

## MINUTES

### MEETING OF AMP – STUDENT CENTERED SUBCOMMITTEE

Monday, March 17, 2014, 10 a.m., Todd Room 227

**Present:** Stephen Bartos, Cosette Collier, Bud Fischer, Martha Hixon, Hailey Horton, Faye Johnson, Marva Lucas, Paula Mansfield, Philip Phillips, Kimberly Tolbert, Jason Vance, Vincent Windrow, Laurie Witherow

- **Review committee charges and expectations**

This committee will be reviewing the goals and objectives of the Academic Master Plan (AMP) to determine if they have been accomplished, need to be revised or need to be removed and new ones generated. The complete Academic Master Plan Report is available On the Academic Affairs web page at <http://www.mtsu.edu/provost/masterplan/amp.pdf> . The updates can be found at <http://www.mtsu.edu/provost/AMP12-13.pdf> . This report includes yearly updates for each objective and identifies those that have been met.

- **Review AMP Data**

After reviewing the AMP Blueprint let Dr. Fischer know what data you feel is needed. The Office of Institutional Effectiveness, Planning and Research (IEPR) website, [www.mtsu.edu/iepr/](http://www.mtsu.edu/iepr/) has great data available. The QEP – Information tables were provided to the committee prior to the meeting. The table contains access information for many datasets and reports available on the IEPR site.

- **Discuss what type of additional data is needed by subcommittee**

Committee members had the following inquiries -

- Does EXL include scholarships? If so, are students aware of the availability?
- How many students participate in EXL and how many graduate each year?
- Is the Career Center using EXL course completion to promote employment?
- Are students made aware of and encouraged to participate in EXL opportunities
- Can data be obtained regarding the increase/decrease of the number of students enrolling in EXL courses?
  
- Do all majors offer EXL courses? Where are the courses located?
- How many people are using MyMT?
- How many classes use D2L?
- How many people are in living learning communities?

- What classes in living learning communities do not make?
- Are grades higher in living learning communities?
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- **Discuss strategies from the current report and determine status of implemented**

Some suggestions discussed by the committee were –

- Encourage student participation in co-curricular activities, e.g. debate team, solar car project, etc. Students should join organizations early in their college career.
- How should the university make programming fit the student's schedule?
- Students need to be made aware of *My MT*. Volunteer/service hours can be entered, stored and a report can be generated of their total hours. Maybe modules should be added for research and co-curricular activities. Possible goal that all students will be aware of My MT within two years.
- More scholars and professionals should be invited to speak in classes. Enhance student learning through alumni contact. Increase access to possible employers.
- More soft spaces on campus; areas where students and students and/or students and faculty can interact.
- Engage students in learning centered technology. Schedule Learning Community classes during hours more conducive to student attendance.
- MTSU needs to promote a positive learning environment.
- Does the university still have "Learning Living Communities"? How many students are participating? How many are participating in paired classes? Which classes don't make? Are the grades higher/ graduation rate higher for those participants?
- Opportunities should be offered for alumni to continue lifelong learning.
- How integrate all programming into student experience?

Dr. Fischer's office will contact committee members within the week to schedule the next meeting.

With no further business, the meeting was adjourned.

Respectfully submitted,  
Nancy W. Miller