

# State of Academic Affairs

Tennessee State University

August 19, 2010



# Welcome Back

- Academic Affairs
  - Dr. Kathleen McEnerney
  - Dr. Patricia Crook
  - Dr. Ken Looney
  - Dr. Evelyn Nettles
  - Ms. Layla Bonner
  - Ms. Mary Gamble
  - Ms. Chris Word



# Academic Affairs

- Colleges and Schools
  - College of Arts and Sciences – Int. Dean Gloria Johnson
  - College of Business – Dean Tilden Curry
  - College of Education – Dean Peter Millet
  - College of Engineering, Technology and Computer Sciences – Dean S. Keith Hargrove
  - College of Health Sciences – Int. Dean Rosemary Theriot
  - College of Public Service and Urban Affairs – Int. Dean Bruce Rogers
  - School of Agriculture and Consumer Sciences – Dean Chandra Reddy
  - School of Nursing – Dean Kathy Martin
  - School of Graduate Studies and Research – Int. Dean Alex Sekwat



# Academic Affairs

- Library and Media Centers – Dr. Yildez Binkley
- Center for Service Learning and Civic Engagement – Dr. D. Sue Fuller
- Testing – Dr. Yancey Padget
- SACS Accreditation – Dr. Timothy Quain
- WRITE Program – Dr. Samantha Morgan-Curtis
- Banner Services and University Protocol Officer – Dr. John Cade
- Massie Chair of Excellence – Dr. Lonnie Sharpe



# Academic Affairs, cont.

- Registrar – Ms. Vickie Holmes
- Honors Program – Dr. Sandra Holt
- Academic Enrichment, Advisement, and Orientation – Dr. Monetha Reaves
- Faculty Support Center – Dr. G. Pamela Burch-Sims
- USAF ROTC – Lt. Col. Karon Uzell-Baggott
- Center for Extended Education and Public Service (Avon Williams Campus) – Dr. Evelyn Nettles
  - RODP and On-line
  - Non-Credit



# Promoted

- Boadi, William Chemistry
- Dhakal, Dharmenda Economics and Finance
- Dixon, Rebecca Language, Literature Phi
- Elliott, Robert Music
- Forcey, Stefan Physics and Math
- Gardner-Jones, Carla Biological Sciences
- Jackson, Coreen Communications
- King, David Business Information
- Moore, Joshua Chemistry
-



# Promoted -continued

- Oatis-Ballew, Robin      Psychology
- Okoro. Cosmos            Chemistry
- Phambu, Nsoki            Chemistry
- Popkin, Joan              Psychology
- Ray, Achintya             Economics and Finance
- Reed, Michael             Physics and Mathematics
- Stratton, Martha         Biological Sciences
- Wang, Xiaofei             Biological Sciences
- Wiemers, Roger         Education Admin
- Xiaoming, Li              Business Admini



# Tenured

- Ashford, John      Speech Path and Audiology
- Ault, Lara      Psychology
- Burks, Geoffrey      Physics and Mathematics
- Dixon, Rebecca      Language, Lit and Philos
- Dunson, Samuel      Art
- Elliott, Robert      Music
- Forcey, Stefan      Physics and Mathematics
- Gardner-Jones, Carla      Biological Sciences
- Ghosh, Soumen      Economics and Finance





# Tenured-continued

- Jackson, Coreen                      Communications
- King, David                              Business Information Systems
- Machara, Margaret                      Consumer Sciences
- McBride, Michael                      Art
- Moore, Joshua                              Chemistry
- Oatis-Ballew, Robin                      Psychology
- Phambu, Nsoki                              Chemistry
- Popkin, Joan                              Psychology
- Ray, Achintya                              Economics and Finance



# Tenured-continued

- Reed, Michael                      Physics and Mathematics
- Smith, Robert                      Criminal Justice
- Wang, Xiaofei                      Biological Sciences
- Xiaoming, Li                      Business Administration

# First TSU Faculty 1912



# Classroom Response System (Clickers)

- Main goal: to engage, assess and increase student success
- Format
  - Instructor asks question
  - Students respond
  - Data instantly reviewed
- Can be linked to individual students
- Can collect and analyze data



# Applications

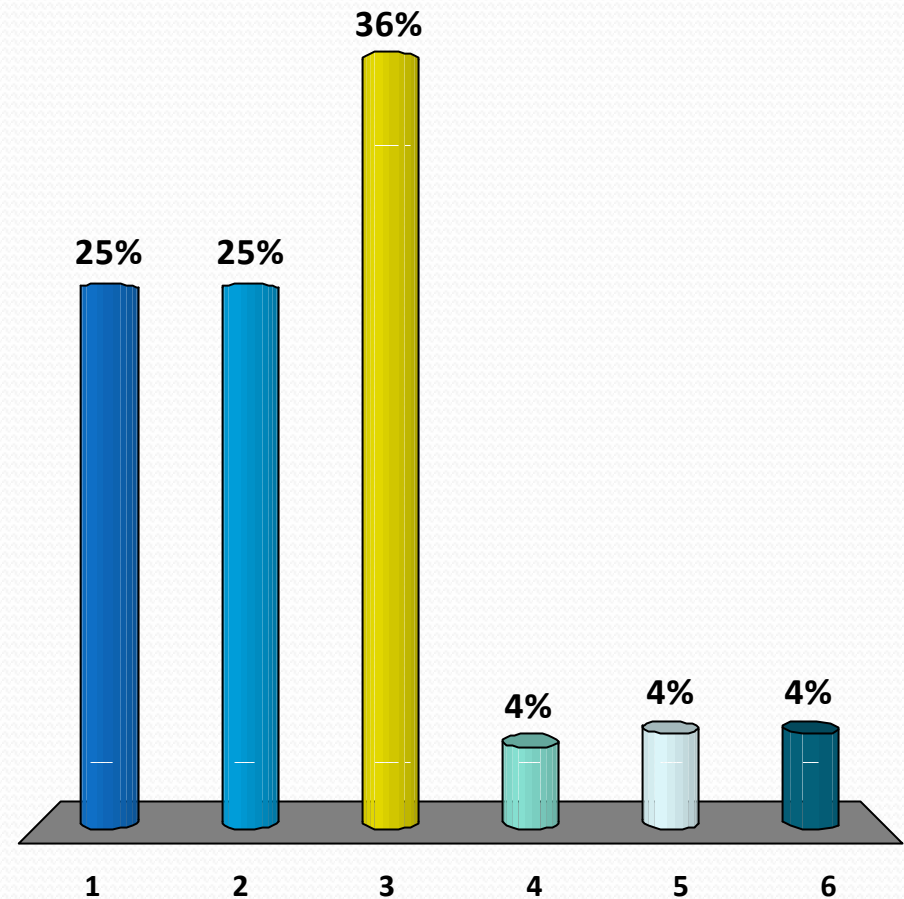
- Engage students through practice or review questions
- Conduct opinion surveys
- Pre-test/Post-test/Quizzes
- Attendance
- Generate instant feedback
- Monitor understanding
- Gather research or classroom assessment data
- Honest answers to controversial topics
- Student Evaluation of Instruction??

# Opinion about clickers in class

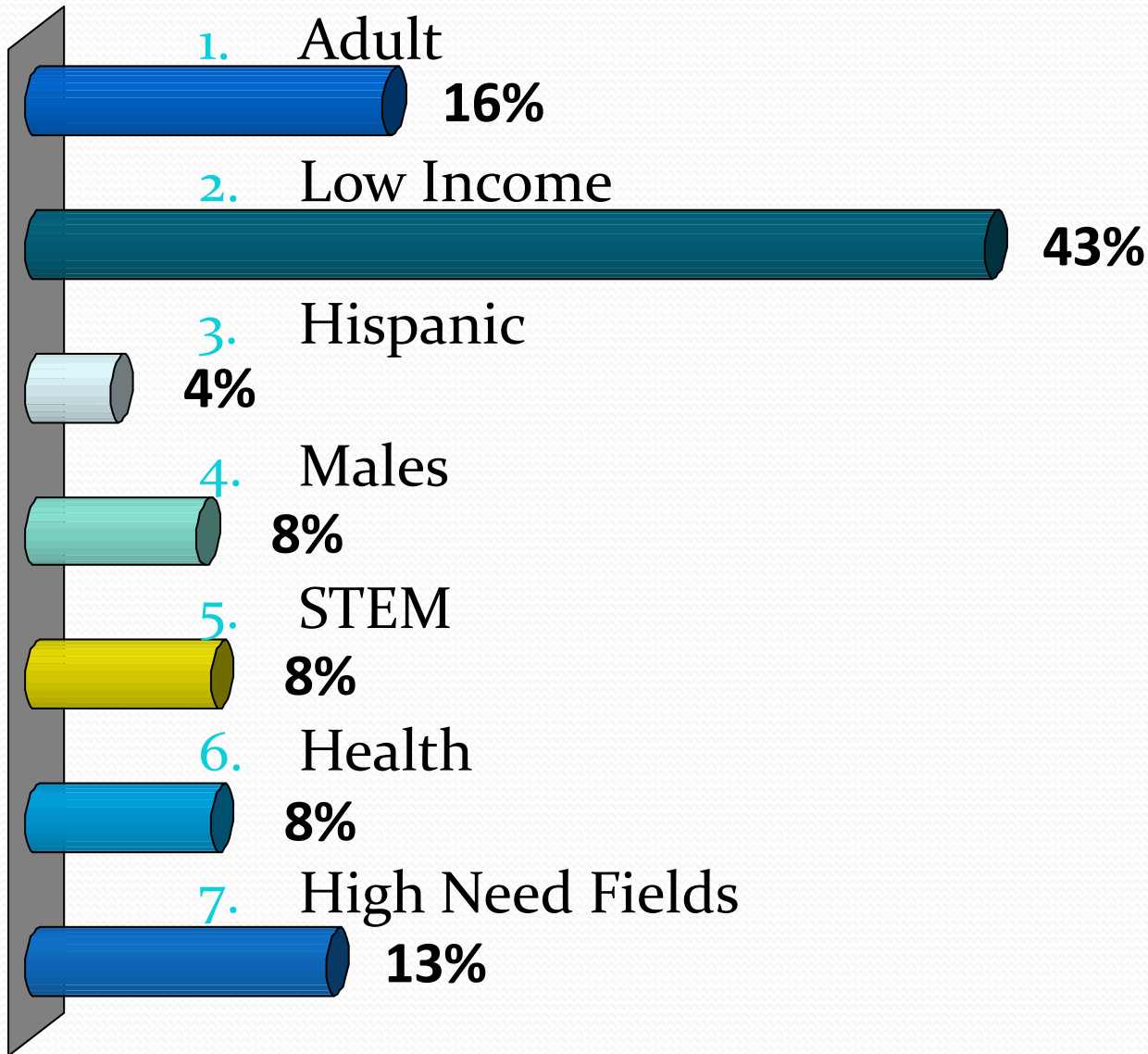
- |     |    |  |
|-----|----|--|
| 16% | 1. | I've used them and found that they enhance student learning                |
| 5%  | 2. | I've used them but have mixed opinions                                     |
| 63% | 3. | I haven't used them but think clickers might work in my class. Sign me up! |
| 16% | 4. | I haven't used them and probably won't                                     |

# Demographic Example: I am

1. Professor
2. Associate Professor
3. Assistant Professor
4. Adjunct/Temp
5. Staff
6. Other

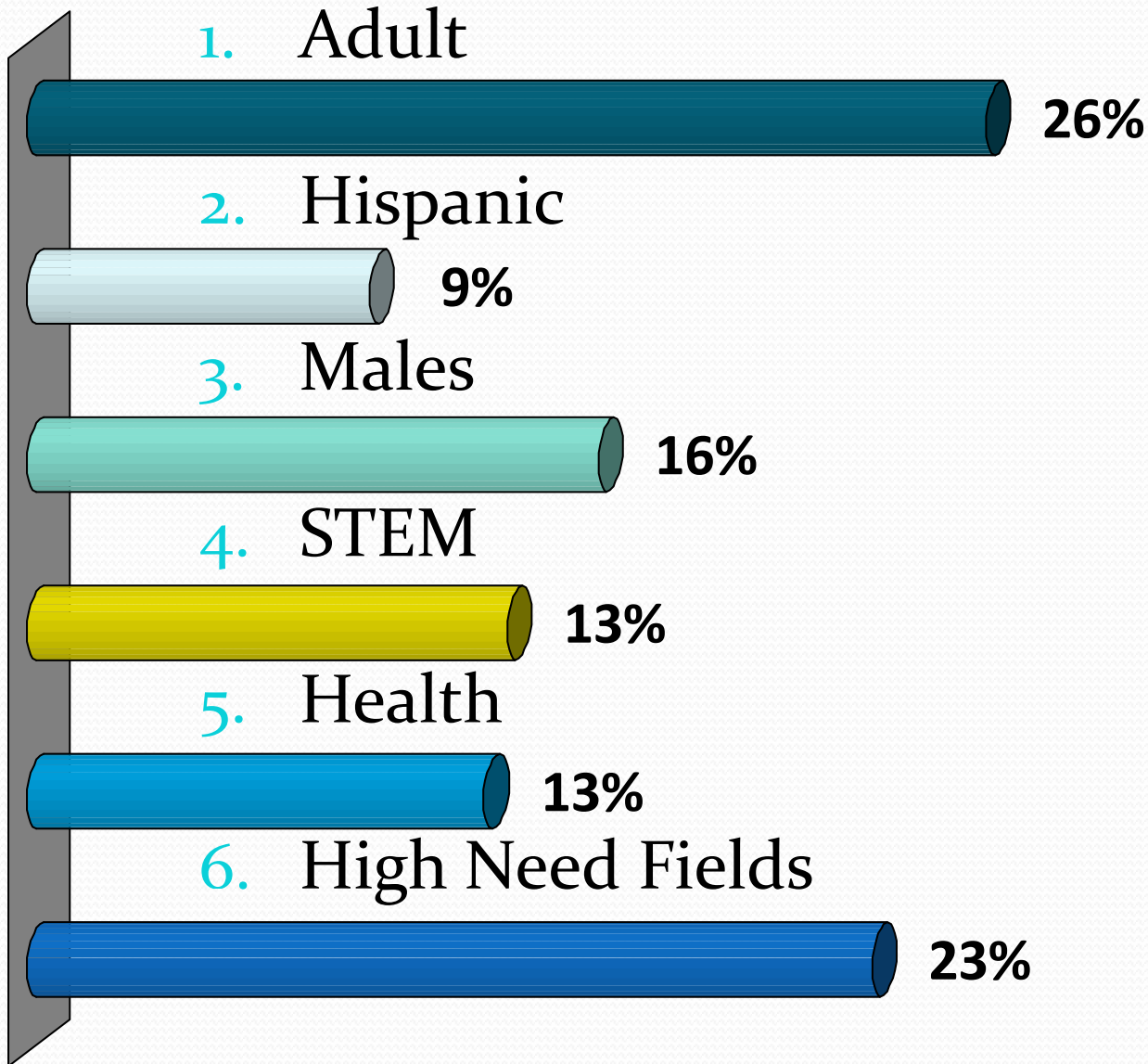


# Which population should TSU measure for Formula Funding



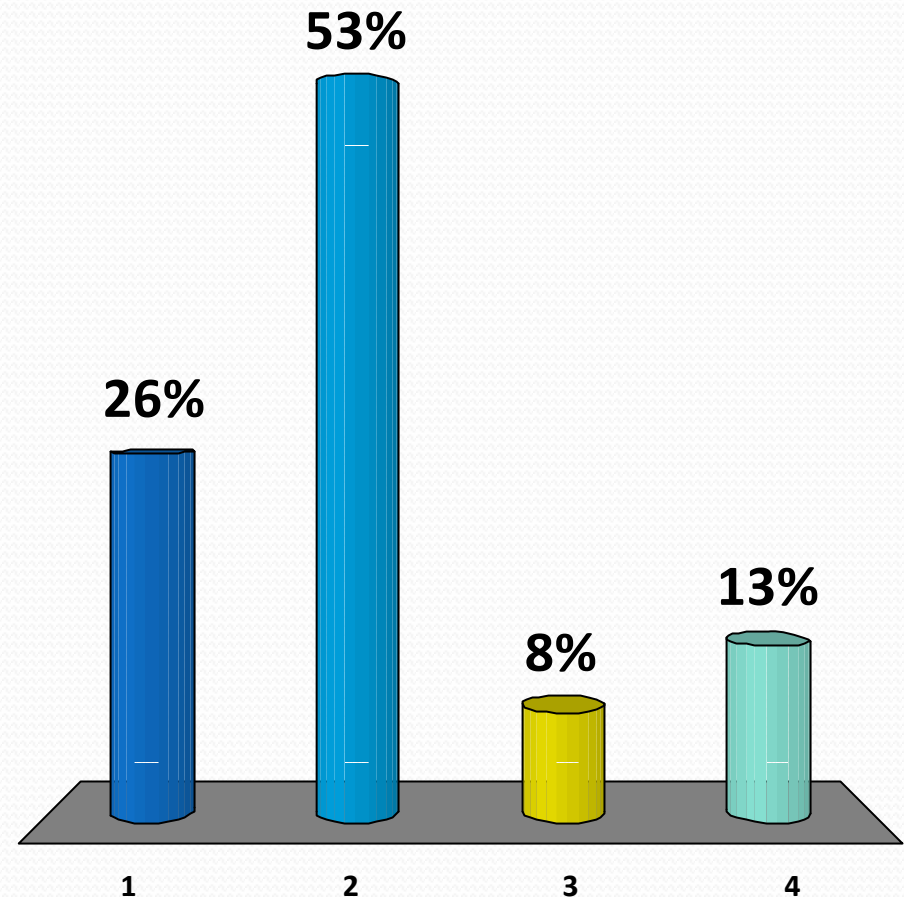


# Which population should TSU measure for Formula Funding



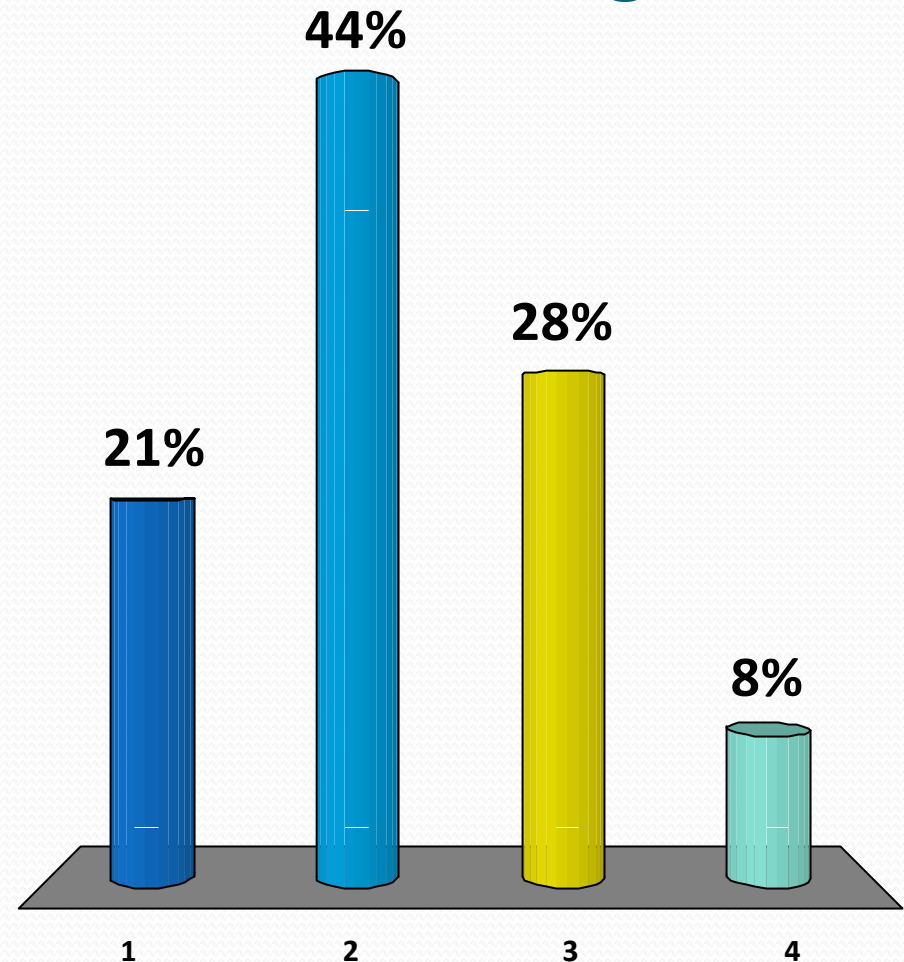
# Which is the best student learning outcome

1. Understand the principles of physiology
2. Apply physiological principles to case studies
3. Describe osmosis
4. Diagram the Krebs cycle



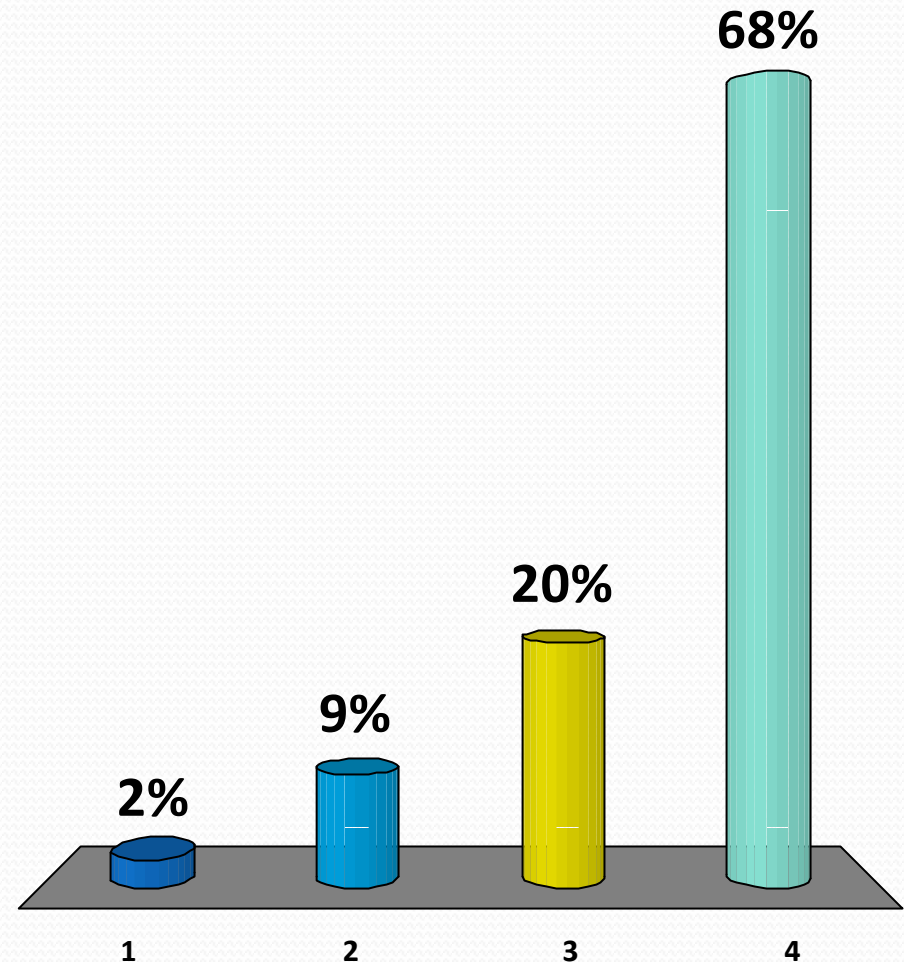
# Faculty in my department use assessment effectively to improve student learning

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



# As a result of the May flood

1. I had major problems, had to leave my home, lost valuable possessions
2. I had major problems but did not have to leave my home or lose valuables
3. I had minor problems with basement and/or roof repair
4. I had no problems





# Congratulations

- Dr. Arie Halachmi
- Dr. Chandra Reddy – Soil Science Fellow
- Common Reader –TigerREAD – The Parable of the Sower
- Race to the Top - \$8M
- SACS report completed
- Forensics Team won 266 awards in Fall 09/10 (of 92 universities, 3rd in nation in poetry, 3rd in nation in dramatic interpretation)
- Inaugural Nashville Debate League Institute – 40 HS participants and 20 coaches
- Dr. Iris Johnson-Arnold 2010 Scholar-Mentor Award at National Black Association of Speech Language and Hearing's Annual Convention
- Dr. Tom Bukoskey – TSU Teacher of the Year
- Dr. Arie Halachmi – Paul van Riper Award of ASPA



# Research Grants

- Incentive Award
  - Total awards distributed 07/08 \$144,000
  - Total awards distributed 08/09 **\$180,666**
  - 119 individual awards
  - From \$50 to \$8,385
- Research Awards
  - 7.5% (\$3.1M) of \$40M in student stipends
  - 70% (\$28M) of \$40M in release time



# The A-List

- [Whatwilltheylearn.com/a-list](http://Whatwilltheylearn.com/a-list)
- Over 700 colleges and universities
- TSU earned A for curriculum
- One of 16 universities in the country
- One of 2 universities in TSU and only HBCU



Write ◊ Reflect ◊ Integrate ◊ Transfer ◊ Excel





# Early Intervention Policy

- New retention and probation standards effective this semester
- Students' academic standing printed on academic transcripts and grade reports each semester
- Four academic standing categories
  - Good standing
  - Probation
  - Suspension
  - Readmitted on Probation/Suspension appeal

# Early Intervention Policy

## Retention Requirement

Current Requirements	Proposed New Minimum GPA Requirements Effective Fall 2010
0-14 hours attempted- No Minimum GPA	<b>0-15 hours attempted-Not less than 1.5 cumulative GPA</b>
15-30 hours Attempted- Not less than a 1.4 cumulative GPA	<b>16-30 hours attempted -Not less than 1.7 cumulative GPA</b>
30-50 quality hours attempted- Not less than a 1.7 cumulative GPA	<b>31-45 hours attempted-Not less than 1.8 cumulative GPA</b>
51-67 quality hours attempted-not less than a 1.9 cumulative GPA	<b>46-59 hours attempted- Not less than a 1.9 cumulative GPA</b>
ABOVE 67 quality hours attempted- not less than a 2.0 cumulative average: and satisfactory completion of all developmental or remedial courses	<b>60 and above hours attempted -Not less than 2.0 cumulative GPA</b>

# Early Intervention Policy

## Transfer Requirement

Current Transfer Requirements	Proposed Required GPA Effective Fall 2010
0-14 No minimum GPA	<b>0-15 hours attempted-Not less than 1.5 cumulative GPA</b>
15-29 Not less than a 1.4 GPA	<b>16-30 hours attempted -Not less than 1.7 cumulative GPA</b>
30-50 Not less than 1.7 GPA	<b>31-45 hours attempted-Not less than 1.8 cumulative GPA</b>
51-67 Not less than a 1.9 GPA	<b>46-59 hours attempted- Not less than a 1.9 cumulative GPA</b>
ABOVE 67 quality hours attempted- not less than a 2.0 cumulative average: and satisfactory completion of all developmental or remedial courses	<b>60 and above - Not less than a 2.0 cumulative GPA</b>



# Communication

- MyTSU
  - Groups icon (upper right side)
  - Faculty communication
  - Files
    - Data portraits
    - Enrollment trend data
    - SACS Preliminary Report
    - VPAA uploads
      - Documents sent to deans and directors
      - General announcements



# Common Reader

- Pilot Study 09/10
- Octavia Butler's *The Parable of the Sower*
- Part of first-year orientation program and ENG 1010
- 1534 Books purchased for students
- Study guides with questions (Parham, Houston, Dixon, Morgan-Curtis)
- Dr. Sandra Govan, a prominent scholar on speculative fiction in general and Octavia Butler in particular, was part of student lecture series



# Common Reader, cont.

- 42 classes
  - 32 orientation and 10 English
- Faculty Survey
  - 10 responses
  - Indicated students neutral about TigerREAD but enthusiastic about the choice of book
  - Most indicated that common reader program was useful for interdisciplinary teaching and critical thinking



# Common Reader Recommendations

- Continue program
- Select book in Fall, seek faculty text recommendation
- Include faculty from diverse disciplines
- Students responsible for purchase
- Develop learning outcomes to emphasize cross-disciplinary learning, critical thinking, and transference of skills
- Text integrated into courses and curriculum
- Program integrated into campus and local events
- Additional curricular support (e.g. assignments)



# Retention Task Force

- Recommendations
  - Long Range Retention Plan
  - Implementation of CLASS
- The 1338
  - 51.55% of freshmen
  - 62% female
  - 97.5% traditional age
  - Mean ACT 18
  - In state 67%
  - 74% enrolled in >1 DSP courses





# Assessment



# Academic Program Review and Accreditation

- All creditable programs at TSU are accredited at this time.
- All non-creditable programs are scheduled to participate in TBR'S academic audit or program review in 5 year cycle.



# Accreditation 2009-2010

- College of Education –NCATE Accreditation continued to Spring 2016
- College of Engineering ABET reaccreditation to 2016 visit November 2009 to review Mechanical, Electrical Architectural and Civil Engineering.
- Computer science-ABET accreditation through 2012
- Commission on Accreditation for Dietetics Accreditation continued accreditation .
- Master's in Social Work CSWE- Candidacy of Master's in Social Work granted
- Occupational Therapy ACOTE- Continued accreditation of Masters of Occupational
- Respiratory Care-COARC Continued accreditation for BS in Respiratory Care.
- Physical Therapy - CAPTE-Reaffirm accreditation for maximum of 10 years




# Program Review- Graduate

- MS Biology 2006
- MS Chemistry 2008
- MA English 2008
- MA Math 2008
- PhD Pub. Admin 2008
- MS Ag Sciences 2009
- MS Biology 2009
- MS Comp/ Info 2009
- PhD Comp/ Info 2009
- PhD Biol. Sciences 2010
- MS Engineering 2010
- MS Psychology 2010



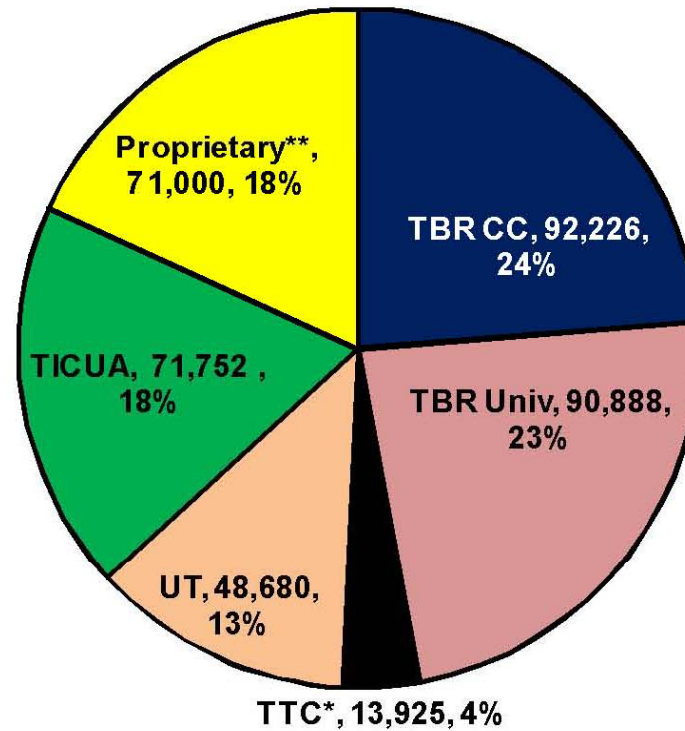
# Academic Audit- Undergraduate

- **Biology** 2006
  - **Sociology** 2006
  
  - **Mathematics** 2007
  - **Physics** 2007
  - **Pol. Science** 2007
  
  - **Foreign Language** 2008
  - **English** 2008
  - **Speech Pathology** 2008
  - **Psychology** 2008
- **Agricultural Sciences** 2009
  - **Africana Studies** 2009
  - **Health Sciences** 2009
  
  - **Arts & Sciences** 2010
  - **Spch Comm/Theatre** 2010
  - **Criminal Justice** 2010



# Academic Affairs Data

# Headcount by Sector Fall 2009

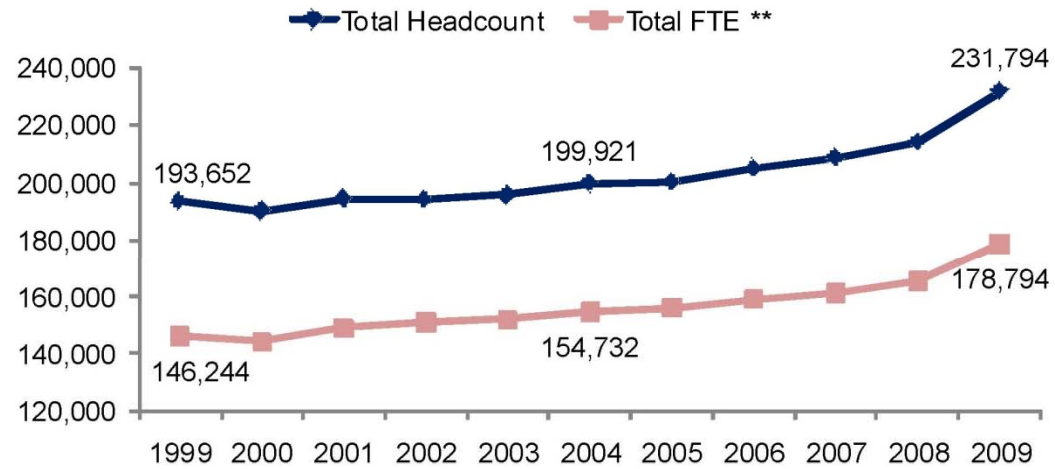


\* Tennessee Technology Center (TTC) enrollment reflects preliminary fall 2009 FTE.

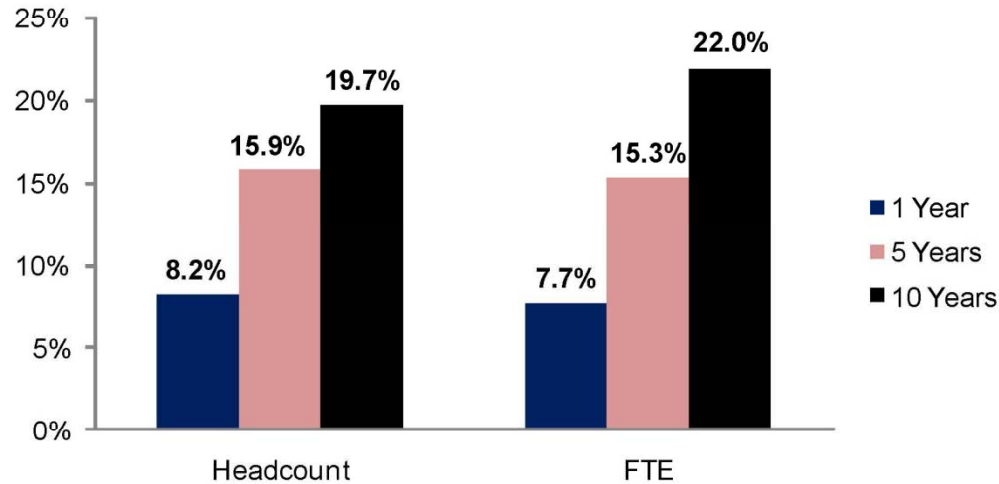
\*\* Proprietary enrollment is estimated for fall 2009.

**Total enrollment in Tennessee higher education  
388,471**

## Public Higher Education\* Enrollment Trends Fall 1999 - Fall 2009



## Fall 2009 Percent Change



\*Includes public universities and community colleges only

\*\*Full-Time Equivalent (FTE) Enrollment: For undergraduate students, the total credits attempted divided by 15. For graduate students, the total credits attempted divided by 12.



## Headcount Enrollment Fall Terms 1999 and 2004-2009

Institution	1999	2004	2005	2006	2007	2008	2009
<b>Universities</b>							
Austin Peay	7,440	8,650	8,814	9,207	9,084	9,401	10,188
East Tennessee*	11,423	11,869	11,894	12,390	13,118	13,646	14,421
Middle Tennessee	18,993	22,322	22,554	22,863	23,246	23,866	25,188
Tennessee State	8,836	9,100	8,880	9,038	9,065	8,253	8,824
Tennessee Tech	8,584	9,217	9,312	9,733	10,321	10,793	10,847
Univ. of Memphis	20,301	20,668	20,465	20,562	20,376	20,214	21,420
<b>TBR Total</b>	<b>75,577</b>	<b>81,826</b>	<b>81,919</b>	<b>83,793</b>	<b>85,210</b>	<b>86,173</b>	<b>90,888</b>
UT Chattanooga	8,604	8,689	8,656	8,923	9,558	9,807	10,526
UT Knoxville**	26,444	25,671	26,294	26,560	27,385	27,881	27,221
UT Martin	5,741	6,098	6,478	6,888	7,171	7,574	8,096
UTMHSC	2,115	2,139	2,260	2,425	2,655	2,671	2,837
<b>UT Total</b>	<b>42,904</b>	<b>42,597</b>	<b>43,688</b>	<b>44,796</b>	<b>46,769</b>	<b>47,933</b>	<b>48,680</b>
<b>Total Universities</b>	<b>118,481</b>	<b>124,423</b>	<b>125,607</b>	<b>128,589</b>	<b>131,979</b>	<b>134,106</b>	<b>139,568</b>

## Degrees Awarded by Institution Academic Year 2008-09

Institution	Associate	Bachelors	Certificate	Masters	Ed. Specialist	Prof.	Doctoral	Total
Austin Peay	158	1,161	0	250	4	0	0	1,573
East Tennessee*	0	1,878	17	559	18	61	75	2,608
Middle Tennessee	0	3,789	9	682	95	0	24	4,599
Tennessee State	112	948	5	401	25	0	60	1,551
Tennessee Tech	0	1,528	0	544	260	0	17	2,349
Univ. of Memphis	0	2,590	45	862	10	121	132	3,760
<b>TBR Total</b>	<b>270</b>	<b>11,894</b>	<b>76</b>	<b>3,298</b>	<b>412</b>	<b>182</b>	<b>308</b>	<b>16,440</b>
UT Chattanooga	-	1,256	0	377	27	0	50	1,710
UT Knoxville**	-	4,107	42	1,628	17	200	277	6,271
UT Martin	-	1,018	0	115	0	0	0	1,133
UTMHSC	-	100	0	126	0	385	133	744
<b>UT Total</b>	<b>0</b>	<b>6,481</b>	<b>42</b>	<b>2,246</b>	<b>44</b>	<b>585</b>	<b>460</b>	<b>9,858</b>
<b>Total Univ.</b>	<b>270</b>	<b>18,375</b>	<b>118</b>	<b>5,544</b>	<b>456</b>	<b>767</b>	<b>768</b>	<b>26,298</b>

\*Includes ETSU Medical and Pharmacy Schools

\*\*Includes UT Space Institute and UT Veterinary School

## Six Year Graduation Rates\*

Institutions	First-Time, Full-Time Freshmen	Grads from Admitting Institution		Grads from Other Institutions		Total Public Higher Education Graduates	
		#	%	#	%	#	%
Austin Peay	969	304	31.4%	50	5.2%	354	36.5%
East Tennessee	1,568	652	41.6%	98	6.3%	750	47.8%
Middle Tennessee	2,969	1,364	45.9%	173	5.8%	1,537	51.8%
Tennessee State	1,168	472	40.4%	21	1.8%	493	42.2%
Tennessee Tech	1,143	565	49.4%	85	7.4%	650	56.9%
Univ. of Memphis	1,933	713	36.9%	77	4.0%	790	40.9%
<b>TBR Total</b>	<b>9,750</b>	<b>4,070</b>	<b>41.7%</b>	<b>504</b>	<b>5.2%</b>	<b>4,574</b>	<b>46.9%</b>
UT Chattanooga	1,382	565	40.9%	146	10.6%	711	51.4%
UT Knoxville	3,529	2,071	58.7%	237	6.7%	2,308	65.4%
UT Martin	969	459	47.4%	74	7.6%	533	55.0%
<b>UT Total</b>	<b>5,880</b>	<b>3,095</b>	<b>52.6%</b>	<b>457</b>	<b>7.8%</b>	<b>3,552</b>	<b>60.4%</b>
<b>Total Universities</b>	<b>15,630</b>	<b>7,165</b>	<b>45.8%</b>	<b>961</b>	<b>6.1%</b>	<b>8,126</b>	<b>52.0%</b>

\*Includes fall 2003 first-time freshmen and summer first-time freshmen who continued in fall 2003 matched to graduates through 2008-2009.

## Six Year Graduation Rates\* by Institution and Race

Cohort Year:	2001			2002			2003		
	Total	Black	White	Total	Black	White	Total	Black	White
Austin Peay	33.0%	28.5%	36.3%	37.0%	26.6%	40.9%	36.5%	25.5%	39.8%
East Tennessee	43.2%	24.2%	45.4%	47.5%	35.6%	48.2%	47.8%	32.4%	49.0%
Middle Tennessee	48.4%	42.8%	49.3%	50.5%	47.1%	51.5%	51.8%	45.1%	52.6%
Tennessee State	42.0%	43.2%	33.6%	38.6%	39.3%	33.6%	42.2%	42.8%	29.4%
Tennessee Tech	48.3%	32.8%	49.4%	49.2%	35.1%	50.9%	56.9%	64.3%	57.4%
Univ. of Memphis	38.9%	28.4%	44.0%	41.9%	31.4%	46.1%	40.9%	30.1%	48.2%
<b>TBR Total</b>	<b>43.3%</b>	<b>37.5%</b>	<b>46.0%</b>	<b>45.4%</b>	<b>37.7%</b>	<b>48.5%</b>	<b>46.9%</b>	<b>38.3%</b>	<b>50.3%</b>
UT Chattanooga	50.1%	49.6%	50.7%	47.1%	41.5%	49.7%	51.4%	45.7%	54.4%
UT Knoxville	63.9%	48.3%	65.6%	64.1%	57.0%	65.2%	65.4%	56.8%	66.7%
UT Martin	48.2%	37.8%	51.3%	53.1%	39.7%	57.5%	55.0%	45.0%	56.7%
<b>UT Total</b>	<b>58.7%</b>	<b>45.8%</b>	<b>60.9%</b>	<b>58.7%</b>	<b>46.9%</b>	<b>61.3%</b>	<b>60.4%</b>	<b>49.5%</b>	<b>62.7%</b>
<b>Total Universities</b>	<b>49.3%</b>	<b>39.5%</b>	<b>52.4%</b>	<b>50.4%</b>	<b>40.1%</b>	<b>53.7%</b>	<b>52.0%</b>	<b>41.4%</b>	<b>55.4%</b>

\*Six year graduation rate for 2003 includes fall 2003 first-time freshmen and summer first-time freshmen who continued in fall 2003, matched to graduates through 2008-2009.



# Budgeting Topics (C. Brooks)

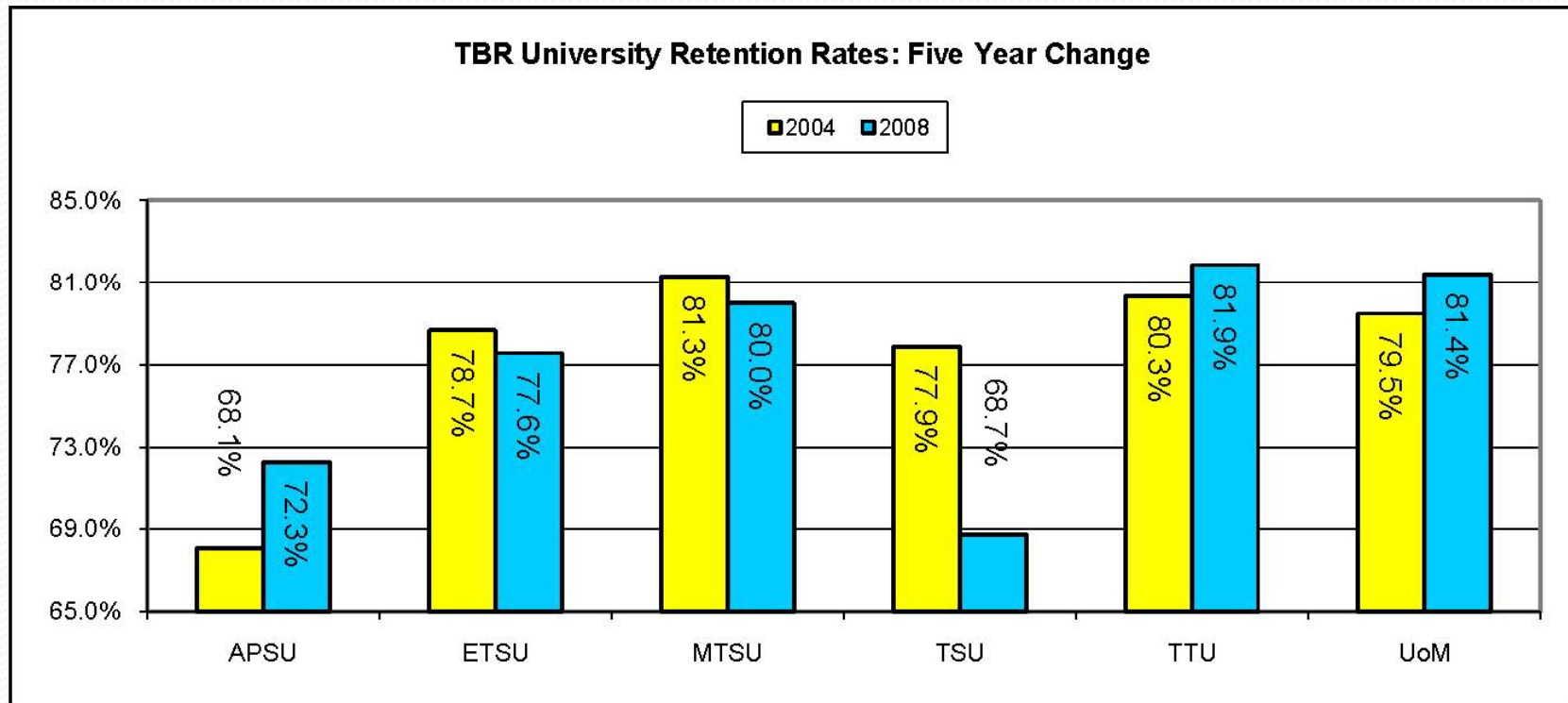
- Appropriations
  - \$2.6 m Additional Reduction
  - ARRA is now State
  - Land Grant Match
- Pay, Employment and Benefits
  - Benefits Rate
  - 90-Day Notice
  - Supplemental Longevity
- Capital Projects
  - \$2.5 m Capital Maintenance
  - No Capital Construction - Library
  - Disclosed Projects
- Tuition and Fees
  - Rate 5% - Growth 1%
  - TBR Rate Flexibility
  - Financial Assistance



# First-Year Student Retention

<u>Year</u>	<u>TSU</u>	<u>Tn. Univ.</u>
2008-2009	73.51	83.1
2007-2008	68.74	81.0
2006-2007	76.80	82.4
2005-2006	75.78	81.98
2004-2005	77.0	81.70
2003-2004	77.0	80.80

# Retention





# Six-Year Graduation Rates

<u>Year</u>	<u>TSU</u>	<u>TBR</u>
2008-2009	42.21	46.31
2007-2008	38.59	45.40
2006-2007	41.99	43.34
2005-2006	42.03	43.84
2004-2005	45.39	43.36
2003-2004	46.43	42.82



# National Survey on Student Engagement NSSE - Samples

- 31% of FY students spend >15 hrs/wk in class prep
- 44% of FY students report that exams are challenging
- 20% of FY students participate in DL; 51% did not
- 34% of FY students say faculty are available and helpful
- 63% of seniors would choose TSU again
- 57% of seniors have participated in service or volunteer work
- 17% of seniors have done research with faculty



# Low Producing Programs

- 18 in 2008
- 26 in 2009
- 2 removed from list
  - MS Agricultural Sciences
  - BS Dental Hygiene
- 10 added to list

# Low Producing Programs 05-09

- B.A. in Foreign Languages
- B.A. in History
- B.S. in Africana Studies
- B.S. in Early Childhood Education
- B.S. in Civil Engineering
- B.S. in Physics
- B.S. in Art
- B.S. in Music
- B.S. Mechanical Engineering \*
- B.S. in Mathematics \*
- B.S. in HealthCare Admin. & Planning \*
- B.S. in Speech Pathology & Audiology
- B.S. in Medical Technology

\*new on list in 2009

# Low-Producing Programs 05-09

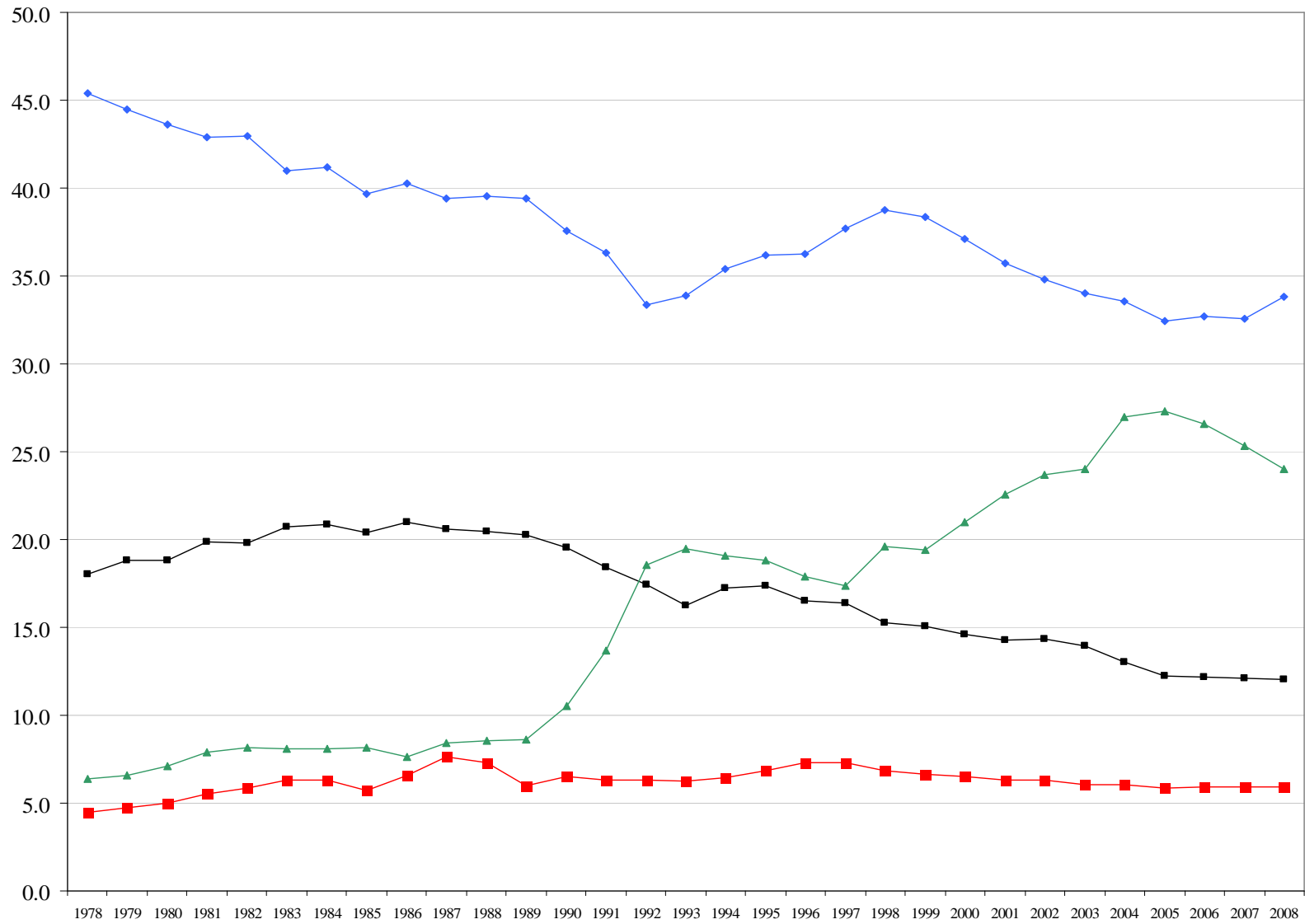
- M.A. in English \*
- M.C.J. in Criminal Justice Administration (w/ MTSU) \*
- M.S. in Mathematical Sciences
- M.S. in Computer & Info. Systems Engineering \*
- M.S. in Music Education
- M.S. in Chemistry
- Ed.S. in School Psychology
- Ph.D. in Biological Sciences
- Ph.D. in Public Administration
- Ph.D. in Computer & Information Systems Engineering \*
- Graduate Certificate in Applied Geospatial Information Systems \*
- Graduate Certificate in Healthcare Administration & Planning \*
- Graduate Certificate in Non-Profit Management \*

\* new on list in 2009

The background is a solid blue gradient. At the top, there are several wavy, overlapping lines in various shades of blue and cyan, creating a dynamic, modern look.

# Budget Management

# Share of State Budget in Tennessee





# October 2009 Revised Budget

- Revenue

- Tuition - # students x tuition
- State Appropriation
- Other (e.g. grants, gifts, athletics)
- Based on new funding formula

- Expenditure

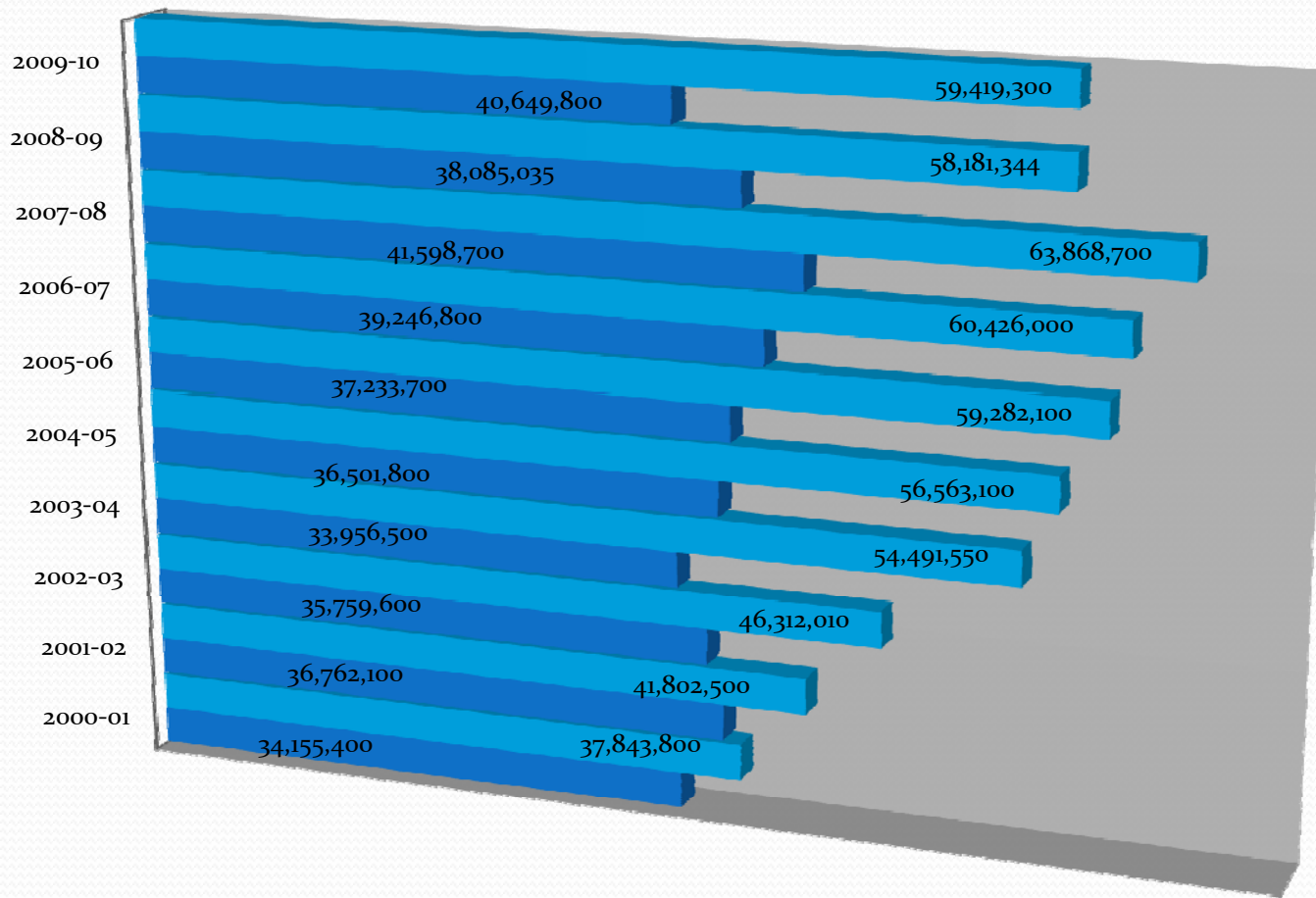
- Personnel approx 72%
- Operating approx 25%
- Other (e.g. travel, equipment) approx 3%

# TENNESSEE STATE UNIVERSITY

## State Appropriations vs. Student Fee Revenue

### Fiscal Years 2001 Through 2010

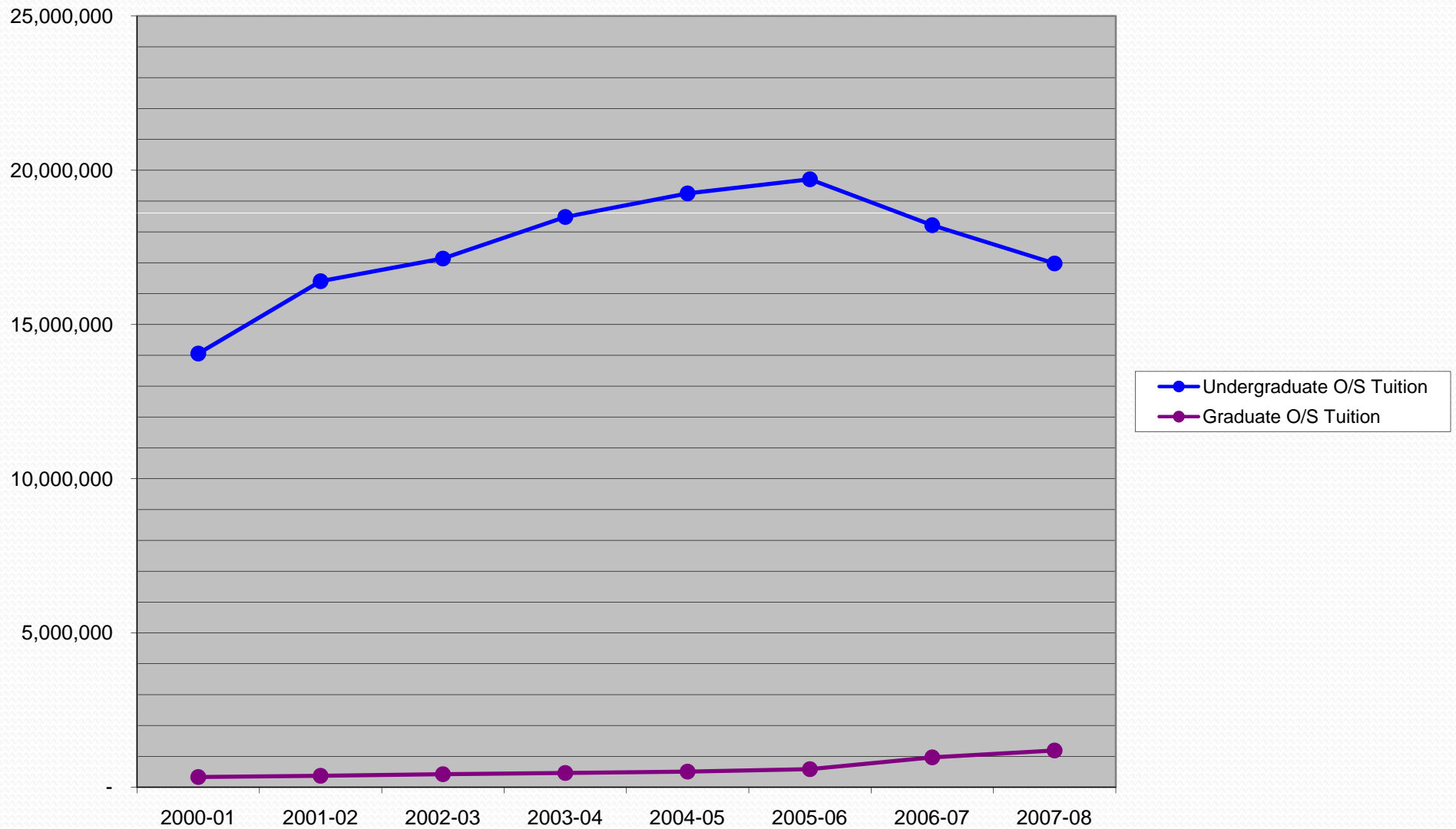
■ Student Fee Revenue ■ State Appropriation





# TENNESSEE STATE UNIVERSITY

## Out-of-State Tuition Revenue 2001 - 2008



# Summer School

- 2006/2007
  - Headcount 2790
  - FTE 1296
  - Revenue \$1.922M
- 2007/2008
  - Headcount 2901
  - FTE 1335
  - Revenue \$2.078M
- 2008/2009
  - Headcount 2687
  - FTE 1191
  - Revenue \$2.052M
- 2009/2010
  - Headcount 2997
    - 1884 Undergraduate
    - 1113 Graduate
  - FTE 1356.72
    - 820.47 Undergraduate
    - 536.25 Graduate
  - Net Revenue \$ 2.313 M



# ROCC Net Revenue Summary

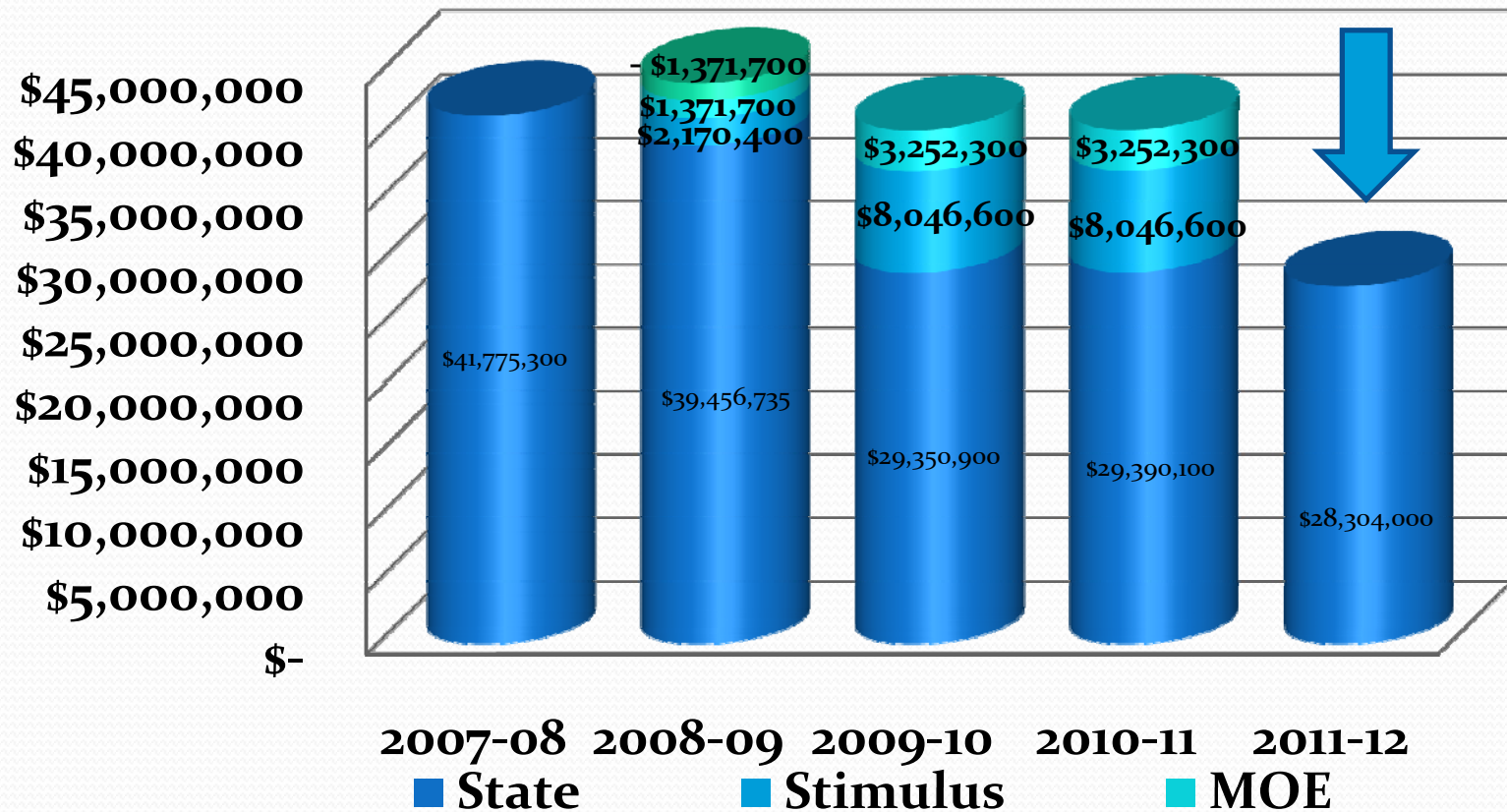
FY2003	\$ 337,962
FY2004	\$ 694,424
FY2005	\$ 686,900
FY2006	\$ 864,214
FY2007	\$1,181,906
FY 2008	\$1,317,031
FY 2009	\$1,502,114



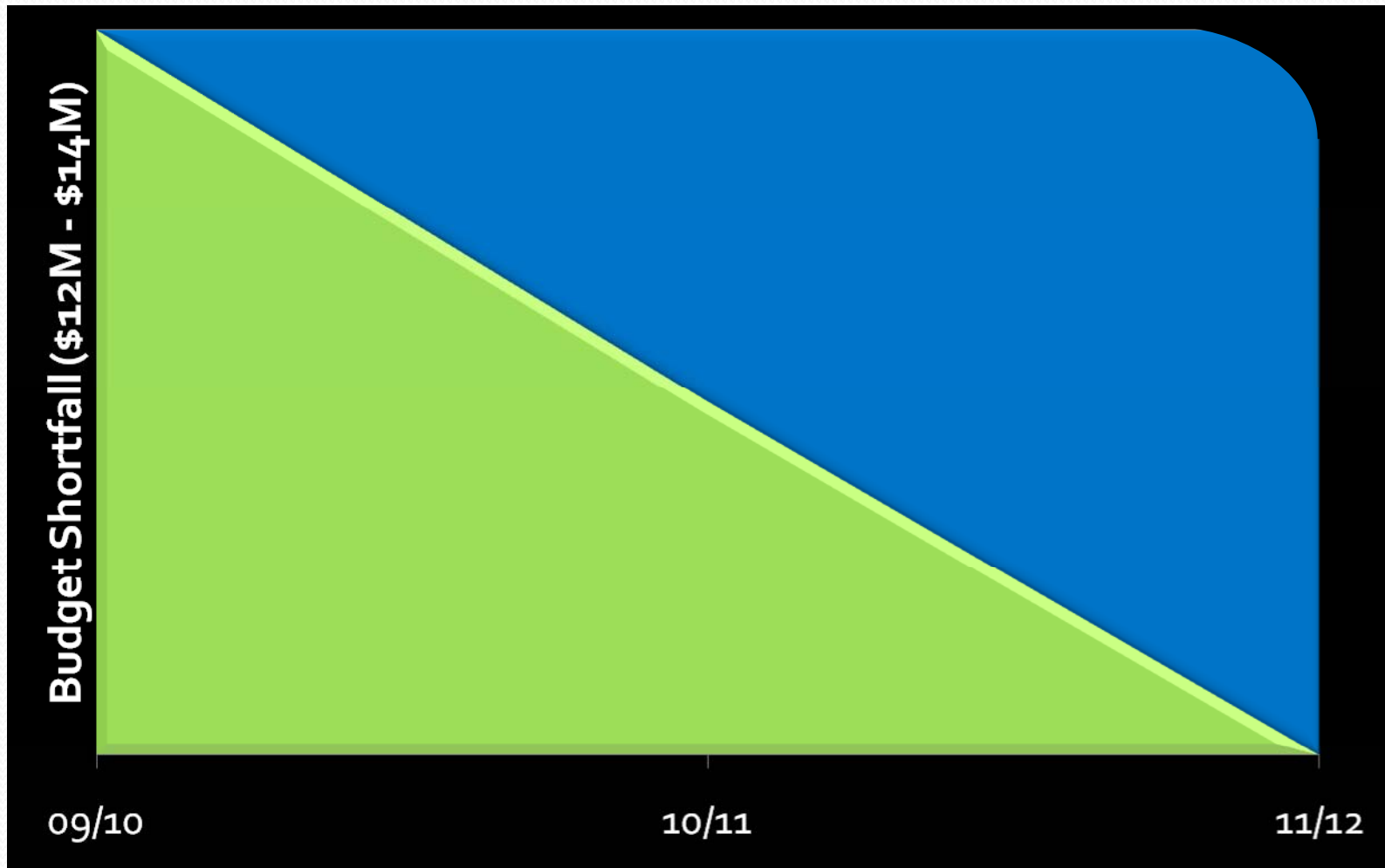
# Budget Management

- Increasing revenue
  - Enrollment (including ROCC) \$6000/IS student
  - Summer school
  - Increasing retention
  - Performance Funding
  - Grants, fundraising
- Decreasing expenditure
  - Personnel
  - Operating
  - Cost efficiencies
  - Other

# Impact of State Budget on TSU



# Budget Shortfall





# Performance Funding

- Tennessee Higher Education Commission (THEC) funding program
  - financially rewards exemplary institutional performance on selected measures of effectiveness
  - public colleges and universities can receive up to 5.45% above their annual formula generated appropriations
- TSU anticipates 85 of 100 points in 2009/10 (78 in 08/09, 84 in 2007/08)
- Each point worth about \$25,000

Std	Description	Max	07/08	08/09	09/10
1.A	Student Learning – General Education	15	12	13	13
1.B	Student learning- Major Field Assessment	10	9	9	10
1.C.1	Accreditation – Academic Programs	5	5	5	5
1.C.2	Undergraduate Program Review	5	5	5	5
1.C.3	Graduate Program Review	5	4	4	4
2.A	Satisfaction surveys-studnets, alumni, employers	10	10	8	8 Est.
3.A	Retention	5	4	2	3 Est.
3.B	Persistence to Graduation	5	3	3	3 est
3.C	Student Persistence Planning Initiative	5	5	5	5
4.A	Institutional Strategic Planning	5	5	5	5
4.B	State Strategic Planning	10	7	5	7
4.C	Articulation and Transfer	5	3	3	3 Est.
5.A	Assessment Pilot	5	5	5	5 Est.
5.B	Assessment Implementation	10	7	7	8 Est.
	<b>TOTAL</b>	<b>100</b>	<b>84</b>	<b>78</b>	<b>85 est.</b>



# PF 2009-2010 points

Standard	Points	Explanation
1.A. Student Learning - General Education	13/15	Mean score on MAPPS below national average.
1.B. Student Learning - Major Field Assessment	9/10	Average credentialing exam scores low
2.A. Survey of alumni satisfaction	8/10	Lower than national mean on “supportive campus environment” (good scores on academic experience)
3.A. Retention	3/5	Low rate of AA return to TSU or other public inst.
3.B. Persistence to Graduation	3/5	Low graduation rate
4.B. State Strategic Planning	7/10	Did not meet goals in non- traditional enrollment, other race students
4.C. Articulation and Transfer	3/5	Did not meet goals to increase non-traditional enrollment and retention.
5.B. Assessment Implementation	8/10	Assessment implementation.

# Community Engagement

# Carnegie Community Engagement Classification

- Defines community engagement as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”



# TSU's Commitment to Community Engagement

- TSU Mission Statement
- Academic Master Plan
- TSU Strategic Plan
- Make student learning more relevant to real world issues
- Improve TSU's image in the Nashville community
- Inspire civic responsibility in students, faculty, staff
- Increase retention by providing quality educational experiences
- Recognize areas of strength in our long history of service

# Carnegie Self-Study Process

February – September 2010

- Opportunity to post challenging question such as
  - Is TSU an institution that authentically focuses on community engagement?
  - How do we work with our communities in ways that provide rich learning experiences for our students while providing genuine service to the community?
  - What is the evidence, structurally, systemically, and programmatically to support this?"



# Value of Self-Study

- Earn Carnegie Classification
- Result in
  - greater awareness of engagement activities, both internally and externally,
  - comprehensive system for tracking those activities, policy revisions to better support engagement, and
  - improvement of the quality and efficiency of our working relationships with communities across the region and world.



# **PROFESSIONAL DEVELOPMENT**

## **Service-Learning Workshops**

**August 23 - 24**

**Consultant Patti H. Clayton,  
Ph.D.**

**Author of more than 60 publications,  
including the newly released,  
*Learning through Critical Reflection:  
A Tutorial for Service-Learning Students  
& accompanying Instructor Version***

***Faculty eligible to apply for \$1000 SL mini-grants***

## Faculty & Staff volunteers needed for the following...

- Work Project Coordinators (WPCs)
- Photographers
- Registration Committee

For more information please contact Andrea Coleman  
Center for Service-Learning & Civic Engagement at  
acoleman@tnstate.edu • 615.963.1263



The Center for  
Service-Learning &  
Civic Engagement

TENNESSEE STATE UNIVERSITY  
4th Annual Community Service Day

August 27th, 2010

IT TAKES ONE STUDENT, ONE CAMPUS, & ONE  
DAY OF SERVICE TO MAKE A DIFFERENCE.





*We Are One*

**4<sup>th</sup> Annual Community Service Day**

**Friday, August 27, 2009 8 AM – 2 PM**

**Gentry Center**

**GOALS:**

1. Demonstrate one of our core values by engaging students in meaningful service to the community
2. Engage first year students with faculty, staff, and upper division students
3. Build positive relationships in the community
4. Raise awareness of Tennessee State University's civic engagement mission
5. Have fun

**VOLUNTEERS NEEDED**



# 2010-2011

- Faculty Handbook
- Clinical Faculty
- Developmental Studies Redesign
- Common Articulation Committees
- Implement Prioritization



# Academic Affairs

## Next Steps in Academic Program Prioritization



# Principles

- Programs must be productive
- Program should be linked to the university mission and vision
- Faculty are fully engaged in the process
- Timelines are short for report, but longer for program phase out
- Process should be transparent and collaborative
- Careful consideration will be given to student advisement



## Principles, cont.

- Careful consideration will be given to faculty/student ratios
- Careful consideration will be given to tenured and tenure track faculty.
- All programs will consider efficient and effective use of resources, including the loss of ARRA and MOE funds in 2012
- Discussions across units, as appropriate, will be held to optimize resources
- Recommendations will be data-informed

# Academic Program

## Prioritization – Follow-Up

- Phase I: Prioritization of Programs by Academic Program Prioritization Task Force
- Phase II: College/School Engagement
- Phase III: Preparation of the Prioritization Operational Program
- Phase IV: Submission of Prioritization Optimization Program Report to President and Cabinet



# To Achieve

- Recommendations of the Task Force on Academic Program Prioritization
- Better focus on degree options
- Optimal utilization of faculty and other resources
- Strengthening of programs that are mission central
- Reducing the number of programs consistent with the recommendation in the Pappas Report
- Goals in the Academic Master Plan
- Quality/Cost-efficiency
- Reallocation of resources to priority academic programs
- Reduction in the number of low-producing programs



# Phase I

- **PHASE I: Presentation of Academic Program Prioritization Task Force Report and Beginning the Conversation**
- **Responsible:** President Johnson and Dr. Reddy
- **Date:** August 19, 2010





## Phase II

- Deans will engage faculty in school/college to create an action plan for each program based on the Academic Program Prioritization Task Force Report
- Open forums will be held in each unit starting at Faculty/Staff Institute.
- Recommendations
  - Close Program
  - Merge or Consolidate Program
  - Retain the Program with cost efficiencies
- Deadline October 8, 2010



# Action Plan for Each Program

- Action: Merger, closure, or cost efficiency
- Action Plan including action steps and timeline
- Number of faculty in program
- Number and titles of non-faculty staff in the program
- Percent of faculty time in program
- Number of faculty and staff reduced if program closed
- Cost savings realized
- Projected enrollment for merged programs
- Individual responsible for action plan and timeline
- Implications for change
- Other information (optional)



# Phase III

- Action plans submitted to Prioritization Operational Plan Advisory Group
  - Faculty, staff, students, alumni
- Compile plans into comprehensive plan
- Deadline Submit to VPAA by November 1, 2010



# Phase IV

- Submission of report to President and Cabinet
- November 15, 2010



# Documents and Resources

- Report of the Academic Program Prioritization Task Force
- THEC Academic Program Review (Low-Producing Programs)
- Complete College Tennessee Act
- Academic Audit/Program Review/Accreditation
- Academic Master Plan
- Pappas Report
- Dickeson RC: Prioritizing Academic Programs and Services. Jossey-Bass, San Francisco, 2010.
- Eckel PD: Decision rules used in academic program closure. JHE 73(2); 237-263; 2002
- Schmid K, Doyle M: Program Prioritization @ISU; Academic Affairs Program Prioritization A2P2 @ WSU: Presentation at SCUP, July 21, 2008.

The background is a solid blue gradient. At the top, there are several wavy, overlapping lines in various shades of blue and cyan, creating a sense of movement and depth. The text is centered in the middle of the frame.

**Go Forth and Do Good Work**