronic Media Advertising EMC 3110 - Radio Station Operations EMC 4010 - Media Sales EMC 4140 - Media Programming EMC 4430 - Media Management EMC 4960 – Capstone Course for Media Management EMC 3750 – Producing for Film & TV IAM 3065 - Audiences and Messaging	

**Choose one of the following:**  
 IAM 3070 – Introduction to Social Media Practice  
 IAM 4450 - Understanding Digital Analytics  
 ENTR 2900 – Entrepreneurship  
 ENTR 3600 – Innovation Acceleration  
 ENTR 3650 – New Venture Creation

**Choose one of the following:**  
 IAM 3070 – Introduction to Social Media Practice  
 IAM 4450 - Understanding Digital Analytics  
 ENTR 2900 – Entrepreneurship\*  
 ENTR 3600 – Innovation Acceleration  
 ENTR 3650 – New Venture Creation  
*NOTE: Students selecting an Entrepreneurship Minor may not use ENTR 2900 to fulfill this area.*

**Auxiliary** **6**  
 ACTG 3000 – Survey of Accounting for General Business  
 FIN 3000 – Survey of Finance

<b>Minor</b>	<b>15-18</b>	<b>Minor</b>	<b>15-18</b>
<b>Electives (to 120)</b>	<b>7-13</b>	<b>Electives (to 120)</b>	<b>7-13</b>
<b>TOTAL CREDITS REQUIRED FOR DEGREE</b>	<b>120</b>	<b>TOTAL CREDITS REQUIRED FOR DEGREE</b>	<b>120</b>



**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: March 16, 2021

SUBJECT: **Approval of New Academic Degree Program  
B.S., Photography**

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

University Policy 251, Approval of Academic Programs, Units, and Modifications, states all academic actions that require review and approval by THEC must be approved by the Board of Trustees.

Proposals for the following new academic program is attached:

Elevate the existing concentration in Photography within the Bachelor of Science (B.S.) in Media and Entertainment to a free-standing B.S. degree with a major in Photography effective Summer 2021.



## Academic Program Modification: Bachelor of Science in Photography

This proposal changes the previous B.S. in Media and Entertainment–Photography concentration to a stand-alone major, B.S. in Photography.

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**Current and Proposed Program Name (and any concentrations), Degree Designation, and CIP Code**

<b>Before Proposed Change</b> <i>(List as it now appears on the official Academic Program Inventory at THEC.)</i>			<b>After Proposed Change</b> <i>(List as it should appear on the official Academic Program Inventory at THEC, once approved.)</i>		
<b>Title</b> Title of Existing Academic Program (Including all existing concentrations before program modification)	<b>Degree</b>	<b>CIP Code</b>	<b>Title</b> Title of New Program after program modification is approved (including all concentrations)	<b>Degree</b>	<b>CIP Code</b>
<u>Media and Entertainment</u> • Photography concentration	B.S.	05.09.0102.00	Photography	B.S.	05.09.0102.00

**Proposed Implementation Date**

Fall 2021

**Proposed Termination Dates for Any Concentrations Proposed as Free-Standing Academic Programs**

End of summer term 2024.

**Anticipated Delivery Site**

Middle Tennessee State University, Murfreesboro, TN

**Academic Program Liaison (APL) Name and Contact Information**

Nita Brooks, Ph.D.  
Interim Vice Provost for Academic Programs  
Middle Tennessee State University  
Cope Administration Building, Rm. 111  
(615) 494-7611  
[nita.brooks@mtsu.edu](mailto:nita.brooks@mtsu.edu)

## **Background for Proposed Academic Program Modification**

Photography classes began at MTSU in 1962 and have run continuously since that time. In 1971 photography was absorbed into the Bachelor of Science in Mass Communication program along with a variety of other media-based programs including television, radio, media management, journalism, advertising, and public relations. In 2018, The B.S. in Mass Communication was renamed to a B.S. in Media and Entertainment to reflect the name change of the college. Currently, photography is one of only two of the original fields of study still under that degree program. The other programs have since been moved to individual freestanding degrees. The Photography Program combines aesthetic and technical skills with a foundation of photographic theory and history to prepare students for careers in commercial photography, creative/artistic photography, and documentary photography. The program is housed in a modern freestanding building with secured ID card swipe access for students. Facilities include two digital classrooms with camera obscuras, a digital lab with small format and large format scanners and small format and large format printers, a spacious studio with an infinity wall (cyclorama wall), a large tabletop studio, 850 square feet of traditional darkroom space with enlargers accommodating media up to 8x10 inches, an alternative process darkroom, and a Student Photography Gallery. The Photography Program is also home of the Baldwin Photographic Gallery, known for its exhibits of works by many of the world's most renowned photographers. The Baldwin Photographic Collection and Archive is also part of the Photography Program and this collection contains numerous masterpieces of photography. Students are encouraged to participate in the MTSU Photo Society, a student organization that conducts various photography activities and events.

## **Need for Program**

Photography has been taught at MTSU for almost sixty years with steady and substantial enrollment and graduation rates. It is the largest and longest-running photography program in the State of Tennessee. The program boasts many highly accomplished alumni who are among the top photographers in the state and in the region. The Photography Program serves an essential need for Tennessee and the region. Job opportunities include commercial and portrait photography, artistic photography, and photojournalism. Alumni of this program can be found serving in the state's music industry, newspapers, consumer needs such as wedding photography, and commercial photography such as product photography, and real estate. A \*recent search for active jobs in the field of photography in the Middle Tennessee area yielded jobs involving production artist for photography, training documentation, automobile photography for webpage sales, portrait photographer, product photographer for catalogs, and real estate photography. The Photography Program teaches the importance of the entrepreneurship spirit and problem-solving skills. This encourages the students to create their own opportunities and will prepare the students to meet the market demand before and after graduation. \*\*Employment of self-employed photographers is projected to grow 7 percent from 2016 to 2026. Demand for portrait photographers will remain as people continue to want new portraits. In addition, corporations will continue to require the services of commercial photographers to develop compelling advertisements to sell products.

\* *Recent search from active jobs from indeed.com in December 2020*

\*\* *Information from CareerPlanner.com*

The curriculum begins with introductory level classes in digital photography and from there, students gain experience in film and alternative processes, studio and location lighting, portfolio production, gallery management, critical theory, large format cameras, archiving methods, and advanced digital imaging techniques. Internship and study abroad possibilities are also available for upper division students. The curriculum is led by three full time faculty and supplemented by adjunct faculty.

**Potential Impact of Modification on Current Program** (including other concentrations within the current Program) and other similar programs within the institution)

Photography is one of three concentrations currently under the Bachelor of Science in Media and Entertainment degree. The other two are Media Management and Interdisciplinary Media. The Interdisciplinary Media program was started in fall 2018 as an alternative for students interested in a broader view of the area. As such, it is the only program that is not part of one of the three long-standing departments in the college and has no faculty or facilities of its own. While a stand-alone B.S. in Photography will reduce the number of graduates in the current degree program, because the graduates of the photography major will be listed under a separate degree, it will not adversely impact the B.S. in Media and Entertainment. The program is expected to continue to have strong enrollment after removal of the photography concentration. Enrollment numbers and information on degrees awarded are provided in a later section. Additional faculty will not be needed to make a transition from a concentration to a major. The department and faculty already have access to needed technology and partnerships to continue providing students with a high-quality experience. Additional resources are not needed for operational budgetary items.

**Existing Programs Offered at Public and Private Tennessee institutions** – List all programs within the same CIP code definition at the same academic level (Bachelor’s, Master’s, Doctoral) currently offer in public and private higher education in Tennessee.

Middle Tennessee State University’s Photography Program offers a unique experience for students which integrates technical competence and visual awareness. The Photography Program promotes personal and professional growth toward careers in commercial photography, creative photography, and photojournalism. The Photography Program offers classes in a freestanding recently renovated facility that was designed for the photography classes and the learning experience and retention of the students in the classes. The Photography Program provides the option for paid student workers within the facilities. Students are also given the opportunity to learn through the experiences of the Baldwin Photographic Gallery, the Baldwin Photographic Archive, and the Student Organization of the Photo Society. There are other programs at public universities in the State of Tennessee that have degrees in the same CIP code, but these programs do not offer the same depth in photography provided by the MTSU program. In the Middle Tennessee region, Austin Peay State University offers students a minor in photography as part of its B.F.A. in Studio Arts. In terms of private institutions in Middle Tennessee, Belmont University provides a minor in photography. A minor does not expose students to the breadth and depth provided in the MTSU program. In addition to the differences in what is provided in the curriculum, private universities are often cost prohibitive for students.



School	School Type	Program & Degree(s)
University of Memphis	Public, 4 yr	BFA in Photography, MFA in Photography
University of Tennessee - Knoxville	Public, 4 yr	BFA in 2D Studies/Photography, BA in Art/Photography, Certificate in Photography
Austin Peay State University	Public, 4 yr	BFA in Studio Arts, Minor in Photography
University of Tennessee Chattanooga	Public, 4 yr	BFA Art: Photography and Media Art
East Tennessee State University	Public, 4 yr	BFA in Photography
Nossi College of Art	Public, 4 yr	Bachelor of Graphic Arts Commercial Photography, Associate of Occupational Studies Commercial Digital Photography
Carson-Newman	Private, 4 yr	4 yr BA in Photography
King University	Private, 4 yr	BS in Digital Media Art and Design, Photography Concentration
Southern Adventist University	Private, 4 yr	BS in Mass Communication, Photography Concentration
Belmont/Watkins College of Art	Private, 4 yr	BFA in Studio Arts, Minor in Photography
Vanderbilt University	Private, 4 yr	BFA Studio Arts

### Enrollment and Degrees Awarded by Concentration

	Fall Headcount Enrollment				Degrees Awarded			
	Fall 2017*	Fall 2018	Fall 2019	3-Year Fall Average	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	3-Year Average
Major (excluding Photography)	516	232	99	282	89	83	52	75
• Photography concentration	61	55	56	57	16	9	15	13
<b>Total</b>	<b>577</b>	<b>287</b>	<b>155</b>	<b>339</b>	<b>105</b>	<b>92</b>	<b>67</b>	<b>88</b>

*\*In 2017-2018, the degree was a B.S. in Mass Communications. In 2018-2019, the degree was renamed to a B.S. in Media and Entertainment. These degrees contained different concentrations that result in the variation in the totals over time. Additionally, the numbers presented are specific to the Department of Media Arts.*

**Student Learning Outcomes** - Describe what students should know, understand and/or be able to do at the conclusion of the program.

Our unique curriculum covers commercial artistic, and journalistic photography.

- Demonstrate an internalized knowledge of the technical skills needed to fully control both digital and film cameras toward a personal vision.
- Demonstrate an advanced facility with industry standard image editing software and analog darkroom methodologies, printing, and relevant contemporary modes of image dissemination.
- Demonstrate an advanced understanding of the capture and control of light both available and introduced.
- Demonstrate a working critical vocabulary for understanding contemporary and traditional issues in the photographic arts.
- Demonstrate capacity to examine and respond to contemporary and historical issues that affect their creative development and which bring their work into dialogue with other linked and relevant perspectives.
- Demonstrate increased independence in the development of a photographic project through self- identification of goals and priorities.
- Production of a strong final portfolio, with a professional presentation, and symbolic of their aptitude to sustain a viable practice after graduation.

**Assessment** - Provide a plan for assessing student learning outcomes while the students are in the program and after they have completed the program.

The university requires assessment of student learning outcomes through the Southern Association of Colleges and Schools (SACS) institutional effectiveness process. Specific learning outcomes for the proposed photography degree major will be achieved through the development of benchmarks, rubrics, and skills assessment activities in courses as well as the introduction of a major field test and capstone. The field test and the capstone will be useful in assessing our success specifically in the more technical aspects of the curriculum. There are several qualitative measures that will be employed and reinforced through contact with faculty in each course. These can include quality of discussions in which students can engage in the classroom, quality of end-of-semester projects, eloquence and quality of student exhibitions, and involvement of students in internships and other extra-curricular pursuits. Faculty will develop and test measures before finalizing the assessment process. Program learning outcomes will be completed on a routine basis, either yearly or every other year.

Perhaps the greatest indicator of our success as a program is the work our students do after graduation. Tracking their placement in creative fields and keeping in good touch with their success will be critical in our self-assessment. Establishing a connection between our graduates and our students creates an ecosystem of inspiration and possibility inside our program. Examples of career trajectories that indicate our success include photojournalists, photo editors, commercial and photo retouching, fine art and commercial photographic printing, facility technicians and managers, photographic assistants, fashion, advertising and editorial photography, art educators, wedding photographers, independent book publishers, etc.

**Accreditation** - Where appropriate, indicate any professional organizations that accredit the proposed academic program and any substantive change that may require a SACSCOC review.

Accreditation for photography programs is provided by the National Association of Schools of Art and Design (NASAD). MTSU currently has other programs accredited by NASAD. If approved, the Department of Media Arts would review the requirements and determine an appropriate path to seek program accreditation.

If approved, the program will undergo the required 5-year external review per MTSU and THEC policy and will be placed on annual post-approval monitoring for the first five years following THEC approval.

### **Current and Proposed Curriculum Requirements**

**New Courses Needed** - List any new courses which must be added to initiate the program; include a catalog description for each of these courses.

The curriculum required for the Photography Program is provided in the side-by-side comparison. No changes have been made to the curriculum.

**Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies (if applicable)**

Not Applicable

**Distance Learning** – Indicate whether this program will be offered via distance learning and which courses are available via distance learning.

The B.S. in Photography is planned as an on-ground program, but some classes may be offered in an online format.

**Current and Proposed Admission, Retention and Graduation Policies**

Compared to the current B.S. in Media and Entertainment – Photography concentration, there will be no change in the admission or retention requirements in the stand-alone degree in photography. Students graduating from MTSU with a B.S. in Photography must complete a total of 46 hours in the major. This requirement is like that of other majors across the University.

**Current Faculty** - List the name, rank, highest degree, primary department and estimate of the level of involvement of all faculty members who will participate in the proposed program. If the program is at the graduate level, also list the number of masters’ theses and doctoral dissertations each of these faculty members have directed to completion. (Please utilize the following tabular format).

<b>Name</b>	<b>Rank</b>	<b>Highest Degree</b>	<b>Primary Department</b>	<b>FTE in Program</b>
Potter, Kristine	Assistant Professor, Tenure Track	M.F.A.	Media Arts	100%
Randol, Shannon	Assistant Professor, Tenure Track	M.F.A.	Media Arts	100%
Trundle, Jonathan	Associate Professor, Tenured	M.F.A.	Media Arts	100%

**Finance** – Complete THEC Financial Projection Form

Due to the strong history of this subject area at MTSU and because this is the elevation of an existing concentration to a stand-alone degree, no changes in the current financial status are needed.

ATTACHMENT: Comparison of Before and After Curriculum – **PROPOSED B.S. in Photography**

<b>CURRENT CURRICULUM</b>		<b>PROPOSED CURRICULUM</b>	
		Hours	Hours
<b>General Education</b>	<b>41</b>	<b>General Education</b>	<b>41</b>
<b>College Core</b>	<b>9</b>	<b>College Core</b>	<b>9</b>
EMC/JOUR/RIM 1020 - American Media and Social Institutions		EMC/JOUR/RIM 1020 - American Media and Social Institutions	
VFP 3020, or IAM 3060, or JOUR 2710 (writing course)		VFP 3020, or IAM 3060, or JOUR 2710 (writing course)	
EMC 4250, or JOUR 4250 - Mass Media Law, or PHOT 4190 – Ethics and Law for Visual Communicators		EMC 4250, or JOUR 4250 - Mass Media Law, or PHOT 4190 – Ethics and Law for Visual Communicators	
<b>Photography Requirements</b>	<b>33</b>	<b>Photography Requirements</b>	<b>33</b>
EMC 1010 – Orientation to Media Arts		EMC 1010 – Orientation to Media Arts	
EMC 3001 – Success in Media Arts		EMC 3001 – Success in Media Arts	
EMC 4001 – Professional Practices in Media Arts		EMC 4001 – Professional Practices in Media Arts	
PHOT 1050 – Basic Digital Photography and Imaging		PHOT 1050 – Basic Digital Photography and Imaging	
PHOT 2050 – Basic Black and White Photography		PHOT 2050 – Basic Black and White Photography	
PHOT 3040 – History of Photography		PHOT 3040 – History of Photography	
PHOT 3110 – Intermediate Photography I		PHOT 3110 – Intermediate Photography I	
PHOT 3200 or EMC 3200 – Still Digital Imaging		PHOT 3200 or EMC 3200 – Still Digital Imaging	
PHOT 3810 – Color Photo Communication I		PHOT 3810 – Color Photo Communication I	
PHOT 4040 – Color Photo Communication II		PHOT 4040 – Color Photo Communication II	
PHOT 4060 or EMC 4060 – Photojournalism		PHOT 4060 or EMC 4060 – Photojournalism	
PHOT 4280 – Editorial Photography		PHOT 4280 – Editorial Photography	
PHOT 4900 – Photography Capstone		PHOT 4900 – Photography Capstone	
<b>Photography Electives (Choose at least 4 credit hours)</b>	<b>(4-12)</b>	<b>Photography Electives (Choose at least 4 credit hours)</b>	<b>(4-12)</b>
EMC 4800 - Seminar in Media Issues		EMC 4800 - Seminar in Media Issues	
EMC 4900 - Individual Problems in Mass Communication		EMC 4900 - Individual Problems in Mass Communication	
ANIM 4910 - Advanced Seminar - Animation		ANIM 4910 - Advanced Seminar - Animation	
PHOT 3580 - Photography Practicum		PHOT 3580 - Photography Practicum	
PHOT 4000 - Photography Internship		PHOT 4000 - Photography Internship	
PHOT 4270 - Photo Illustration		PHOT 4270 - Photo Illustration	
PHOT 4290 - Documentary Photography		PHOT 4290 - Documentary Photography	

<b>Auxiliary Major Requirement</b> ART 1610 – Two-Dimensional Design	<b>3</b>	<b>Auxiliary Major Requirement</b> ART 1610 – Two-Dimensional Design	<b>3</b>
<b>Minor</b>	<b>15-18</b>	<b>Minor</b>	<b>15-18</b>
<b>Electives (to 120)</b>	<b>12-18</b>	<b>Electives (to 120)</b>	<b>12-18</b>
<b>TOTAL CREDITS REQUIRED FOR DEGREE</b>	<b>120</b>	<b>TOTAL CREDITS REQUIRED FOR DEGREE</b>	<b>120</b>



**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: March 16, 2021

SUBJECT: **Approval of Degree under Consideration  
M.F.A., Independent Film and Television**

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

Per THEC Policy A1.0 (New Academic Programs: Approval Process), “upon consideration by an institution to develop a new academic program in excess of 24 SCH and notification to the institutional governing board, the institution may submit a Letter of Notification to THEC.”

The following academic program is under consideration. Pending the results of feasibility studies, the university may submit a Letter of Notification to THEC.

**Master of Fine Arts in Independent Film and Television**

The Department of Media Arts in the College of Media and Entertainment is seeking to create a Master of Fine Arts (M.F.A.) in Independent Film and Television. The program would be composed of three tracks: Documentary, Creative Producing, and Live Event TV.





The program's focal tracks create a unique offering both in the region and the state. Film and TV remain burgeoning industries, as noted by the Atlanta film commission. Additional supporting factors include the program-ready infrastructure, strong faculty representation in the track areas, and a clear advantage in the rapidly growing documentary market. Finally, based on the interest already expressed for this degree, this program would offer a diverse student body, including many first-generation college students, an accessible and affordable means to career advancement, as well as offering those with established careers a means of transitioning to a terminal degree to teach.





**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Information Item**

DATE: March 16, 2021

SUBJECT: [Annual Report of Academic Program Actions](#)

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

Summary of all program level curriculum changes from January 1, 2020 – December 31, 2020.



# Annual Report of Academic Program Actions January 1, 2020—December 31, 2020

## New Academic Programs

### Majors

- Addition of a B.A. in Music to the existing B.M. Degree (Fall 2020)
- B.S. in Horse Science from existing B.S. in Animal Science (Horse Science Concentration) (May 2020)
- M.S. in Athletic Training from existing B.S. in Athletic Training (May 2023) *Pending SACSCOC Approval*  
B.A. in Art Therapy (May 2021)
- M.A. in Art Therapy (Fall 2021) *Pending SACSCOC Approval*

### Concentrations

- Filmmaking within the B.S. in Video and Film Production (May 2020)
- Live Production within the B.S. in Video and Film Production (May 2020)
- Operations Research within the M.P.S. of Professional Studies (May 2020)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) within the M.S.N. in Nursing (May 2020)

### Certificates

- New graduate certificate in Psychiatric Mental Health Nurse Practitioner (PMHNP) (May 2020)
- New graduate certificate in Assurance (May 2020)
- New graduate certificate in Data Science (May 2020)
- New graduate certificate in Tax (May 2020)
- New graduate certificate in Digital Teaching and Learning (May 2021) *Pending SACSCOC Approval*

### Minors

- Business Analytics (May 2020)
- Chinese (May 2021)
- Social Justice (May 2021)
- Fermentation Science (May 2021)
- Precision Agriculture (May 2021)

## Change in Instructional Delivery Mode

- M.M. in Music, Music Education Specialization from traditional to fully online (May 2020)



## Terminations and Phase-Outs

### Programs

- B.S. in Business Education (May 2020)
- M.B.E. in Business Education (May 2020)

### Concentrations

- Social Innovation and Not-for-Profit Management within the M.S. in Management (May 2020)
- Physical Activity within the Master of Public Health (M.P.H) (May 2021)

### Name Changes

- B.B.A. in Entrepreneurship to B.B.A. in Business Innovation & Entrepreneurship (May 2020)
- B.S. in Interdisciplinary Studies to B.S. in Middle Level Education (May 2020)
- Ph.D. in Computational Science to Ph.D. in Computational and Data Science (May 2021)

### Credit Hour Changes

- M.A. in Media and Communication from 33 to 36 (May 2021)
- M.M. in Music, Music Education Specialization from 32 to 33 (May 2020)
- M.P.H. in Public Health from 39 to 42 (May 2020)
- Ed.D. in Assessment, Learning, and Student Success from 60 to 60-72 (May 2021)
- M.B.A. in Business Administration, Healthcare Management from 45-42 (May 2021)
- M.B.A. in Business Administration, Music Business from 45-42 (May 2021)
- M.A. in English from 30 to 30-37 (May 2021)
- Ph.D. in English from 60 to 60-71 (May 2021)
- M.A.T. in Foreign Languages, French Concentration from 33 to 36-48 (May 2021)
- M.A.T. in Foreign Languages, German Concentration from 33 to 36-48 (May 2021)
- M.A.T. in Foreign Languages, Spanish Concentration from 33 to 36-48 (May 2021)
- Ph.D. in Mathematics and Science Education, Biological Education Concentration from 77-125 to 60-117 (May 2021)
- Ph.D. in Mathematics and Science Education, Chemical Education Concentration from 77-125 to 60-117 (May 2021)
- Ph.D. in Mathematics and Science Education, Interdisciplinary Science Education Concentration from 77-125 to 60-117 (May 2021)
- Ph.D. in Mathematics and Science Education, Mathematics Education Concentration from 77-125 to 69 to 117 (May 2021)







**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Information Item**

DATE: March 16, 2021

SUBJECT: **Achievement Gaps Initiative**

PRESENTER: Mark Byrnes, Provost  
Rick Sluder, Vice Provost for Student Success  
and Dean, University College

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**BACKGROUND INFORMATION:**

An update on efforts to remedy achievement gaps in special populations.





# ELIMINATING THE ACHIEVEMENT GAP

Office of Student Success  
Institutional Effectiveness, Planning and Research  
March 15, 2021

## Executive Summary

### ***The vision for student success at MTSU***

- MTSU seeks to become a national leader in student success with a commitment to improve graduation rates for all of our students. As noted in Quest 2025, MTSU has a major emphasis on eliminating achievement gaps for Black, Pell-eligible, first generation and other at-risk students.

### ***Retention, completion and progression: What the data show***

- First-time, full-time **freshmen retention increased from 70.9 percent** for the cohort starting in Fall 2013 **to 78.5 percent** for the cohort starting in Fall 2020
- **Total full-time undergraduate retention increased from 82.4 percent** for the cohort starting in Fall 2013 **to 86.4 percent** for the cohort starting in Fall 2019
- **Four-year graduation rates increased from 18.1 percent** for the cohort starting in Fall 2010, **to 35.2 percent** for the cohort starting in Fall 2016
- **Six-year graduation rates increased from 42.8 percent** for the cohort starting in Fall 2010, **to 51.2 percent** for the cohort starting in Fall 2014
  - The six-year graduation rate is the standard completion measure used by THEC
- **Between 2017-2018 and 2019-2020, 30-, 60- and 90-hour total progression rates have all increased**

### ***MTSU is a university of choice for Black undergraduate students in Tennessee***

- MTSU enrolls about one in every six Black undergraduate students attending an LGI or UT school
  - Of the 20,304 Black undergraduates attending an LGI or UT school in Fall 2020, 71 percent were enrolled in three schools: University of Memphis (30%), Tennessee State University (24%) and MTSU (17%)
- The six-year graduation rate for Black students at MTSU exceeds that for every other LGI or UT school, with the exception of UT Knoxville and TN Tech

### ***The Scholars Academy at MTSU is a highly successful, longstanding program designed to serve Black and other at-risk undergraduate students***

- Since the program began in 2006, about 1,600 students have participated in the Scholars Academy
- Although the Scholars Academy serves students who have a high probability of not being successful, retention and graduation rates for program participants meet or exceed those for other students

### ***Diversity, Equity and Inclusion Initiatives at MTSU***

- 2003 – Diversity Dissertation Fellowship
- 2006 – Scholars Academy
- 2008 – Next Step
- 2015 – REBOUND
- 2019 – Quest 2025
- 2019 – Black Male Initiative
- 2019 – KIPP
- 2020 – Multiple Measures Assessment and Placement Project
- 2020 – Transitioning from Emergency Remote Learning to Intentionally Designed Online Pedagogy
- 2020 – Measuring Digital Learning Equity and Impact
- 2020 – Embracing Equity through OER
- 2020 – THEC Quality Assurance Funding Standard 5
- 2020 – THEC Quality Assurance Funding Standard 7
- 2020 – RECOVER
- 2021 – Minorities on the Horizon

***Measuring up: How does MTSU compare to peers and aspirant peers?***

- A comparison between MTSU and Georgia State University, a nationally recognized leader in student success, is presented in the attachments.

***Achieving future student success goals at MTSU***

- Although exceptional student success outcomes have been realized so far, achieving future goals will require continued collaboration to eliminate achievement gaps.



# **Eliminating the Gap**

Black Male Undergraduates

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# Data Definitions

**Academic Year** – The academic year consists of the summer, fall and spring term

**Degree-seeking students** – Students enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential.

**Enrolled Terms to Degree**— The number of enrolled terms from admission as a first-time freshman at MTSU to conferral of a bachelor's degree, also shown as the number of months enrolled.

**Fall-to-Fall Retention Rate** – Represents the percent of undergraduate students who enrolled in the fall and returned in the subsequent fall term or graduated within the academic year.

**First-Generation Student**—A student whose parent(s) did not complete a four-year degree. Students with a parent that completed an associate's degree are considered first-generation.

**First-Time Freshman** – A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level. First-time freshman may begin with 30 or more earned credit hours however for the first semester, they are shown as a first-time freshman.

**Full-Time Student** – An undergraduate student who is enrolled for 12 or more hours of degree credit or a graduate student who is enrolled for 9 or more hours of degree credit.

**Graduation Rate** – Represents the percent of full-time first-time freshmen enrolled in at MTSU in the summer and fall terms of an academic year who subsequently earn a baccalaureate degree within a set number of years (calculated for four and six years.)

**Non-Returner** – A student who enrolled in the fall and did not return or graduate prior to the subsequent fall term.

**Pell-Eligible Student** – The Pell Grant is a subsidy the U.S. federal government provides for students who need it to pay for college. Federal Pell Grants are limited to students with financial need, who have not earned their first bachelor's degree, or who are enrolled in certain post- baccalaureate programs, through participating institutions.

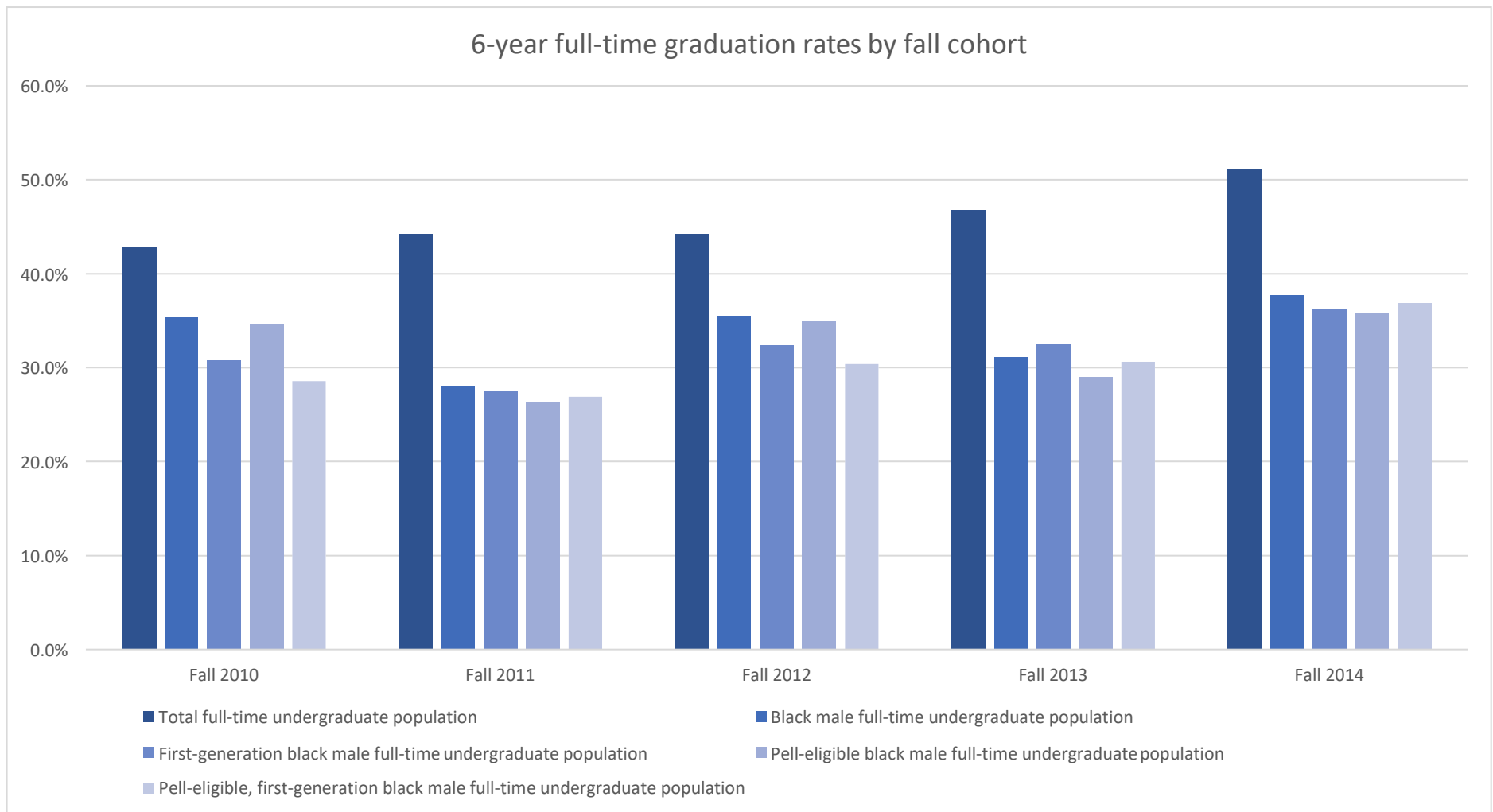
**Rate of Progression**—The percentage of first-time freshman students that complete 30 hours within their first academic year.

**30-60-90-Hour Progression** –A measure of progression that counts the number of students that cross the threshold of 30, 60, or 90 credit hours passed within an academic year. 30-hour progression includes both first-time freshmen and returning freshmen.

**6-year full-time graduation rates\***

Cohort year	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total full-time undergraduate population	42.8%	44.2%	44.2%	46.8%	51.2%
	1626 of 3796	1534 of 3470	1395 of 3155	1509 of 3224	1552 of 3034
White full-time undergraduate population	43.2%	46.0%	45.6%	49.5%	53.8%
	1051 of 2434	1039 of 2257	871 of 1908	989 of 1996	1001 of 1861
White female full-time undergraduate population	48.2%	49.7%	50.6%	55.9%	58.6%
	577 of 1197	561 of 1129	485 of 959	572 of 1024	557 of 951
White male full-time undergraduate population	38.3%	42.4%	40.7%	42.9%	48.8%
	474 of 1237	478 of 1128	386 of 949	417 of 972	444 of 910
Black full-time undergraduate population	40.5%	37.8%	41.4%	41.0%	44.8%
	295 of 729	307 of 813	342 of 827	343 of 837	347 of 774
Black female full-time undergraduate population	43.8%	44.3%	45.3%	47.3%	48.4%
	194 of 443	215 of 485	223 of 492	241 of 509	250 of 517
Black male full-time undergraduate population	35.3%	28.0%	35.5%	31.1%	37.7%
	101 of 286	92 of 328	119 of 335	102 of 328	97 of 257
First-generation black male full-time undergraduate population	30.8%	27.5%	32.4%	32.5%	36.2%
	32 of 104	42 of 153	56 of 173	37 of 114	38 of 105
Pell-eligible black male full-time undergraduate population	34.6%	26.2%	35.0%	29.0%	35.8%
	64 of 185	58 of 221	84 of 240	69 of 238	69 of 193
Pell-eligible, first-generation black male full-time undergraduate population	28.6%	26.9%	30.4%	30.6%	36.8%
	26 of 91	32 of 119	41 of 135	30 of 98	35 of 95

\*The six-year graduation rate is the standard completion measure used by THEC



**6-year full-time graduation rates**

Cohort year	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total full-time undergraduate population	42.8%	44.2%	44.2%	46.8%	51.2%
	1626 of 3796	1534 of 3470	1395 of 3155	1509 of 3224	1552 of 3034
Black male full-time undergraduate population	35.3%	28.0%	35.5%	31.1%	37.7%
	101 of 286	92 of 328	119 of 335	102 of 328	97 of 257
First-generation black male full-time undergraduate population	30.8%	27.5%	32.4%	32.5%	36.2%
	32 of 104	42 of 153	56 of 173	37 of 114	38 of 105
Pell-eligible black male full-time undergraduate population	34.6%	26.2%	35.0%	29.0%	35.8%
	64 of 185	58 of 221	84 of 240	69 of 238	69 of 193
Pell-eligible, first-generation black male full-time undergraduate population	28.6%	26.9%	30.4%	30.6%	36.8%
	26 of 91	32 of 119	41 of 135	30 of 98	35 of 95

**Eliminating the gap**

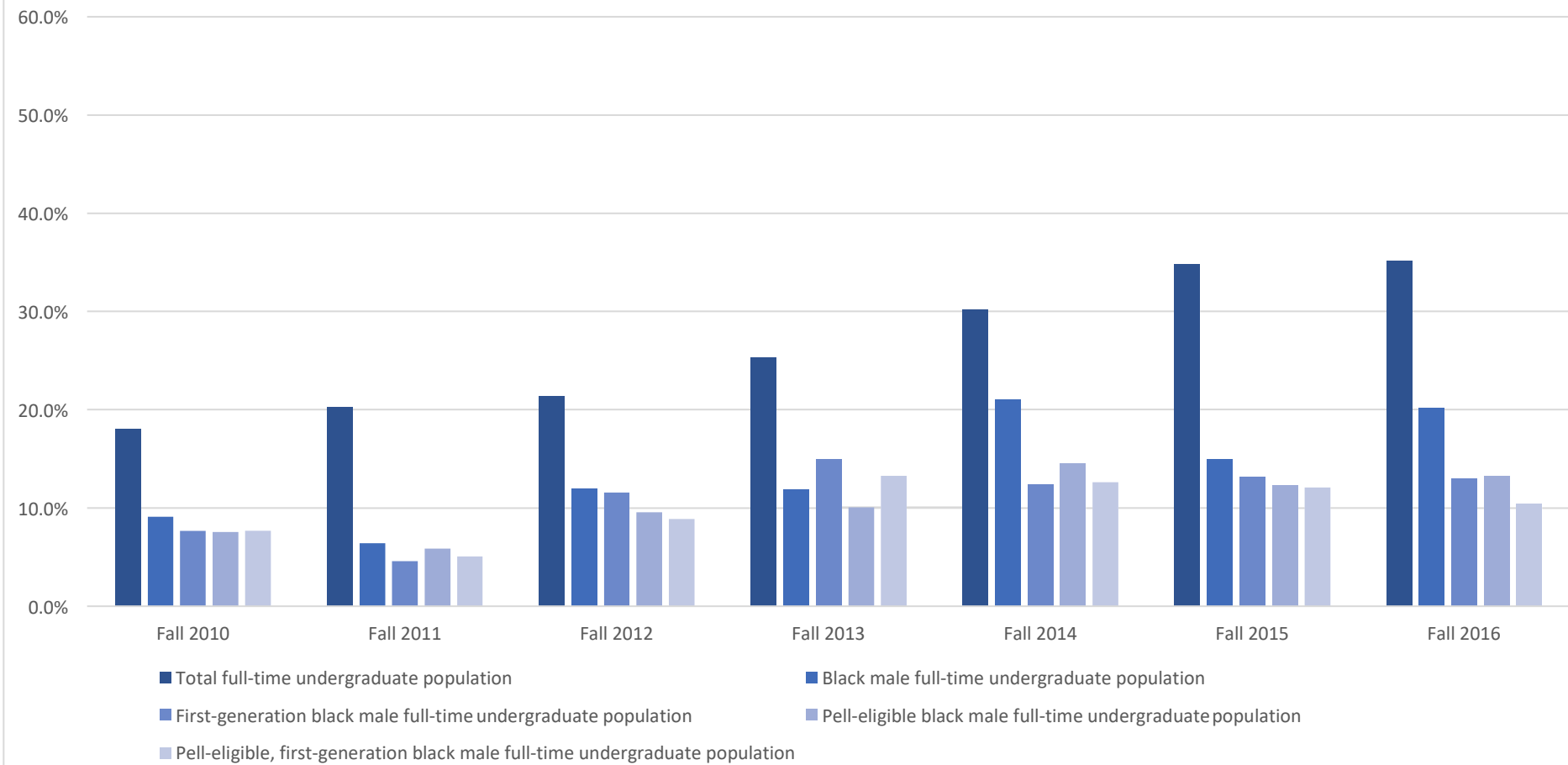
On average, to bring the 6-year graduation rate of black male full-time students up to meet the 6-year graduation rate of the overall full-time undergraduate population, there would need to be *an additional 42 black male full-time graduates each year*. This would increase the 6-year graduation rate of the black male full-time population by 13.5% and would increase the 6-year graduation rate of the overall full-time undergraduate population by 1.3%.

**4-year full-time graduation rates\***

Cohort year	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total full-time undergraduate population	18.1%	20.3%	21.4%	25.3%	30.2%	34.8%	35.2%
	687 of 3796	703 of 3470	676 of 3155	816 of 3224	915 of 3034	973 of 2793	1008 of 2867
White full-time undergraduate population	19.4%	23.4%	25.4%	29.3%	33.6%	42.7%	40.4%
	471 of 2434	529 of 2257	484 of 1908	584 of 1996	625 of 1861	668 of 1612	690 of 1706
White female full-time undergraduate population	19.0%	27.1%	29.8%	34.9%	39.0%	43.9%	46.8%
	227 of 1197	306 of 1129	286 of 959	357 of 1024	371 of 951	355 of 809	422 of 901
White male full-time undergraduate population	15.7%	19.8%	20.9%	23.4%	27.9%	39.0%	33.3%
	194 of 1237	223 of 1128	198 of 949	227 of 972	254 of 910	313 of 803	268 of 805
Black full-time undergraduate population	14.4%	11.6%	14.1%	16.0%	22.5%	22.0%	24.6%
	105 of 729	94 of 813	117 of 827	134 of 837	174 of 774	172 of 782	179 of 727
Black female full-time undergraduate population	17.8%	15.1%	15.7%	18.7%	25.0%	26.2%	27.1%
	79 of 443	73 of 485	77 of 492	95 of 509	129 of 517	128 of 488	126 of 465
Black male full-time undergraduate population	9.1%	6.4%	11.9%	11.9%	21.0%	15.0%	20.2%
	26 of 286	21 of 328	40 of 335	39 of 328	45 of 257	44 of 294	53 of 262
First-generation black male full-time undergraduate population	7.7%	4.6%	11.6%	14.9%	12.4%	13.2%	13.0%
	8 of 104	7 of 153	20 of 173	17 of 114	13 of 105	17 of 129	13 of 100
Pell-eligible black male full-time undergraduate population	7.6%	5.9%	9.6%	10.1%	14.5%	12.3%	13.2%
	14 of 185	13 of 221	23 of 240	24 of 238	28 of 193	27 of 220	23 of 174
Pell-eligible, first-generation black male full-time undergraduate population	7.7%	5.0%	8.9%	13.3%	12.6%	12.1%	10.5%
	7 of 91	6 of 119	12 of 135	13 of 98	12 of 95	14 of 116	9 of 86

\* Although four-year graduation rates are presented here, the six-year graduation rate is the standard completion measure used by THEC

### 4-year full-time graduation rates by fall cohort



#### 4-year full-time graduation rates

Cohort year	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total full-time undergraduate population	18.1%	20.3%	21.4%	25.3%	30.2%	34.8%	35.2%
	687 of 3796	703 of 3470	676 of 3155	816 of 3224	915 of 3034	973 of 2793	1008 of 2867
Black male full-time undergraduate population	9.1%	6.4%	11.9%	11.9%	21.0%	15.0%	20.2%
	26 of 286	21 of 328	40 of 335	39 of 328	45 of 257	44 of 294	53 of 262
First-generation black male full-time undergraduate population	7.7%	4.6%	11.6%	14.9%	12.4%	13.2%	13.0%
	8 of 104	7 of 153	20 of 173	17 of 114	13 of 105	17 of 129	13 of 100
Pell-eligible black male full-time undergraduate population	7.6%	5.9%	9.6%	10.1%	14.5%	12.3%	13.2%
	14 of 185	13 of 221	23 of 240	24 of 238	28 of 193	27 of 220	23 of 174
Pell-eligible, first-generation black male full-time undergraduate population	7.7%	5.0%	8.9%	13.3%	12.6%	12.1%	10.5%
	7 of 91	6 of 119	12 of 135	13 of 98	12 of 95	14 of 116	9 of 86

#### Eliminating the gap

On average, to bring the 4-year graduation rate of black male full-time students up to meet the 4-year graduation rate of the overall full-time undergraduate population, there would need to be *an additional 43 black male full-time graduates each year*. This would increase the 4-year graduation rate of the black male full-time population by 14.2% and would increase the 4-year graduation rate of the overall full-time undergraduate population by 1.4%.

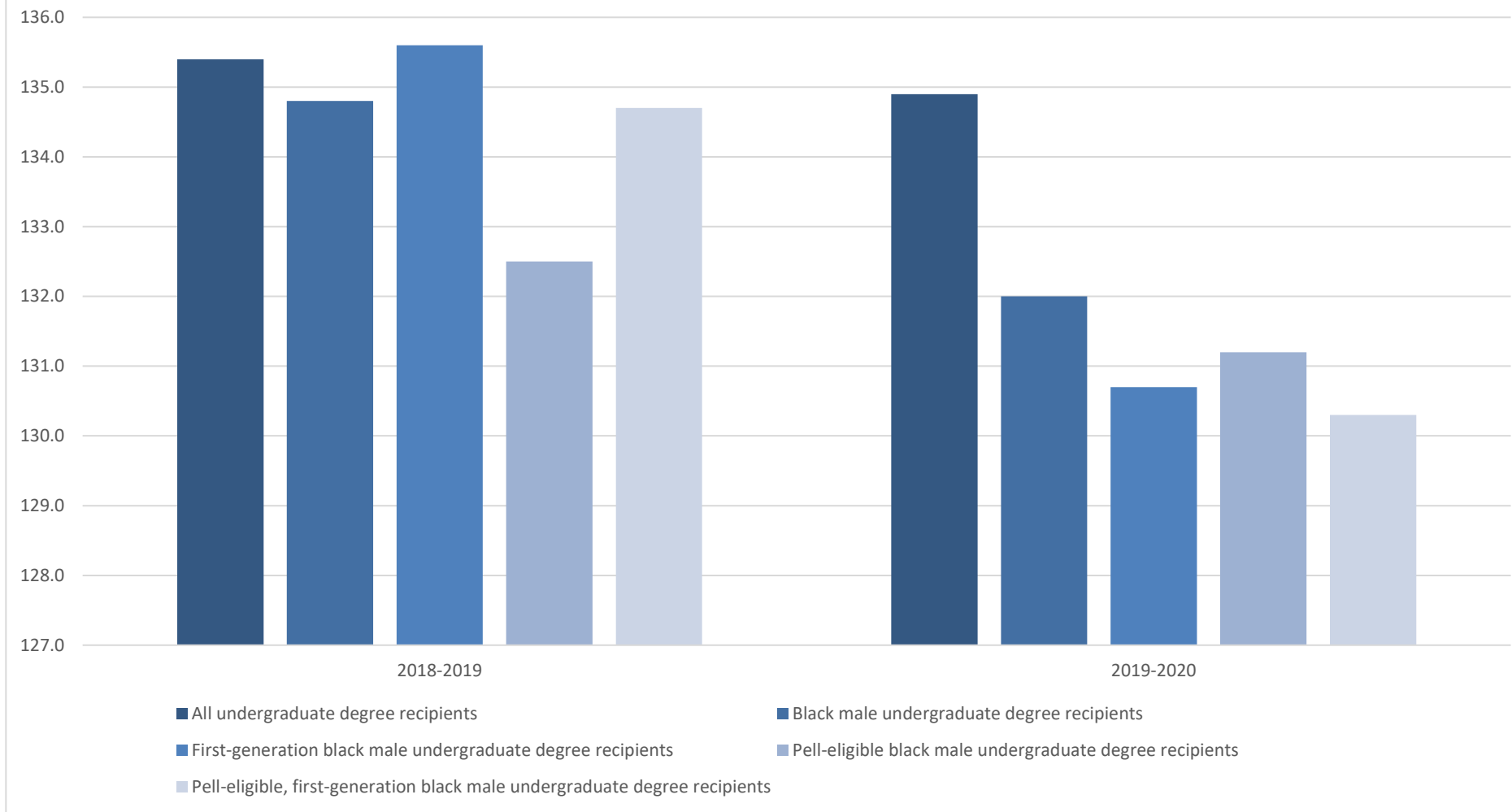
**Average Earned Credit Hours at Graduation**

Graduating cohort year	2018-2019	2019-2020
All undergraduate degree recipients	135.4	134.9
White undergraduate degree recipients	135.6	135.5
	0.1%	0.4%
White female undergraduate degree recipients	135.3	134.9
	-0.1%	0.0%
White male undergraduate degree recipients	135.9	136.3
	0.4%	1.0%
Black undergraduate degree recipients	132.3	131.4
	-2.3%	-2.6%
Black female undergraduate degree recipients	131.0	131.0
	-3.2%	-2.9%
Black male undergraduate degree recipients	134.8	132.0
	-0.4%	-2.1%
First-generation black male undergraduate degree recipients	135.6	130.7
	0.1%	-3.1%
Pell-eligible black male undergraduate degree recipients	132.5	131.2
	-2.1%	-2.7%
Pell-eligible, first-generation black male undergraduate degree recipients	134.7	130.3
	-0.5%	-3.4%

\*\*Percent is percentage difference from all undergraduate degree recipients



Average Credit Hours Earned at Graduation by Academic Year



**Average Earned Credit Hours at Graduation**

Graduating cohort year	2018-2019	2019-2020
All undergraduate degree recipients	135.4	134.9
Black male undergraduate degree recipients	134.8	132.0
	-0.4%	-2.1%
First-generation black male undergraduate degree recipients	135.6	130.7
	0.1%	-3.1%
Pell-eligible black male undergraduate degree recipients	132.5	131.2
	-2.1%	-2.7%
Pell-eligible, first-generation black male undergraduate degree recipients	134.7	130.3
	-0.5%	-3.4%

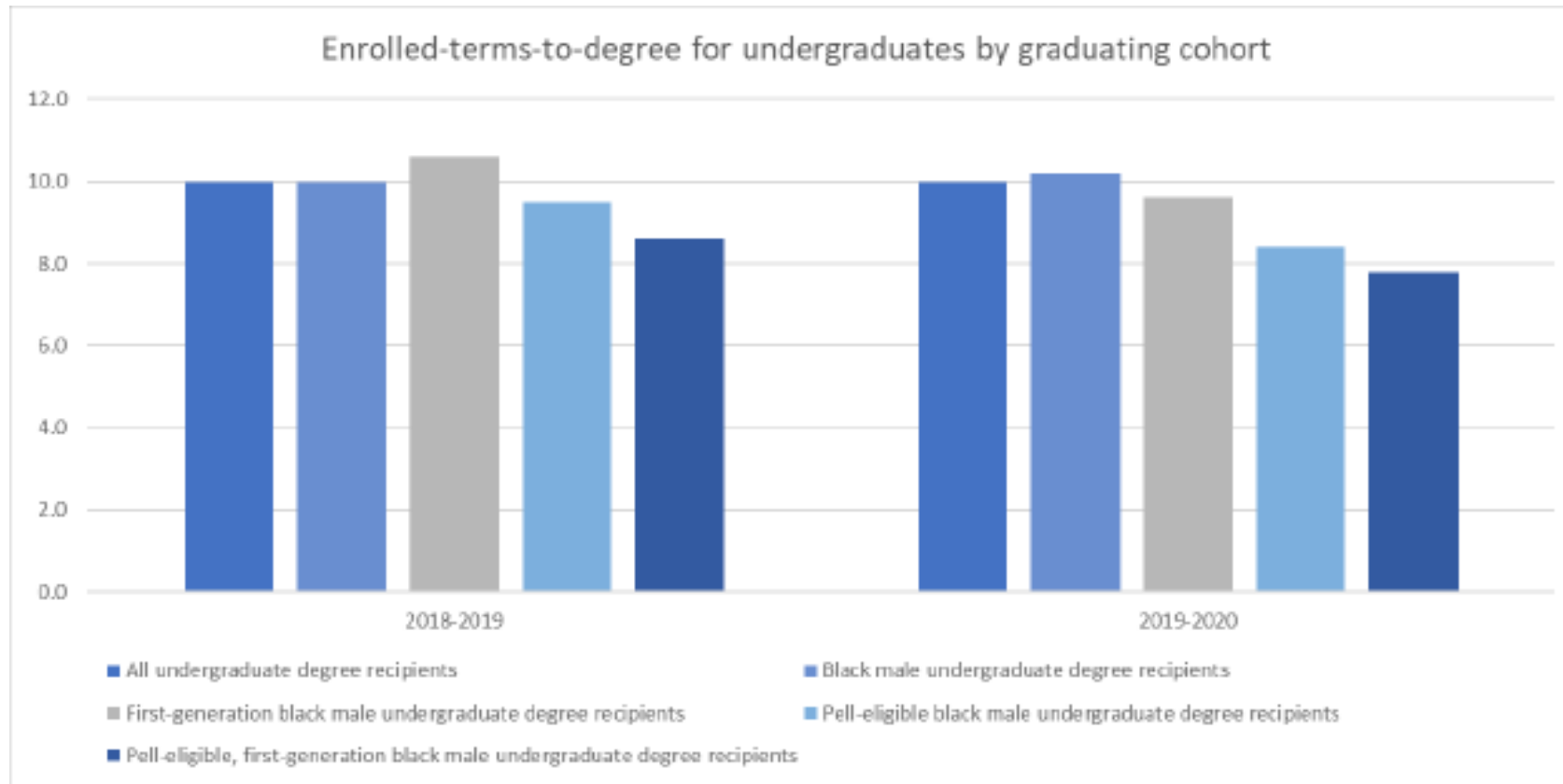
\*\*Percent is percentage difference from all undergraduate degree recipients



**Enrolled-Terms-to-Degree**

Graduating cohort year	2018-2019	2019-2020
All undergraduate degree recipients	10.0 terms	10.0 terms
	35.2 months	35.1 months
White undergraduate degree recipients	9.9 terms	9.8 terms
	34.6 months	34.4 months
White female undergraduate degree recipients	9.8 terms	9.6 terms
	34.3 months	33.6 months
White male undergraduate degree recipients	10.0 terms	10.1 terms
	35.0 months	35.3 months
Black undergraduate degree recipients	10.2 terms	10.1 terms
	35.7 months	35.5 months
Black female undergraduate degree recipients	10.1 terms	10.0 terms
	35.2 months	35.1 months
Black male undergraduate degree recipients	10.0 terms	10.2 terms
	35.2 months	35.9 months
First-generation black male undergraduate degree recipients	10.6 terms	9.6 terms
	37.2 months	33.8 months
Pell-eligible black male undergraduate degree recipients	9.5 terms	8.4 terms
	33.5 months	29.5 months
Pell-eligible, first-generation black male undergraduate degree recipients	8.6 terms	7.8 terms
	30.5 months	27.6 months





**Enrolled-Terms-to-Degree**

Graduating cohort year	2018-2019	2019-2020	
All undergraduate degree recipients	10.0	10.0	(terms)
	35.2	35.1	(months)
Black male undergraduate degree recipients	10.0	10.2	
	35.2	35.9	
First-generation black male undergraduate degree recipients	10.6	9.6	
	37.2	33.8	
Pell-eligible black male undergraduate degree recipients	9.5	8.4	
	33.5	29.5	
Pell-eligible, first-generation black male undergraduate degree recipients	8.6	7.8	
	30.5	27.6	

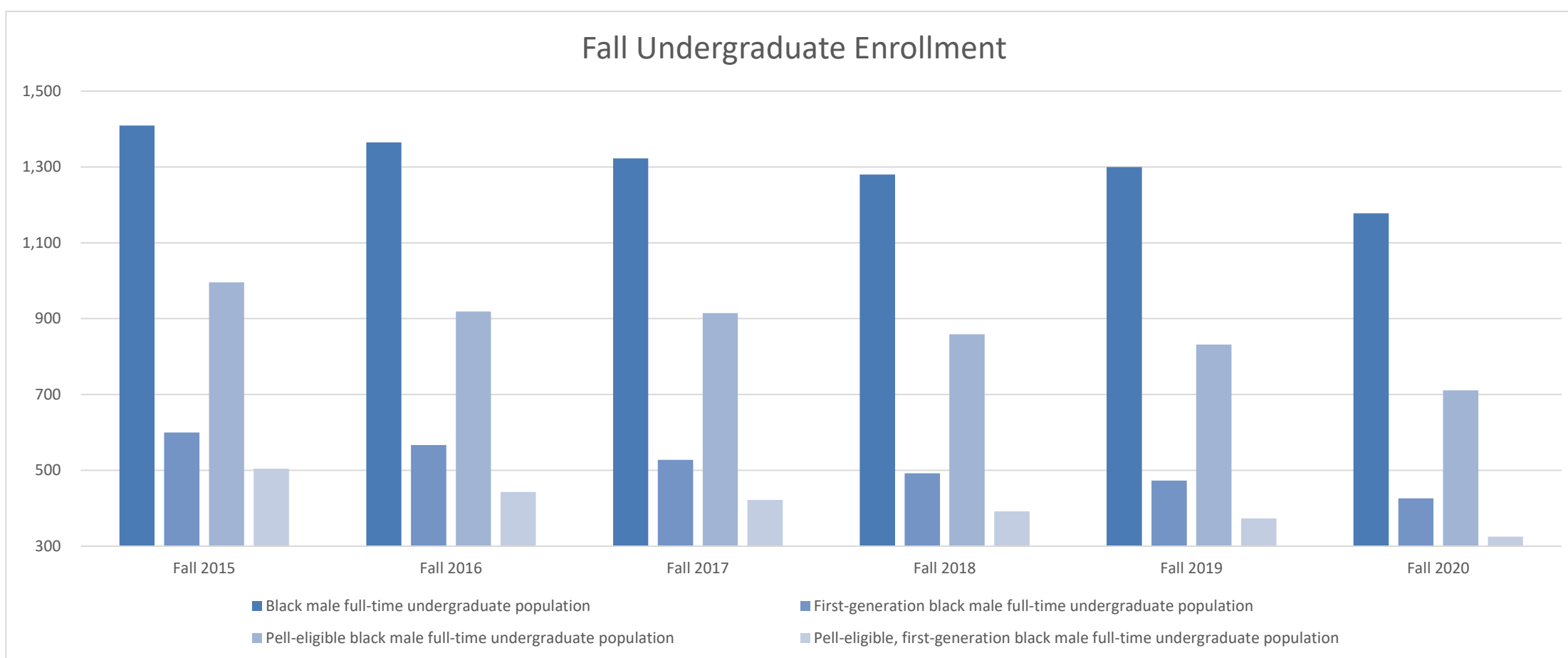


**Fall Enrollment and Percent Change From Previous Year**

Cohort year	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total full-time undergraduate population	16,627	16,167	16,019	15,812	15,511	15,721	15,520
	-4%	-3%	-1%	-1%	-2%	1%	-1%
White full-time undergraduate population	10,862	10,358	10,149	9,950	9,798	9,924	9,963
	-5%	-5%	-2%	-2%	-2%	1%	0%
White female full-time undergraduate population	5,607	5,341	5,289	5,078	5,080	5,107	5,181
	-5%	-5%	-1%	-4%	0%	1%	1%
White male full-time undergraduate population	5,255	5,017	4,860	4,872	4,718	4,817	4,782
	-6%	-5%	-3%	0%	-3%	2%	-1%
Black full-time undergraduate population	3,585	3,651	3,614	3,496	3,237	3,129	2,850
	-4%	2%	-1%	-3%	-7%	-3%	-9%
Black female full-time undergraduate population	2,193	2,242	2,249	2,173	1,957	1,829	1,672
	-1%	2%	0%	-3%	-10%	-7%	-9%
Black male full-time undergraduate population	1,392	1,409	1,365	1,323	1,280	1,300	1,178
	-8%	1%	-3%	-3%	-3%	2%	-9%
First-generation black male full-time undergraduate population	575	600	567	528	492	473	426
	-3%	4%	-6%	-7%	-7%	-4%	-10%
Pell-eligible black male full-time undergraduate population	973	996	919	915	859	832	711
	-8%	2%	-8%	0%	-6%	-3%	-15%
Pell-eligible, first-generation black male full-time undergraduate population	475	504	443	422	392	373	325
	-2%	6%	-12%	-5%	-7%	-5%	-13%



## Fall Undergraduate Enrollment



### Fall Undergraduate Enrollment

Cohort year	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total full-time undergraduate population	16,167	16,019	15,812	15,511	15,721	15,520
Black male full-time undergraduate population	1,409	1,365	1,323	1,280	1,300	1,178
First-generation black male full-time undergraduate population	600	567	528	492	473	426
Pell-eligible black male full-time undergraduate population	996	919	915	859	832	711
Pell-eligible, first-generation black male full-time undergraduate population	504	443	422	392	373	325

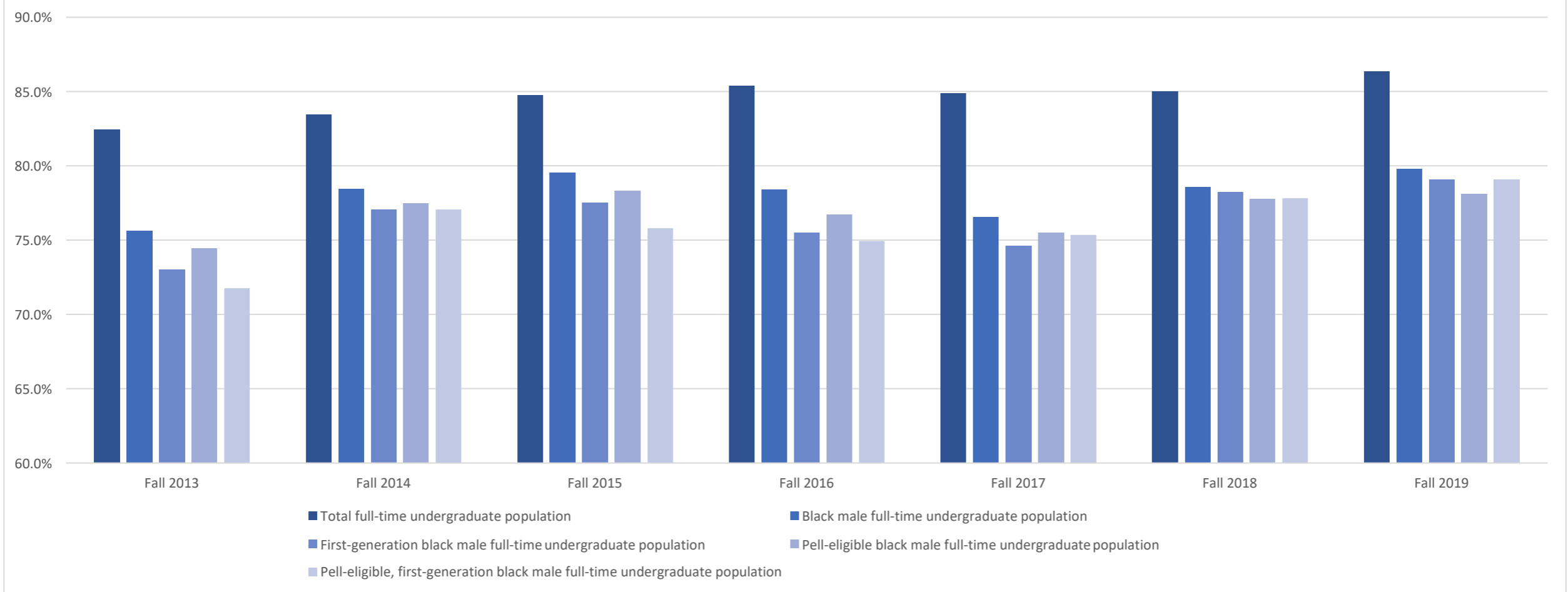
### Eliminating the gap

Black male enrollment has declined since the fall of 2015; however, undergraduate enrollment steadily declined during this period as well. The only exception is the Fall of 2020 which saw a slight increase in undergraduate students and black male undergraduate students. Overall, first-generation and Pell-eligible student enrollment has seen a decline since the fall of 2015. According to the National Student Clearinghouse, undergraduate enrollment at 4-year institutions is down nationally, with the sharpest declines in enrollments of male students, black students, and Native American students. For more information on national enrollment trends visit: <https://nscresearchcenter.org/stay-informed/>

**Fall-to-Fall Retention Rates**

Cohort year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total full-time undergraduate population	82.4%	83.4%	84.8%	85.4%	84.9%	85.0%	86.4%
	14,326 of 17,381	13,875 of 16,627	13,702 of 16,167	13,679 of 16,019	13,420 of 15,812	13,184 of 15,511	13,578 of 15,721
White full-time undergraduate population	83.5%	84.5%	85.8%	86.7%	87.0%	86.5%	87.7%
	9,586 of 11,485	9,174 of 10,862	8,888 of 10,358	8,799 of 10,149	8,652 of 9,950	8,471 of 9,798	8,708 of 9,924
White female full-time undergraduate population	85.0%	85.7%	87.1%	87.2%	88.1%	87.6%	90.0%
	5018 of 5901	4806 of 5607	4650 of 5341	4611 of 5289	4476 of 5078	4450 of 5080	4597 of 5107
White male full-time undergraduate population	81.8%	83.1%	84.5%	86.2%	85.7%	85.2%	85.3%
	4568 of 5584	4368 of 5255	4238 of 5017	4188 of 4860	4176 of 4872	4021 of 4718	4111 of 4817
Black full-time undergraduate population	79.1%	80.7%	81.5%	81.7%	80.0%	84.6%	82.8%
	2944 of 3722	2894 of 3585	2975 of 3651	2954 of 3614	2796 of 3496	2738 of 3237	2591 of 3129
Black female full-time undergraduate population	81.5%	82.2%	82.7%	83.8%	82.1%	82.9%	85.0%
	1799 of 2208	1802 of 2193	1854 of 2242	1884 of 2249	1783 of 2173	1623 of 1957	1554 of 1829
Black male full-time undergraduate population	75.6%	78.4%	79.6%	78.4%	76.6%	78.6%	79.8%
	1145 of 1514	1092 of 1392	1121 of 1409	1070 of 1365	1013 of 1323	1006 of 1280	1037 of 1300
First-generation black male full-time undergraduate population	73.0%	77.0%	77.5%	75.5%	74.6%	78.3%	79.1%
	433 of 593	443 of 575	465 of 600	428 of 567	394 of 528	385 of 492	374 of 473
Pell-eligible black male full-time undergraduate population	74.5%	77.5%	78.3%	76.7%	75.5%	77.8%	78.1%
	790 of 1061	754 of 973	780 of 996	705 of 919	691 of 915	668 of 859	650 of 832
Pell-eligible, first-generation black male full-time undergraduate population	71.8%	77.1%	75.8%	74.9%	75.4%	77.8%	79.1%
	348 of 485	366 of 475	382 of 504	332 of 443	318 of 422	305 of 392	295 of 373

Full-Time Undergraduate fall-to-fall retention rates



**Fall-to-Fall Retention Rates**

Cohort year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total full-time undergraduate population	82.4%	83.4%	84.8%	85.4%	84.9%	85.0%	86.4%
	14,326 of 17,381	13,875 of 16,627	13,702 of 16,167	13,679 of 16,019	13,420 of 15,812	13,184 of 15,511	13,578 of 15,721
Black male full-time undergraduate population	75.6%	78.4%	79.6%	78.4%	76.6%	78.6%	79.8%
	1145 of 1514	1092 of 1392	1121 of 1409	1070 of 1365	1013 of 1323	1006 of 1280	1037 of 1300
First-generation black male full-time undergraduate population	73.0%	77.0%	77.5%	75.5%	74.6%	78.3%	79.1%
	433 of 593	443 of 575	465 of 600	428 of 567	394 of 528	385 of 492	374 of 473
Pell-eligible black male full-time undergraduate population	74.5%	77.5%	78.3%	76.7%	75.5%	77.8%	78.1%
	790 of 1061	754 of 973	780 of 996	705 of 919	691 of 915	668 of 859	650 of 832
Pell-eligible, first-generation black male full-time undergraduate population	71.8%	77.1%	75.8%	74.9%	75.4%	77.8%	79.1%
	348 of 485	366 of 475	382 of 504	332 of 443	318 of 422	305 of 392	295 of 373

**Eliminating the gap**

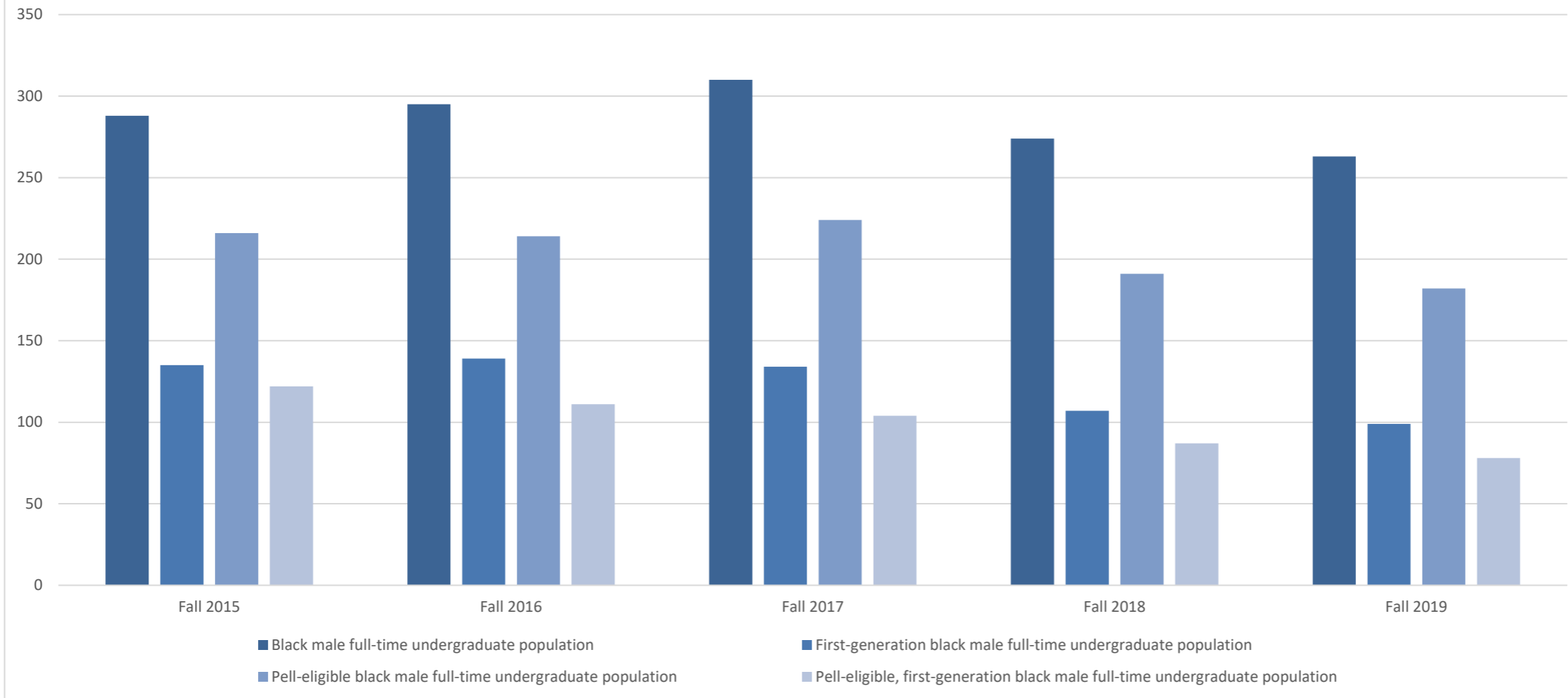
On average, to bring the fall-to-fall retention rate of black male full-time students up to meet the fall-to-fall retention rate of the overall full-time undergraduate population, *an additional 96 black male full-time students would need to be retained each year*. This would increase the fall-to-fall retention rate of the black male full-time population by 7.1% and would increase the fall-to-fall retention rate of the overall full-time undergraduate population by 0.6%.

**COVID-19 consideration**

There appears to be little to no negative impact on the retention rates of black males, first generation black males, and Pell-eligible black males in response to the COVID-19 pandemic. Retention rates of black males has consistently improved since the fall of 2017.



Headcount of Fall-to-Fall Non-Returners



Headcount of Fall-to-Fall Non-Returners

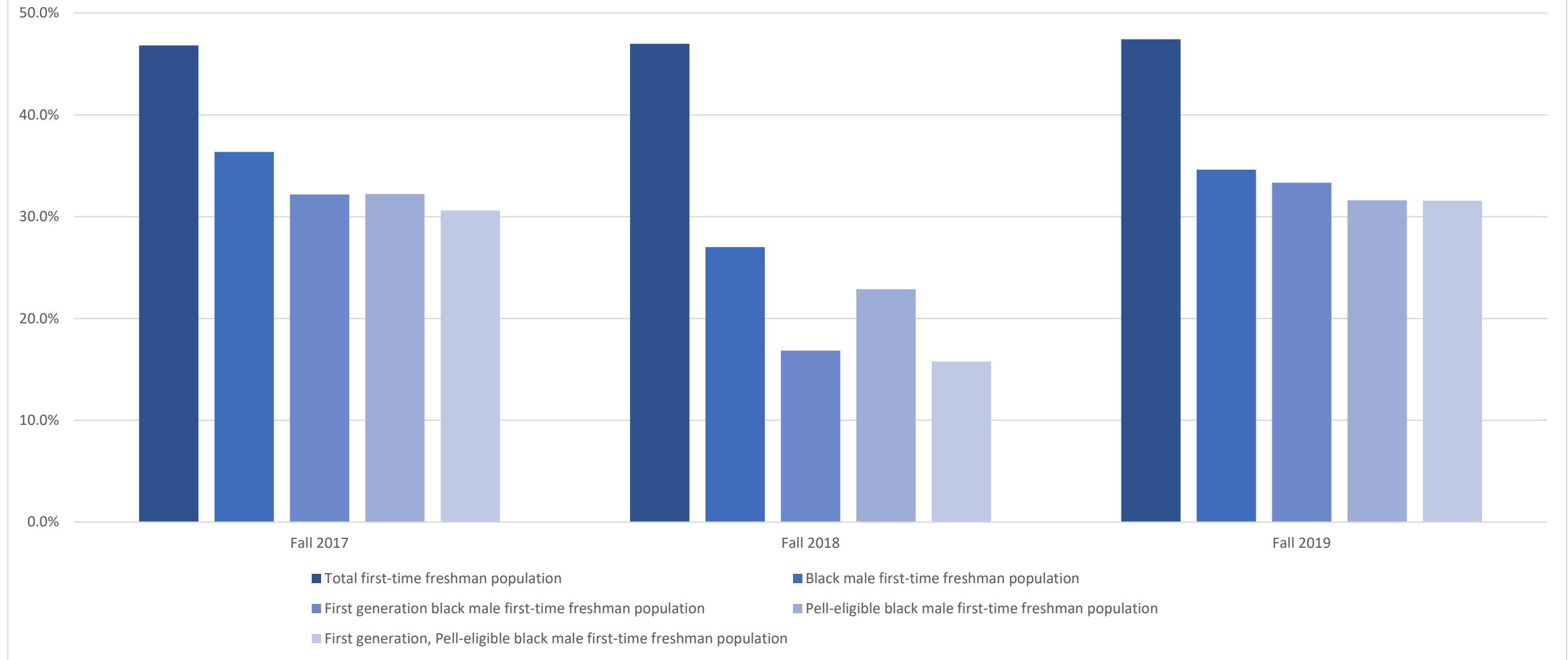
Cohort year	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Black male full-time undergraduate population	288	295	310	274	263
First-generation black male full-time undergraduate population	135	139	134	107	99
Pell-eligible black male full-time undergraduate population	216	214	224	191	182
Pell-eligible, first-generation black male full-time undergraduate population	122	111	104	87	78

**Fall-to-Fall 30 Hour Progression Rates**

Cohort year	Fall 2017	Fall 2018	Fall 2019
Total first-time freshman population	46.8%	47.0%	47.4%
	1,412 of 3,016	1,361 of 2,897	1,571 of 3,312
White first-time freshman population	50.6%	51.7%	50.3%
	906 of 1,789	921 of 1,781	1,029 of 2,045
White female first-time freshman population	52.9%	55.7%	57.9%
	479 of 906	528 of 948	571 of 986
White male first-time freshman population	48.4%	47.2%	43.2%
	427 of 883	393 of 833	458 of 1,059
Black first-time freshman population	37.4%	34.2%	37.2%
	282 of 755	215 of 629	243 of 653
Black female first-time freshman population	38.1%	40.1%	39.2%
	166 of 436	138 of 344	144 of 367
Black male first-time freshman population	36.4%	27.0%	34.6%
	116 of 319	77 of 285	99 of 286
First generation black male first-time freshman population	32.2%	16.9%	33.3%
	37 of 115	15 of 89	29 of 87
Pell-eligible black male first-time freshman population	32.2%	22.9%	31.6%
	77 of 239	46 of 201	61 of 193
First generation, Pell-eligible black male first-time freshman population	30.6%	15.8%	31.6%
	30 of 98	12 of 76	24 of 76



### 30-Hour Progression Rates of First-Time Freshmen



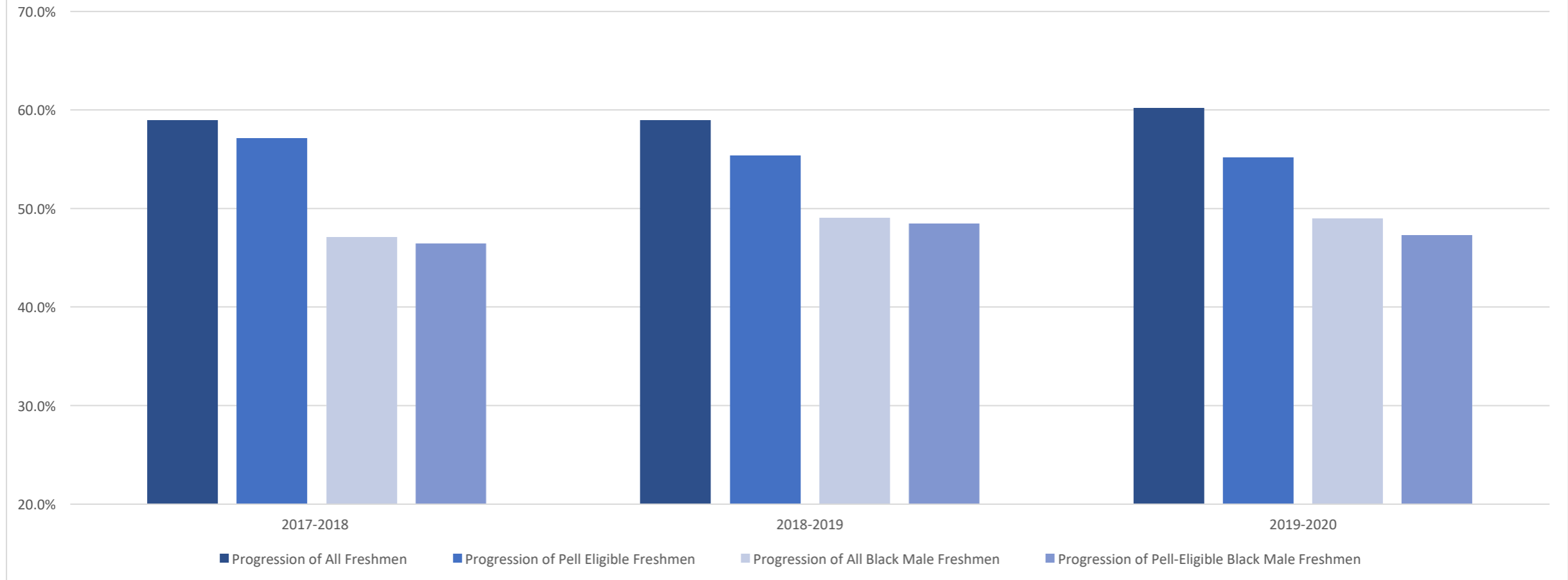
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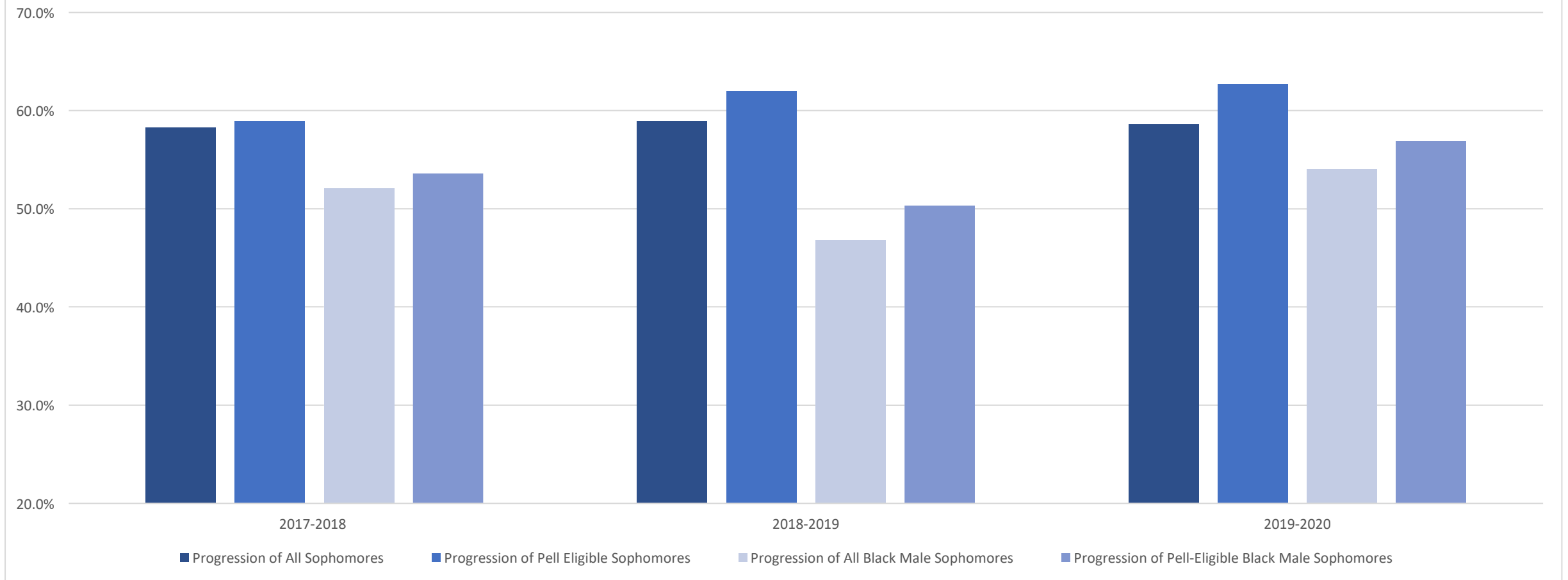
### 30- Hour Progression by Academic Year



#### 30-Hour Progression

Academic Year	2017-2018	2018-2019	2019-2020
Progression of All Freshmen	59.0%	59.0%	60.2%
	2,813 of 4,770	2,653 of 4,498	2,869 of 4,767
Progression of Pell Eligible Freshmen	57.2%	55.4%	55.2%
	1,325 of 2,318	1,210 of 2,186	1,209 of 2,191
Progression of All Black Male Freshmen	47.1%	49.0%	49.0%
	236 of 501	232 of 473	234 of 478
Progression of Pell-Eligible Black Male Freshmen	46.5%	48.5%	47.3%
	164 of 353	158 of 326	156 of 330

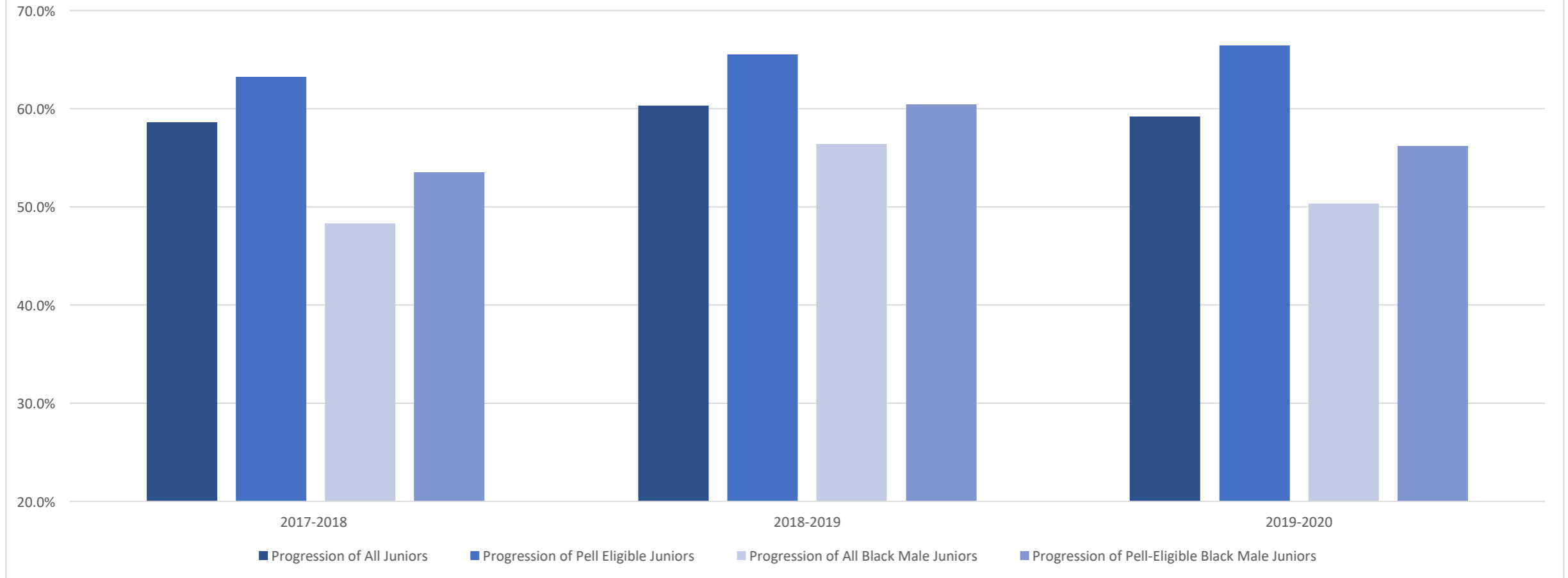
### 60- Hour Progression by Academic Year



#### **60-Hour Progression**

Academic Year	2017-2018	2018-2019	2019-2020
Progression of All Sophomores	58.3%	58.9%	58.6%
	3,039 of 5,217	2,981 of 5,057	2,950 of 5,037
Progression of Pell Eligible Sophomores	58.9%	62.0%	62.7%
	1,379 of 2,340	1,362 of 2,197	1,343 of 2,141
Progression of All Black Male Sophomores	52.1%	46.8%	54.1%
	248 of 476	215 of 459	260 of 481
Progression of Pell-Eligible Black Male Sophomores	53.6%	50.3%	56.9%
	164 of 306	150 of 298	173 of 304

### 90- Hour Progression by Academic Year



#### 90-Hour Progression

Academic Year	2017-2018	2018-2019	2019-2020
Progression of All Juniors	58.6%	60.3%	59.2%
	3,788 of 6,465	3,828 of 6,351	3,796 of 6,369
Progression of Pell Eligible Juniors	63.2%	65.5%	66.4%
	1,797 of 2,842	1,805 of 2,755	1,738 of 2,617
Progression of All Black Male Juniors	48.3%	56.4%	50.3%
	239 of 495	278 of 493	242 of 481
Progression of Pell-Eligible Black Male Juniors	53.5%	60.4%	56.2%
	174 of 325	194 of 321	164 of 292

Comparing undergraduate populations and 6-year graduation rates of the public 4-year institutions of Tennessee

	Total undergrad (Fall 2020)	Black undergrad (Fall 2020)	Male undergrad (Fall 2020)	Black male undergrad (Fall 2020)	Overall 6-yr graduation rate (Fall 2014)	Black 6-yr graduation rate (Fall 2014)	Male 6-yr graduation rate (Fall 2014)	Black male 6-yr graduation rate (Fall 2014)
<b>MTSU</b>	19,188	3,450	8,828	1,420	50.8%	44.5%	46.5%	37.3%
<b>University of Tennessee - Knoxville</b>	22,941	1,291	10,782	601	73.0%	63.0%	69.0%	---
<b>University of Tennessee - Chattanooga</b>	9,234	890	3,857	325	48.0%	41.0%	43.0%	---
<b>University of Tennessee - Martin</b>	4,668	605	1,881	239	48.0%	32.0%	46.0%	---
<b>Austin Peay State University</b>	9,087	---	---	---	48.3%	44.3%	39.5%	---
<b>University of Memphis</b>	17,374	6,130	6,851	1,961	51.4%	41.8%	45.5%	35.2%
<b>East TN State University*</b>	11,151*	700*	4,554*	---	48.3%*	---	41.7%*	---
<b>Tennessee Tech</b>	8,778	342	4,752	---	57.0%	46.3%	53.3%	---
<b>Tennessee State University</b>	6,000	4,871	2,143	1,646	36.0%	---	---	---

\*ETSU's most recent year of reporting is the fall of 2019 and 6-year graduation rates for the fall of 2012 cohort  
 --- For some institutions, not all categories of data are available to the public.

University	Sourced from
<b>MTSU</b>	<a href="https://www.mtsu.edu/iepr/bi.php">https://www.mtsu.edu/iepr/bi.php</a>
<b>University of Tennessee - Knoxville</b>	<a href="https://data.tennessee.edu/graduation-and-retention/">https://data.tennessee.edu/graduation-and-retention/</a> <a href="https://oira.utk.edu/reporting/fact-book/">https://oira.utk.edu/reporting/fact-book/</a>
<b>University of Tennessee - Chattanooga</b>	<a href="https://data.tennessee.edu/graduation-and-retention/">https://data.tennessee.edu/graduation-and-retention/</a> <a href="https://new.utc.edu/academic-affairs/planning-evaluation-and-institutional-research/factbook">https://new.utc.edu/academic-affairs/planning-evaluation-and-institutional-research/factbook</a>
<b>University of Tennessee - Martin</b>	<a href="https://data.tennessee.edu/graduation-and-retention/">https://data.tennessee.edu/graduation-and-retention/</a> <a href="https://www.utm.edu/departments/irp/statistical_reports.php">https://www.utm.edu/departments/irp/statistical_reports.php</a>
<b>Austin Peay State University</b>	<a href="https://www.apsu.edu/dsir/institutional-data.php">https://www.apsu.edu/dsir/institutional-data.php</a>
<b>University of Memphis</b>	<a href="https://www.memphis.edu/oir/data/public_student_demographics.php">https://www.memphis.edu/oir/data/public_student_demographics.php</a>
<b>East TN State University</b>	<a href="https://www.etsu.edu/opa/fact/factbooks.aspx">https://www.etsu.edu/opa/fact/factbooks.aspx</a>
<b>Tennessee Tech</b>	<a href="https://www.tntech.edu/iare/institutional_research/student_profiles.php">https://www.tntech.edu/iare/institutional_research/student_profiles.php</a>
<b>Tennessee State University</b>	<a href="https://www.tnstate.edu/ir/facts.aspx">https://www.tnstate.edu/ir/facts.aspx</a>

**Takeaways:**

- 20,304 Black undergraduate students were enrolled at LGIs and UT schools in Fall 2020
- 71% of these Black undergraduate students in Fall 2020 were enrolled at 3 schools:
  - 30%, University of Memphis
  - 24%, Tennessee State University
  - 17%, MTSU

Enrollments are from Fall 2020, except data for ETSU are from Fall 2019

University	Black undergrad (Fall 2020)	Percent of total Black undergrads enrolled
MTSU	3,450	17%
University of Tennessee - Knoxville	1,291	6%
University of Tennessee - Chattanooga	890	4%
University of Tennessee - Martin	605	3%
Austin Peay State University	2,025	10%
University of Memphis	6,130	30%
East TN State University*	700	3%
Tennessee Tech	342	2%
Tennessee State University	4,871	24%
<i>Total</i>	<i>20,304</i>	



### MTSU Average Debt for Graduating Undergraduate Students by Race/Ethnicity

Race	Female	Average Debt		Male	Average Debt
American Indian	4	\$24,996		1	\$7,500
Asian	28	\$17,103		12	\$19,861
Black or African American	261	\$28,935		127	\$28,877
Haw/Pac Islander	1	\$19,897		-	-
Hispanic or Latino	28	\$18,946		23	\$18,133
Unclassified	1	\$68,547		-	-
White	350	\$24,820		316	\$22,802

- Undergraduate students who graduated Summer 2019, Fall 2019, or Spring 2020 (excludes transfers) had an average student loan debt of \$25,150. This amount includes federal and private loans. It excludes federal parent (PLUS) loans.
- Source: Office of Financial Aid, 3-4-21

## 2021 MTSU Equity Programs

Initiative	Project Focus	Target	Funding	Date Initiated	Point of Contact
<b>Quest 2025</b>	Eliminate achievement gaps and increase diversity in faculty/staff.	African American Students, Faculty and Staff	Office of the Provost	2020	Vincent Windrow Rick Sluder
<b>Multiple Measure Assessment and Placement Project</b>	To design and implement revised assessment and placement policies that are consistent with research on alternative placement approaches and are aligned to evidence-based strategies. MTSU's team includes individuals who have responsibility for setting and implementing policy related to assessment and placement and are responsible for communicating policy decisions to institutional stakeholders.	All Students	Bill and Melinda Gates Foundation	2020	Marva Lucas
<b>Transitioning from Emergency Remote Learning to Intentionally Designed Online Pedagogy</b>	Participants will be guided through a reflective process to develop or revisit their instructional approaches to create and maintain equity-minded and culturally affirming virtual classrooms that honor and uplift the personal backgrounds of their students.	Online Learners	Bill and Melinda Gates Foundation	2020	Trey Martindale
<b>Measuring Digital Learning Equity and Impact</b>	To develop a concrete plan and tools for measuring equity and impact in courses using digital learning, and to scale the integration of continuous improvement processes focused on equity.	All Students	Bill and Melinda Gates Foundation	2020	Jason Martin

Initiative	Project Focus	Target	Funding	Date Initiated	Point of Contact
<b>THEC Quality Assurance Funding Standard 5</b>	Student equity.	African American Students	Office of the Provost	2020	Mary Hoffschwelle
<b>THEC Quality Assurance Funding Standard 7</b>	Student access and success.	Males, First-Generation, Hispanic, High-Needs Program (undergraduate)	Office of the Provost	2020	Mary Hoffschwelle
<b>Diversity Dissertation Fellowship</b>	To recruit and host diverse faculty while they are in the dissertation-writing period.	*Underrepresented Racial/Ethnic Minority Faculty	Office of the Provost	2003	Cheryl Torsney
<b>Embracing Equity through OER</b>	Position OER as the go-to solution for textbooks. Will center equity in instructional decision-making.	*Underrepresented Students	\$93,710, TBR Student, Engagement, Retention and Success (SERS) grant	2020	Cheryl Torsney
<b>Scholars Academy</b>	A holistic, realistic, and proactive program that assists students with their transition to the collegiate setting.	Underrepresented Incoming Freshmen Approximately 1,600 students participated in the program 2014 to 2019	Office of the President Over the past six years, expenditures have averaged \$500,000 each year	2006	Brelinda Johnson
<b>REBOUND</b>	Support freshmen who achieve below a fall semester 2.0 GPA.	All Students	Office of Student Success	2015	Vincent Windrow
<b>RECOVER</b>	Provide support for underrepresented students on probation. All students may opt in, but the program's focus is to aid underclassman probation students academically, socially, and financially.	*Underrepresented Students on Probation	\$50,000 TBR Student, Engagement, Retention and Success (SERS) grant	2020	Brelinda Johnson



Initiative	Project Focus	Target	Funding	Date Initiated	Point of Contact
<b>Black Male Initiative</b>	Assist Black male students in accessing sociocultural capital by providing them with support holistically and encouraging continued academic persistence.	Black Male Undergraduates	\$30,000 TBR Student, Engagement, Retention and Success (SERS) grant.	2017	Vincent Windrow Brelinda Johnson
<b>Minorities on the Horizon (M.O.T.H.)</b>	Provide mentorship and professional development to Black student leaders through workshops and presentations.	Black Student Organization Presidents	N/A	2021	Brelinda Johnson
<b>Next Step</b>	Encourage and empower former foster, homeless, and independent youth (unaccompanied minors) as they strive to attain higher education while enabling them to sustain and succeed in beyond their college career at MTSU.	Homeless, Unaccompanied, Former Foster Care Students	Private and Community Donations	2008	Danielle Rochelle
<b>KIPP Liaison</b>	To develop and expand a partnership between MTSU and KIPP to develop programs, projects, and activities that will address college, admission, persistence, and financial challenges for students from low-income families who are often first-generation college students.	High School Graduates of KIPP Nashville & Memphis	N/A	2019	Danielle Rochelle

*\*Underrepresented students – minority and first-generation students*

### Middle Tennessee State University & Georgia State University Initiative Comparison Chart

Initiative	MTSU	GSU	Comment
<b>Predictive Analytics</b>	✓	✓	Both institutions have invested heavily in EAB's Navigate platform, which serves as the foundation for many of their initiatives and interventions and is utilized by faculty, academic advisors, and student support offices.
<b>Early Alerts</b>	-	✓	<p>GSU tracks several risk factors each day that could cause a student to drop out, which drive early alerts. 100,000 interventions were made in 2018.</p> <p>As a proxy for identifying students' risk of attrition, MTSU employs early attendance reporting at weeks 2-3 of each semester, and is actively deploying more targeted early alerts through the Navigate platform (mentioned above). Plans to upscale Navigate early alerts (i.e., "student success checks") are currently in development with prospective campus partners. Still, MTSU has not adopted early alert workflows institution-wide, but this remains a very important strategic development area for 2021.</p>
<b>Nudges</b>	✓	✓	<p>At GSU, each student is given two nudges per year on average.</p> <p>MTSU also utilizes nudges in outreach campaigns to promote priority registration and advising session requests.</p>
<b>Investing in Academic Advising</b>	✓	✓	<p>Both GSU and MTSU have invested significantly in hiring, training, and supporting academic advisors. In 2014, MTSU revamped its academic advising approach and hired nearly 50 academic advising professionals.</p> <p>GSU has a centralized advising model whereas MTSU has a decentralized model.</p>
<b>Retention Grants</b>	-	✓	<p>GSU started the Panther Retention Grant program in 2011 to "fill the gaps" to prevent drop out or stop out and has helped more than 13,000 students re-enroll. 88% of students who received grants have either graduated or remain enrolled 12 months later. The average grant is \$900.</p> <p>Five years ago, MTSU created a one-time, maximum \$250 micro-grant fund housed in each academic college. These grants are student-initiated, not data-informed unlike GSU's, MTSU does not have a comparable grant.</p>

Initiative	MTSU	GSU	Comment
<b>Early Arrival Program</b>	✓	✓	<p>Both institutions have early arrival programs. GSU's Summer Success Academy was started in 2012 as an alternative to deferring less qualified freshman admits to the spring semester. Students enroll in seven credits of college level courses and are given the support of the university's tutoring, advising, financial literacy and academic skills programs. Approximately 350 students participate each summer.</p> <p>Established nearly 20 years ago to support students from underrepresented populations, the Scholars Academy provides students with assimilation opportunities for both academic and social integration. At its height, the program grew to over 400 students. Two years ago, the program was divided into the Scholars Academy (for students from underrepresented populations) and the STAR program (for any incoming freshman) to maximize resources, focus, and benefits.</p>
<b>Early Return Program</b>	✓	-	<p>GSU does not have an early return program.</p> <p>Since 2015, MTSU has hosted the REBOUND program for students who achieve below a 2.0 grade point average their freshman fall semester. Approximately 600 students per fall semester qualify with 120 students on average participating each year. The students who both qualify and participate in the program return to the university at a 50% higher rate than those students who qualify but do not participate in the program.</p>
<b>TRIO Student Support Services</b>	✓	✓	<p>GSU and MTSU have TRIO programs with the goal being to increase the retention and graduation rates of college students who demonstrate academic need and who are either first-generation, and/or low income, and/or have a documented disability.</p>
<b>Priority Registration</b>	✓	✓	<p>Both institutions have priority registration. Additional research is needed to determine program differences and effectiveness.</p>
<b>Course Redesign</b>	✓	-	<p>27 courses were redesigned as part of the original Quest although faculty naturally and routinely redesign their courses from semester to semester.</p>

Initiative	MTSU	GSU	Comment
<b>Freshman Orientation Course</b>	✓	✓	Both institutions have first-year orientation courses.  At MTSU, University Seminar (UNIV 1010) is a three-hour elective course and is an opportunity for freshman students to become acclimated to the university. The curriculum is intentionally structured to help students build effective strategies, skills, and support that are essential for success in college.
<b>Freshman Engagement Program</b>	✓	-	GSU has an Office of First-Year and Transition Programs that develops programming to engage students beginning in the summer before their freshmen year. No specific program is comparable to MTSU's Connection Point.  MTSU developed a program (Connection Point) in 2014 that helps mainly first-year students become active in extra-curricular opportunities. Prizes are given at some events. Buttons are issued for attendance. This is a popular program among students.
<b>First Year Reading Program</b>	✓	✓	Both institutions offer the program, which provide a unifying experience for the entering class of students. At MTSU, book authors are invited to speak at University Convocation.
<b>Learning Community</b>	✓	✓	GSU offers Freshman Learning Communities as academic and social integration opportunities.  MTSU previously offered such opportunities but discontinued them as an institution-driven initiative in 2016.
<b>Campus-wide Tutoring</b>	✓	✓	Both institutions offer free tutoring. During the fall 2020 semester at MTSU, 13,421 tutoring sessions took place.
<b>Supplemental Instruction (SI)</b>	✓	✓	Both institutions have SI programs.  For the fall 2020 semester, MTSU's SI program was offered in 11 courses, 52 sections, and 5 academic colleges. 1742 students were served.
<b>Class Attendance Tracking</b>	-	✓	GSU developed an in-house system to track class attendance by monitoring logons to the WiFi and learning management system.  MTSU does not have a centralized system to track attendance although professors can track attendance in their classes.

Initiative	MTSU	GSU	Comment
<b>Chatbots</b>	-	✓	<p>Powered by artificial intelligence, chatbots are used at GSU to answer students' questions about admissions, enrollment, and other tasks. The technology can also be used for proactive nudging, messaging, and outreach.</p> <p>MTSU does not utilize chatbots.</p>
<b>Advising Holds</b>	✓	-	<p>GSU does not place advising holds preventing students from registering.</p> <p>MTSU places more than 5,000 advising holds each semester on student accounts mainly to encourage advising appointments.</p>
<b>Academic Coaching</b>	-	✓	<p>Through the Office of First- Year and Transition Programs GSU provides academic coaching. Academic Coaching Experience offers academic support services to all students at Georgia State University that require assistance in building an academic strategy for success. Academic Coaching offers academic support services to students on academic warning with fewer than 42 credit hours (<a href="https://success.students.gsu.edu/academic-coaching/">https://success.students.gsu.edu/academic-coaching/</a>).</p> <p>Although MTSU offers student success coaching through a one-year grant funded program and others, MTSU has not adopted academic coaching as an institutional method to increase student success.</p>
<b>Academic Improvement Program</b>	-	✓	<p>The Academic Improvement Program (AIP) is intended to assist students in extricating themselves from scholastic discipline (academic warning &amp; probation) and to meet the graduation requirement of an institutional Georgia State University GPA of 2.0 or higher. The elements of AIP are registration approvals by an advisor, course load limits, and survival skills instruction.</p> <p>MTSU has 3 levels of academic standing compared to the 4 levels GSU provides. MTSU has not adopted a campus-wide strategic plan as an institutional method to increase student success of students on academic probation which are primarily underrepresented student populations.</p>

Initiative	MTSU	GSU	Comment
<b>Black Student Achievement</b>	-	✓	<p>GSU Black Student Achievement provides university wide services and support programming in many areas, such as cultural enrichment, racial awareness, ethnicity, diversity, leadership training and organizational development. To achieve its goals, Black Student Achievement sponsors a number of academic, cultural, and social events. Special interest programs address African American and other minority concerns. Black Student Achievement collaborates on many of their programs with other departments within the division in order to meet its goals.</p> <p>The Quest 2025 has strong emphasis working toward areas of collaboration for MTSU Black students. Continued efforts to develop strategic plans and guidelines for this area are needed.</p>
<b>Keep HOPE Alive</b>	-	✓	<p>By signing a contract to receive \$500 for each of the first two semesters after losing the scholarship, GSU students agree to participate in a series of programs and interventions designed to get them back on track academically and to make wise financial choices in the aftermath of losing the scholarship. The program is open to freshman and sophomore HOPE students with a 2.75 – 2.99 grade point average (<a href="https://success.students.gsu.edu/keep-hope-alive/">https://success.students.gsu.edu/keep-hope-alive/</a>).</p> <p>MTSU does not have a scholarship to aid freshmen and sophomores in continuing their education when they lose their HOPE.</p>

Briefing Paper  
Black Male on Campus (BMOC) Initiative at University of Tennessee—Chattanooga  
Vincent Windrow, Associate Vice Provost for Student Success  
March 15, 2021

History and Context

SSS is a federal TRIO program funded through a U.S. Department of Education competitive grant process. The current five-year grant renewed in 2020 totals more than \$1.5 million.

The name TRIO stands for the original three programs that were part of President Lyndon B. Johnson's War on Poverty. The programs were established by the federal government to ensure equal educational opportunity for all Americans, regardless of race, ethnicity, or economic situation.

SSS at the University of Tennessee-Chattanooga (UTC) was established in 1978. Like other TRIO-SSS offices, the goal is to increase the retention and graduation rates of college students who demonstrate academic need and who are either first-generation, and/or low income, and/or have a documented disability. SSS offers tutoring, academic coaching, writing assistance, academic advising, first year transition program, sophomore slump program, study zones, and other opportunities for participants to become academically and socially integrated. SSS also directs the university's Black Male On Campus (BMOC) initiative.

Components of BMOC

The BMOC pays special attention to the needs of Black male students by encouraging and supporting the inclusion and educational success of Black males. The following are features of BMOC:

*C.E.R.E.*

Cultural Empowerment Reading Experience is a monthly discussion about issues relevant to Black males. Topics range from relationships to the analysis of a selected text that addresses the historical, cultural, and political realities of Black males.

*Beating the Odds*

A panel to encourage interaction with campus administrators, faculty, peers, and community leaders who share their insights and personal experiences on how they succeeded even with odds against them.

### *Breaking the Cycle*

A focus on social and academic integration, self-perception and identity as related to academic success, communication skills, and personal responsibility.

### *BMOC Scholarship*

A financial incentive to promote the academic success of BMOC participants. The scholarship is not a guaranteed award for participating in the program. Students must apply and recipients are awarded the \$1000 scholarship based on cumulative GPA (2.70 or higher), be actively engaged in BMOC, must complete a financial education program, and must demonstrate leadership skills and/or volunteering.

### BMOC Outcomes

It appears that a relatively small percentage of Black male students at UTC participate in the BMOC program. According to university data, the 6-year graduation rate for Black males at UTC is at or near 35%. Using 2018 data, 40 out of the 116 Black males graduated six years after enrolling at the university as freshmen (34.48%).

The 6-year graduation rate for BMOC is 79% as of 2018 and is due mainly to BMOC programming and its targeted support. In my lengthy January 21, 2021 conversation with Melissa Laseter, the new SSS director (who strikes me as very committed, well-versed in student support theory and practice, and highly competent), I learned:

- SSS caps participation at 200 students.
- At present, she is the only staff person. A new hire who will direct the BMOC will join the staff soon.
- Because of the lack of staff and the Covid-19 crisis, the BMOC has been on a type of hiatus.
- Approximately 70 Black males are signed up in the SSS office. About 25-30 are typically engaged in the BMOC program.
- Ten to fifteen BMOC participants graduate per year.

She and I are in the process of exchanging programming and support ideas. By Monday, January 25, 2021, I will send her our Ready Reference Resource, links to the *Dr. Vinnie Student Success Tips* video collection, the published article on our REBOUND program, Dr. Ryan Korstange's *How to Succeed as a Student* during Covid video series, and other related materials and information.





# Board Committee Update: Achievement Gaps Initiative

Mark Byrnes, Rick Sluder

March 16, 2021

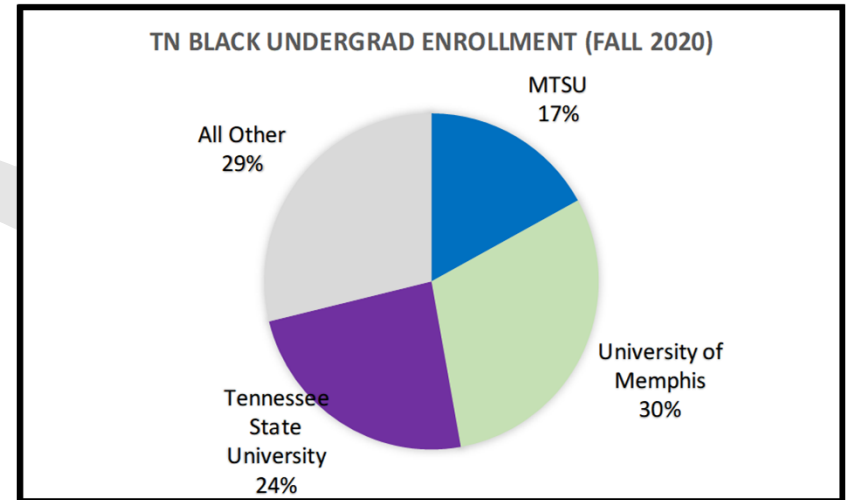


## Setting the stage

- ✓ Thank you for the opportunity to provide an update
- ✓ Dr. Windrow presented on 11-10-21
  - Quest 2025
  - Retention and graduation rates
  - Gaps: Race, gender, income and first-generation status
  - A challenge nationally
- ✓ Today
  - General parameters
  - And, any specific information you need

## MTSU as a school of choice

- ✓ In Fall 2020, there were 20,304 Black undergraduate students enrolled at LGI and UT schools
  - 71% of these Black students were enrolled at three schools



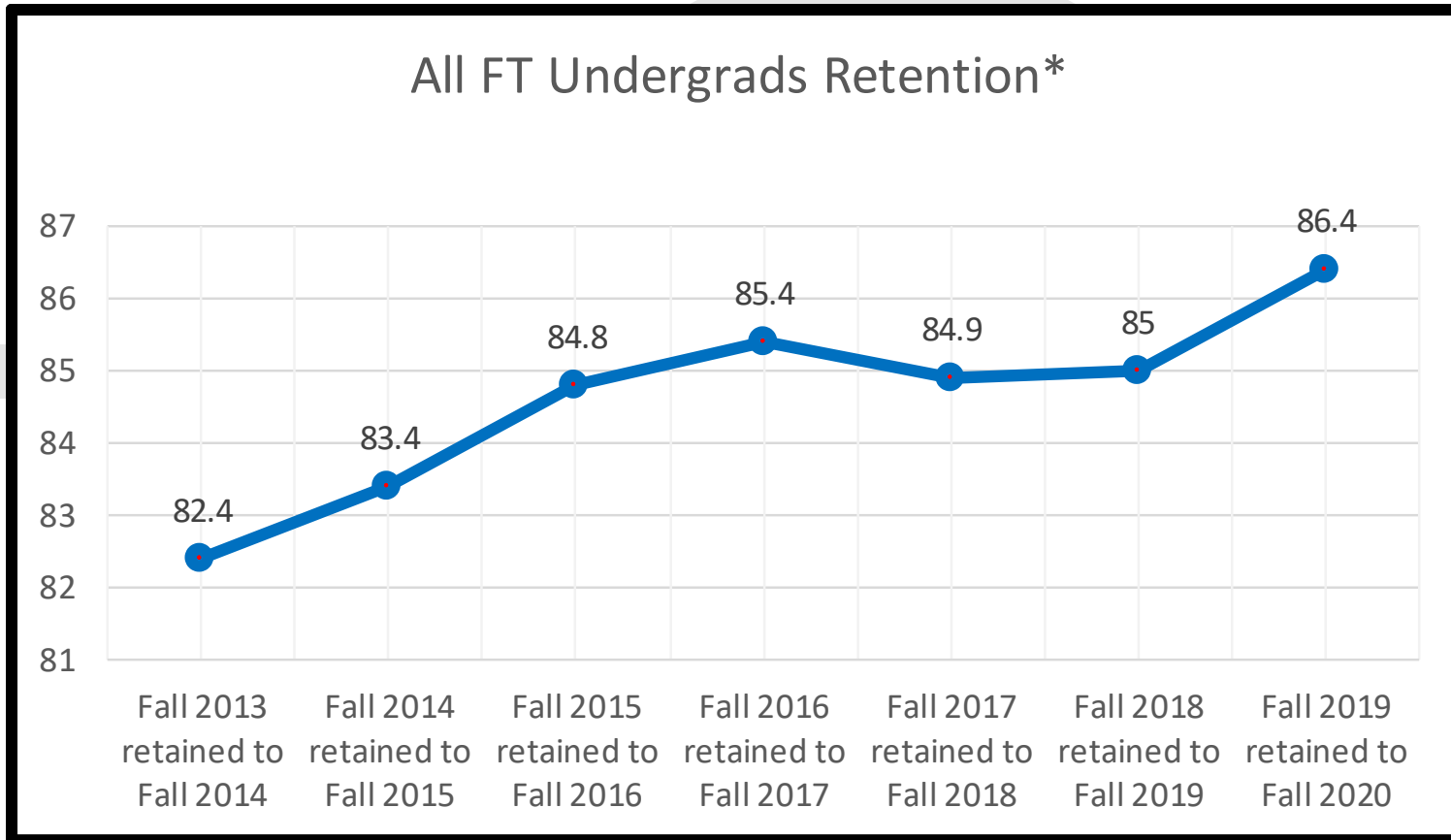
University	Black undergrad (Fall 2020)	Percent of total Black undergrads enrolled
MTSU	3,450	17%
University of Tennessee - Knoxville	1,291	6%
University of Tennessee - Chattanooga	890	4%
University of Tennessee - Martin	605	3%
Austin Peay State University	2,025	10%
University of Memphis	6,130	30%
East TN State University*	700	3%
Tennessee Tech	342	2%
Tennessee State University	4,871	24%
<i>Total</i>	<i>20,304</i>	

## Aggregate outcomes compared

- ✓ In Fall 2020, there were two schools who reported higher six-year graduation rates for Black undergraduates than MTSU
  - UT Knoxville, TN Tech

	Black 6-yr graduation rate (Fall 2014 cohorts)
MTSU	44.5%
University of Tennessee - Knoxville	63.0%
University of Tennessee - Chattanooga	41.0%
University of Tennessee - Martin	32.0%
Austin Peay State University	44.3%
University of Memphis	41.8%
East TN State University*	---
Tennessee Tech	46.3%
Tennessee State University	---

## Retention: MTSU undergraduate FT students

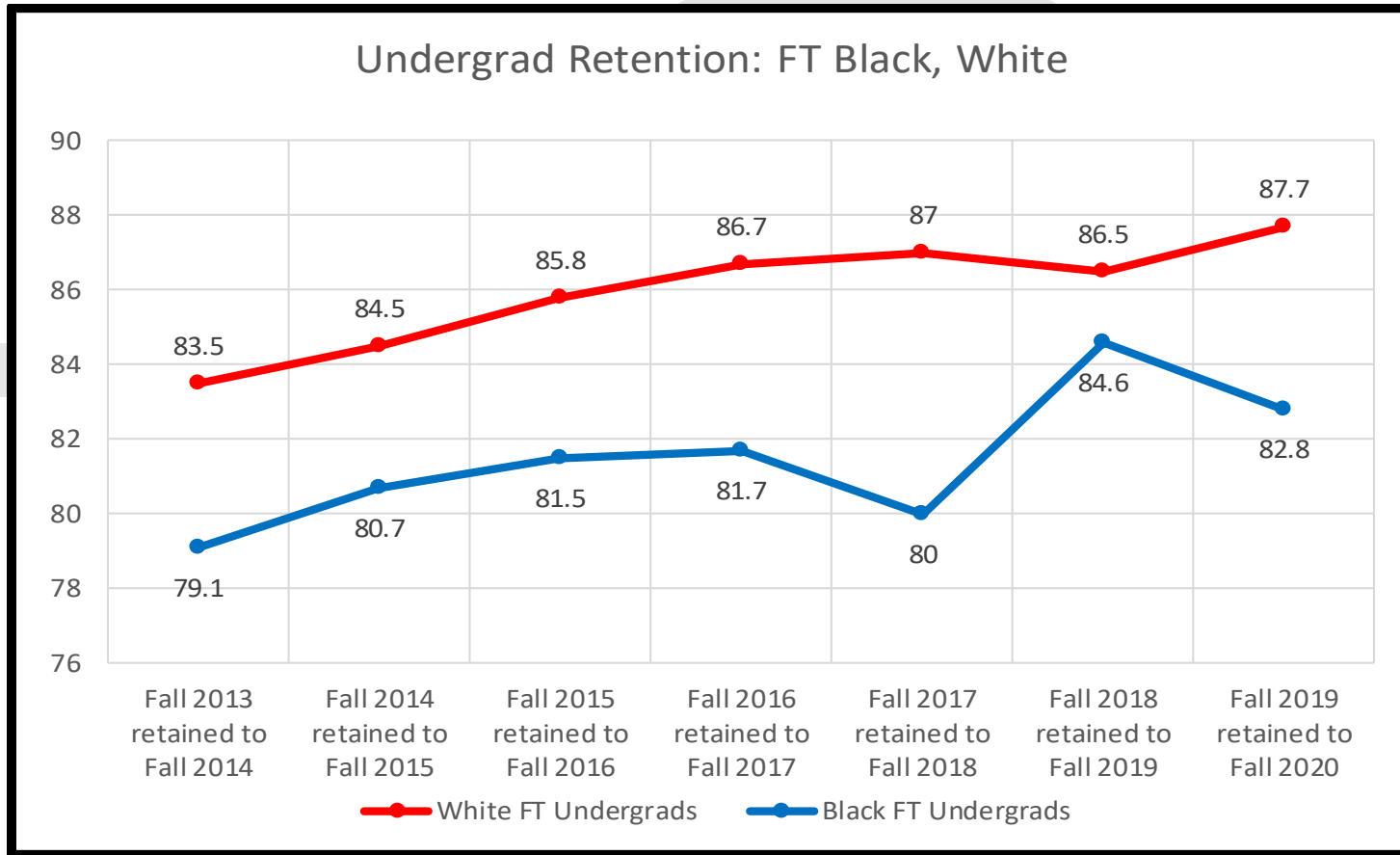


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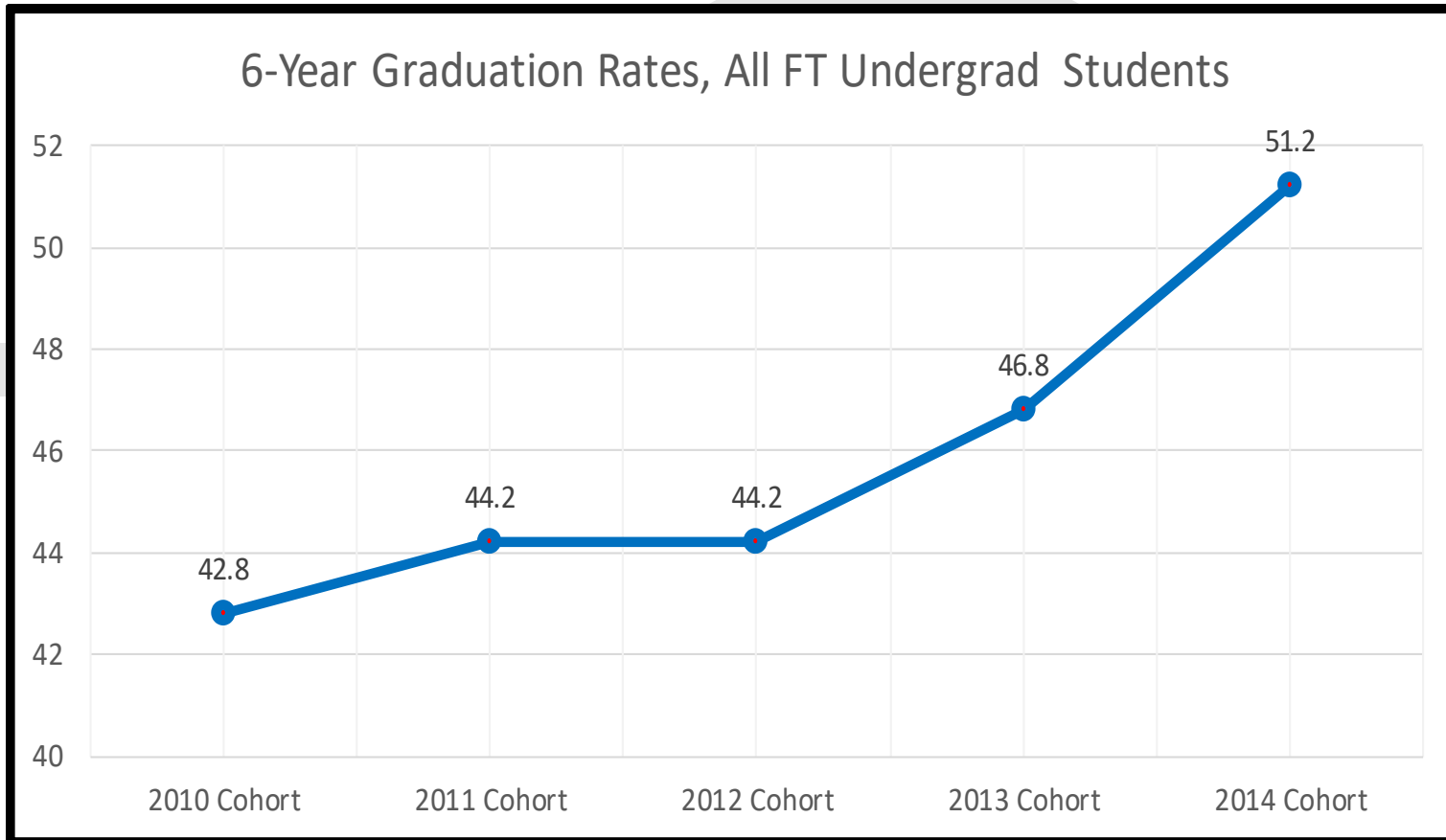
\* Includes students retained and those who graduated.

# Retention: MTSU Black/White undergraduate FT students

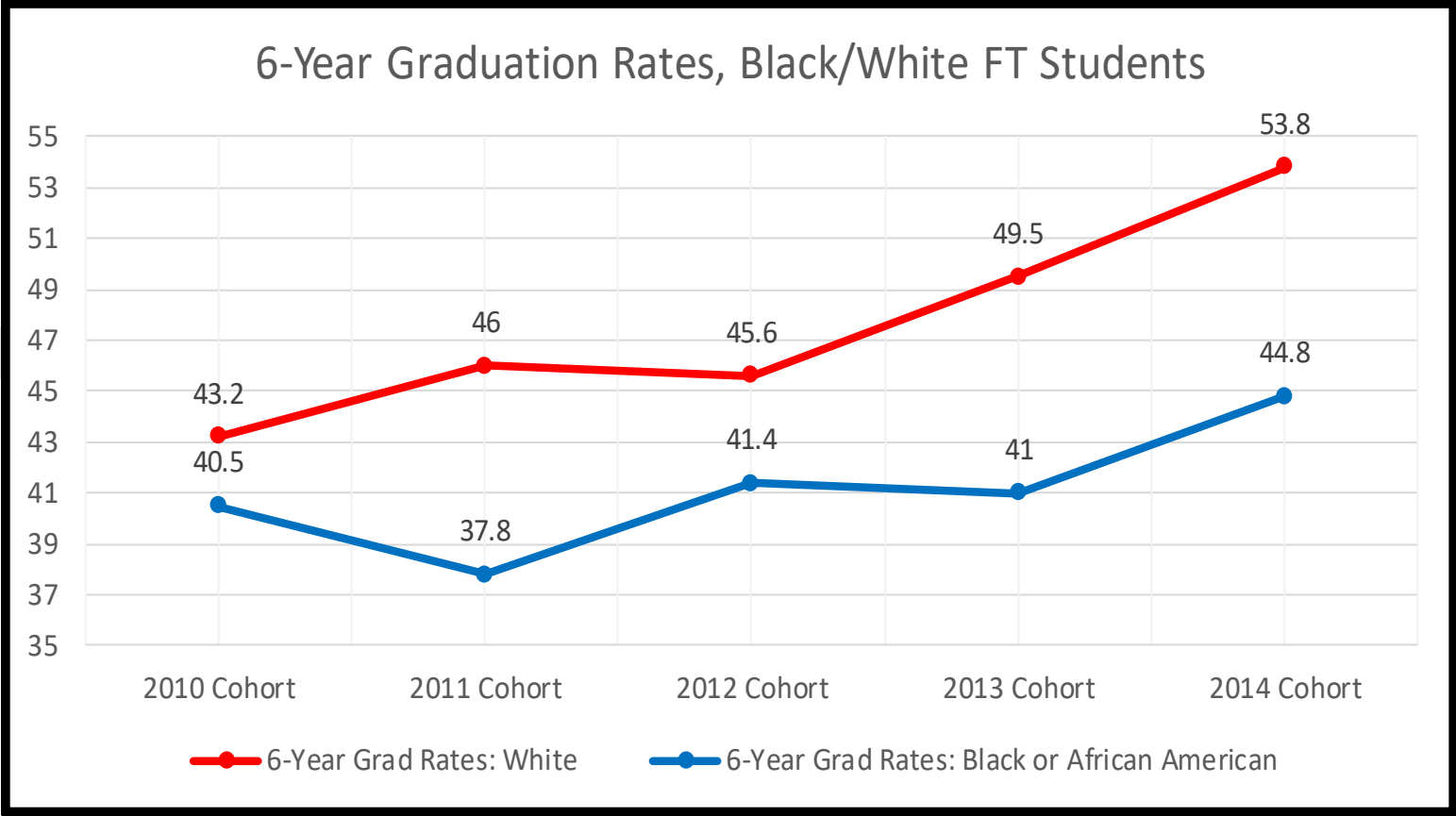


\* Includes students retained and those who graduated.

## 6-year graduation rate: All undergraduate FT students



# 6-year graduation rate: Black/White undergraduate FT students



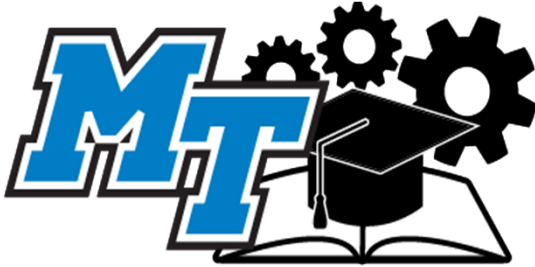
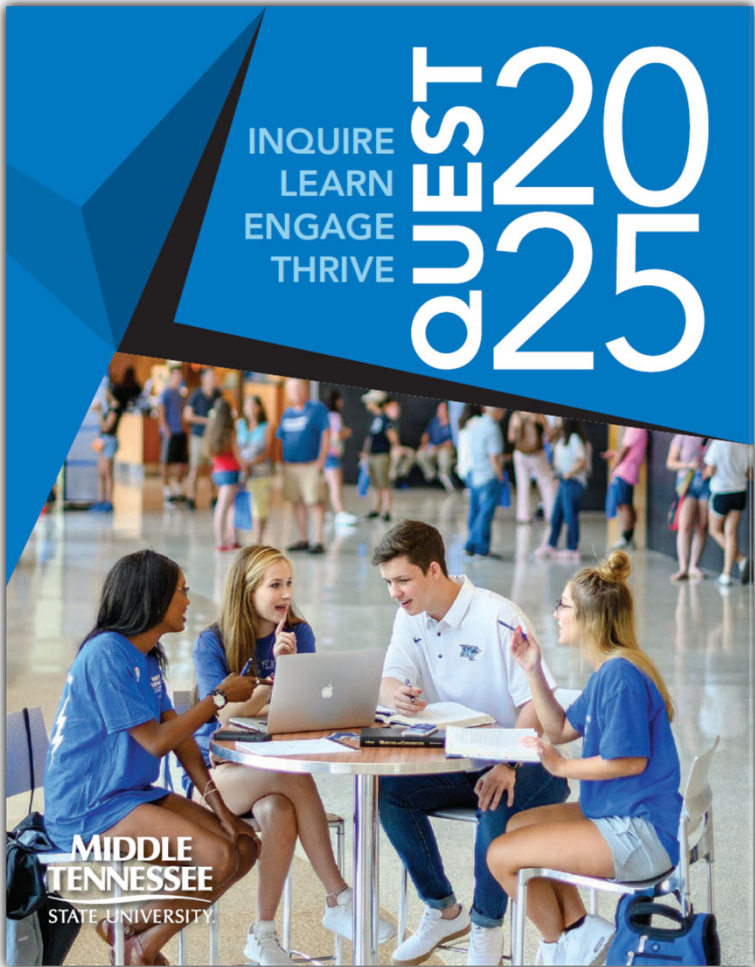
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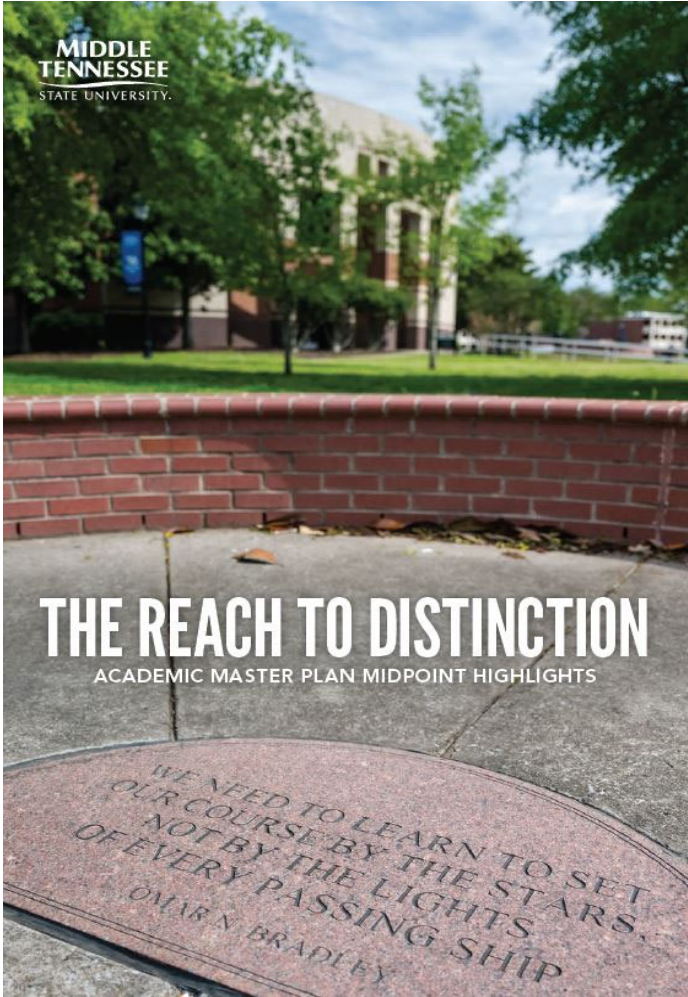
## Other measures

	All Undergrads	White	Black	Pell-Eligible Black Male
Average Earned Hours at Graduation 2019-2020	134.9	135.5	131.4	131.2
Enrolled Terms to Degree 2019-2020	10	9.8	10.1	8.4
Months to Degree 2019-2020	35.1	34.4	35.5	29.5

What are we doing, right now?



General Education Redesign



## A few of the specifics include

- ✔ Measure equity and impact in courses (Gates-funded)
- ✔ Employ appropriate assessment and placement policies (Gates-funded)
- ✔ Faculty insights, DEI focus in transition to remote, online (Gates-funded)
- ✔ Expand early alert, with focus on Black males
- ✔ Increase participation of students of color in tutoring and SI
- ✔ Ensure faculty have support necessary to optimize learning experience
- ✔ MTSU as 1 of 14 schools selected for (Gates-funded) TIISS initiative