# MTSU Planning Committee

February 22, 2019
1:00 PM
Cope 112

Attending: Andrienne Friedli, Helen Binkley, Horace Johns, Robyn Ridgley, Angela DeBoer, Sanjay Asthana, Jason Vance, Dianna Rust, Xiaowei Shi, Rick Sluder, Faye Johnson, Kathy Thurman, Tom Wallace, David Foster, Tyler Henson, Ronda Vaughter, Bruce Petryshak, Deb Sells, John Vile, Bonnie Allen, Laurie Witherow, Chris Brewer, Lisa Bass, Sylvia Collins, Mary Hoffschwelle, Allison McGoffin

I. **Welcome and Introductions** – Faye Johnson welcomed everyone and everyone introduced themselves.

II. **Update on Quest for Student Success Revision** – Faye Johnson
https://www.mtsu.edu/provost/quest-2018/ The final draft of Quest for Student Success 2025 is on the president's desk for approval along with an implementation chart. It will not go out for campus comment again.

III. **Institutional Effectiveness, Planning, and Research Update**

- Fact Book https://www.mtsu.edu/iepr/factbook/factbook_2018.pdf – Chris Brewer said they condensed the Fact Book from 170 to 24 pages and printed a few. A concerted effort is made to make this book an increasingly more useful reference that familiarizes the reader with the characteristics of the University's students, faculty, staff, programs, services and environment. Suggestions and comments toward these goals are welcomed and appreciated.
- Common Data Set https://www.mtsu.edu/iepr/common_data.php – Mainly used for external reporting.
- Student Achievement Data and Reporting – Sylvia Collins gave a Power Point presentation on the SACSCOC Standard CR 8.1, Student Achievement. A subcommittee of the Planning Committee will work on establishing thresholds of accountability and achievement goals. We must justify our choices and have multiple measures. THEC and SACSCOC are interested in achievement goals and outcomes data. She distributed a chart showing examples of Criteria/Indicator/Measure; Threshold of Acceptability; Achievement Goal; Outcome; and Data.
- Quality Assurance Funding Update – THEC has a new Major Field Test (MFT) standard. Every program has to be evaluated including interdisciplinary programs. About 20 programs that were once exempt will have to be evaluated. IEPR will be meeting with deans to establish the new Major Field Tests.
- Institutional Effectiveness Achievement Reports (IEARs) – Division and unit goals and program learning outcomes are entered into https://mtsu.campuslabs.com/ along with action items, measurement, analysis to close the loop. The annual review cycle is on schedule.
- Student Evaluations of Teaching (SETs) - A1 part of term began SETs today. We are considering extending evaluation period from 7 days to 14. We send one email per day to students to remind them to complete evaluation. Stats show email reminders help, although students complain. Once the evaluation is completed, the emails stop. Fall 2018, we had 44% response.
- Program Reviews this year https://w1.mtsu.edu/iepr/docs/prcalendar.pdf and Accreditation Update *attached*.

IV. **Institutional Mission Profile** – Faye Johnson
https://www.tn.gov/content/dam/tn/thec/bureau/aa/academic-programs/program-approv/resources/THEC%20May%202018%20Agenda%20Institutional%20Mission%20Profiles.pdf
Statute requires that we annually review our Institutional Mission Profile. A motion to approve the revision was made by Helen Binkley, seconded by Angela DeBoer. Committee unanimously approved revision. Revised Institutional Mission Profile will go to MTSU Board of Trustee Executive and Governance Committee for approval on March 18 and to the Board of Trustees on April 3.

V. **MT Engage Update** – Mary Hoffschwelle *Attachment*
We are pleased with the progress made with our benchmarks. We see significant differences in retention and engagement between MT Engage students and non-MT Engage students. We are working to make MT Engage meaningful to students and not just a program. In Fall 2019, all UNIV 1010 courses will be designated MT Engage.

Adjourned 1:57 PM

# Student Achievement

SACSCOC CR 8.1

## CR 8.1 Key Compliance Components

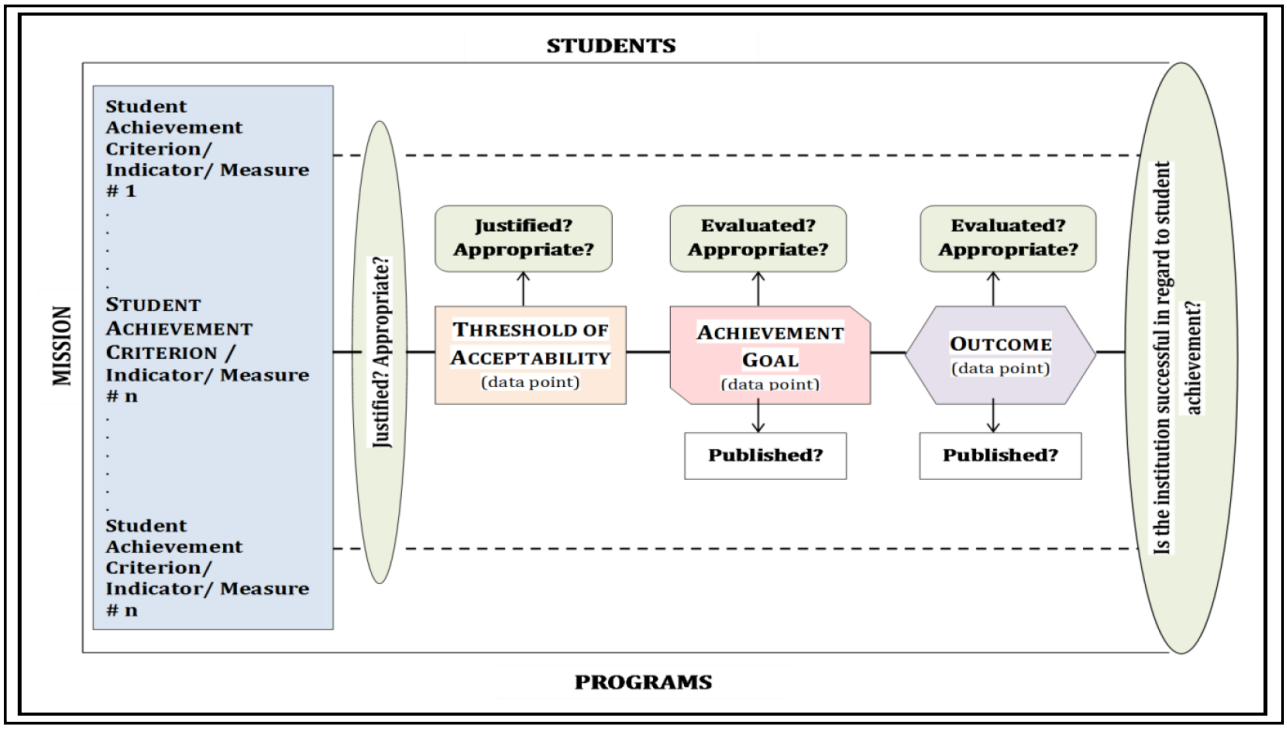
- The institution identifies, evaluates, and publishes GOALS and OUTCOMES for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple MEASURES to document student success.

## CR 8.1 Resource Manual

- [I]t is expected that the institution will demonstrate its success with respect to student achievement and indicate the CRITERIA and THRESHOLDS OF ACCEPTABILITY used to determine that success…The institution is responsible for JUSTIFYING both the criteria it utilizes and the thresholds of acceptability it sets…

## CR 8.1 Selected Key Terms

- Criteria - Items or indicators of student achievement to be measured/evaluated (and published)
- Multiple measures - Several distinct criteria/indicators of student achievement, not multiple ways to measure the same student achievement outcome.
- Goals - Target levels of performance/achievement
- Thresholds of acceptability - Minimal expectation set by the institution to define its own acceptable level of performance
- Outcomes - Actual performance data




# CR 8.1 Commonly Used Measures

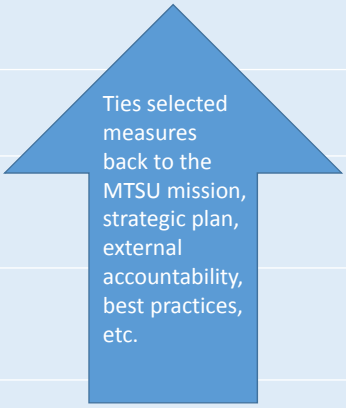
1. Credential completion rates
2. Retention/persistence rate
3. Job placement/post-graduation employment/graduate school acceptance rates
4. Licensure/certification exam pass rates
5. Course completion pass/success rates

Average number of identified student achievement indicators

5.9

# Student Achievement at MTSU

| Criteria/Indicators/Measures | Appropriateness |
|---|---|
| **Course Completion Pass Rates**<br>- by Level<br>- by Instructional Method | |
| **Retention/Persistence Rates**<br>- Fall-to-Spring<br>- Fall-to-Fall | |
| **Graduation Rates**<br>- 4-Year Graduation Rate<br>- 6-Year Graduation Rate<br>- 8-Year Graduation Rate | |
| **Licensure & Exit Exam Pass Rate Rates**<br>- NCLEX<br>- PRAXIS<br>- CCTST (General Education) | |
| **Graduate School Enrollment**<br>% of MTSU students who enroll in graduate school within one year of graduating | |




# Student Achievement at MTSU

| Criteria/Indicators/Measures | Appropriateness |
|---|---|
| **Course Completion Pass Rates**<br>- by Level<br>- by Instructional Method | |
| **Retention/Persistence Rates**<br>- Fall-to-Spring<br>- Fall-to-Fall | MTSU Strategic Plan<br>Key Priority: Student Success |
| **Graduation Rates**<br>- 4-Year Graduation Rate<br>- 6-Year Graduation Rate<br>- 8-Year Graduation Rate | |
| **Licensure & Exit Exam Pass Rate Rates**<br>- NCLEX<br>- PRAXIS<br>- CCTST (General Education) | MTSU Strategic Plan<br>Key Priority: Quality |
| **Graduate School Enrollment**<br>% of MTSU students who enroll in graduate school within one year of graduating | |

# Student Achievement at MTSU

| Criteria/Indicators/Measures | Threshold of Acceptability | Achievement Goal |
|---|---|---|
| **Course Completion Pass Rates**<br>- by Level<br>- by Instructional Method | | |
| **Retention/Persistence Rates**<br>- Fall-to-Spring<br>- Fall-to-Fall | Determine and justify the MINIMUM expectation with data trends, benchmark or comparative data, accreditation standards, etc. | Determine and justify what we would LIKE to achieve using data trends, benchmark or comparative data, accreditation standards, etc. |
| **Graduation Rates**<br>- 4-Year Graduation Rate<br>- 6-Year Graduation Rate<br>- 8-Year Graduation Rate | | |
| **Licensure & Exit Exam Pass Rate Rates**<br>- NCLEX<br>- PRAXIS<br>- CCTST (General Education) | | |
| **Graduate School Enrollment**<br>% of MTSU students who enroll in graduate school within one year of graduating | | |

# Student Achievement at MTSU

| Criteria/Indicators/Measures | Threshold of Acceptability | Achievement Goal |
|---|---|---|
| **Course Completion Pass Rates**<br>- by Level<br>- by Instructional Method | | |
| **Retention/Persistence Rates**<br>- Fall-to-Spring<br>- Fall-to-Fall | | From MTSU Strategic Plan<br>• Fall-to-Spring: 90% or higher<br>• Fall-to-Fall: 80% or higher |
| **Graduation Rates**<br>- 4-Year Graduation Rate<br>- 6-Year Graduation Rate<br>- 8-Year Graduation Rate | | • 6-Year Internal Grad Rate: Increase 1% annually to 2024-25 for a 50.2% rate |
| **Licensure & Exit Exam Pass Rate Rates**<br>- NCLEX<br>- PRAXIS<br>- CCTST (General Education) | | From MTSU Strategic Plan<br>• Meet or exceed national scores |
| **Graduate School Enrollment**<br>% of MTSU students who enroll in graduate school within one year of graduating | | |

# CR 8.1 Evaluating & Publishing Outcomes

- Report the Extent to Which Goals are Met/Peer Comparisons
- Internal Publication
  - Dedicated Institutional Student Achievement webpage
  - Institutional Consumer Information webpage
  - Institutional Fact Book
- External reference
  - NCES College Navigator
  - State Accountability Reports
  - Programmatic Accreditor Reports
  - SACSCOC Institutional Directory's Student Achievement link

**Student Achievement at Middle Tennessee State University**

| Criteria/Indicator/Measure | Threshold of Acceptability | Achievement Goal | Outcome | Data |
|---|---|---|---|---|
| Appropriateness:<br>• Mission Statement<br>• Institutional Initiatives<br>• External Accountability<br>• Peers/Best Practices<br>• Internal Process of Criteria ID | Justification:<br>• 5-Year Trends<br>• Comparative (IPEDS, Carnegie)<br>• Benchmark (THEC)<br>• Program Accreditation Standards<br>• Federal Requirements<br>• Internal Process | Evaluation:<br>• Peer Averages/Scores<br>• THEC Standards<br>• Available Resources<br>• Program Accreditation Standards<br>• Internal Process | Evaluation:<br>• Extent Goals are Met & Peer Comparisons<br>• Performance Over Time & Peer Comparisons | Data for:<br>• Determining threshold of acceptability and achievement goals<br>• Reporting outcomes and performance<br>• Reporting peer comparisons |
| **Course Completion Pass Rates**<br>• By Level<br>• By Instructional Method<br><br>Informed by:<br>• TBD | Threshold of Acceptability:<br>• TBD | Achievement Goals:<br>• TBD | | Summary Reports:<br>• MTSU Course Pass Rates by Level<br>• MTSU Course Pass Rates by Method<br><br>Detailed Reports:<br>• MTSU DFWN Report<br>• MTSU Course Pass Rates by Instructional Method |
| **Retention/Persistence Rates**<br>• Fall-to-Spring<br>• Fall-to-Fall<br><br>Informed by:<br>• MTSU Strategic Plan Key Priority: Student Success | Threshold of Acceptability:<br>• TBD | Achievement Goals:<br>• Fall-to-Spring: 90% or higher<br>• Fall-to-Fall: 80% or higher | | Summary Reports:<br>• MTSU New Freshmen Fall-to-Spring<br>• MTSU New Freshmen Fall-to-Fall<br><br>Detailed Reports:<br>• MTSU New Freshmen Fall-to-Spring Persistence by College & Department<br>• MTSU New Freshmen Fall-to-Fall Retention<br><br>Comparative Reports:<br>• THEC Fall-to-Fall Retention<br>• SREB Carnegie R3 Fall-to-Fall Retention<br>• SREB Carnegie R2 Fall-to-Fall Retention |

| Criteria/Indicator/Measure | Threshold of Acceptability | Achievement Goal | Outcome | Data |
|---|---|---|---|---|
| **Graduation Rates**<br>• 4-Year<br>• 6-Year<br>• 8-Year<br><br>Informed by:<br>• THEC (6-Year Graduation Goal)<br>• TBD (4-Year & 8-Year) | Threshold of Acceptability:<br>• TBD | Achievement Goal:<br>• 6-Year Graduation Rate: Increase 1% annually to 2024-25 for a 50.2% internal graduation rate | | Summary & Detailed Reports:<br>• MTSU 4-Year Graduation Rates<br>• MTSU 6-Year Graduation Rates<br>• MTSU 8-Year Graduation Rates<br><br>Comparative Reports:<br>• THEC 6-Year Graduation Rates<br>• SREB Carnegie R3 4-Year & 6-Year Graduation Rates<br>• SREB Carnegie R2 4-Year & 6-Year Graduation Rates |
| **Licensure & Exit Exam Pass Rate Rates**<br>• NCLEX<br>• PRAXIS<br>• CCTST (General Education)<br><br>Informed by:<br>• MTSU Strategic Plan Key Priority: Quality | Threshold of Acceptability:<br>• TBD | Achievement Goals:<br>• Meet or exceed national scores | | Summary & Comparative Reports:<br>• Institutional Pass Rates on Licensure Exams |
| **Graduate School Enrollment**<br>• % of MTSU students who enroll in graduate school within one year of graduating<br><br>Informed by:<br>• TBD | Threshold of Acceptability:<br>• TBD | Achievement Goal:<br>• TBD | | Summary & Detailed Reports:<br>• Student Clearinghouse Report for graduate school enrollment of MTSU bachelor degree graduates |

**Middle Tennessee State University**
**Accreditation Update**
***February 22, 2019***

| | |
|---|---|
| **Total Accreditable Programs:** | **65** |
| Accredited Programs: | 62 |
| Programs Seeking Accreditation: | 3 |
| **Percent Accredited:** | **100%** |

## Three (3) new programs seeking accreditation

| 2010 CIP | Academic Program | Degree Level | Accrediting Agency | Accreditation Timeline |
|---|---|---|---|---|
| 17.25.0101.00 | LIBRARY SCIENCE | 4.2MLS | ALA | Program implemented Aug 2016. Denied Precandidacy status. Must achieve by July 2020. Status report due each year. |
| 30.50.0301.00 | DANCE | 2.5 BS | NASD | New program effective Aug 2017. Accreditation site visit expected 2020. |
| 32.52.1701.00 | RISK MANAGEMENT AND INSURANCE | 2.5 BBA | AACSB | Modified program effective Aug 2018. Will be reviewed with other AACSB program in 2021. |

## Nine (9) programs pending outcomes of site visits

| 2010 CIP | Academic Program | Degree Level | Accrediting Agency | Accreditation Cycle - Begin | Accreditation Cycle - End | Next Site Visit |
|---|---|---|---|---|---|---|
| 06.11.0701.00 | **1.** COMPUTER SCIENCE | 2.5.BS | ABET/CAC | 2015 | 2019 | 2019 |
| 09.15.0000.00 | **2.** ENGINEERING TECH | 2.5.BS | ABET | 2013 | 2019 | 2019 |
| 30.50.0408.00 | **3.** INTERIOR DESIGN | 2.5.BS | CIDA | 2010 | 2016 | Nov 2018 |
| 30.50.0901.00 | **4.** MUSIC | 2.5.BM | NASM | 2006 | 2015-16 | Feb 2019 |
| 30.50.0901.00 | **5.** MUSIC | 4.2.MM | NASM | 2006 | 2015-16 | Feb 2019 |
| 31.51.0913.00 | **6.** ATHLETIC TRAINING | 2.5.BS | CAATE | 2010 | 2017-18 | 2017-18 |
| 31.51.3801.00 | **7.** NURSING | 2.5.BSN | CCNE | 2008 | 2018 | Spring 2018 |
| 31.51.3801.00 | **8.** NURSING | 4.2MSN | NLNAC | 2012 | 2019 | Fall 2019 |
| 32.52.2001.00 | **9.** CONSTRUCTION MGMT | 2.5.BS | ATMAE | 2016 | 2018 | Report 2018 |

Source: MTSU Quality Assurance Funding Year 3 2017-18 Final Recommendations

Middle Tennessee State University

*Institutional Mission Profile*

Middle Tennessee State University is a selective, comprehensive institution located in the geographic center of the State. The University embraces its role as the destination of choice for Tennessee undergraduates while its distinctive programs draw students from across the nation and around the world. Through innovative undergraduate and graduate programs, MTSU attracts a diverse, largely full-time student population with a broad range of academic preparedness. The University is committed to using advanced research-based practices to help students recognize their academic promise and achieve success: it ~~annually~~ confers ~~more than~~ approximately 5,000 degrees annually. Dedicated faculty prepare students for lifelong learning that adapts to and shapes a rapidly changing world through an understanding of culture and history, scholarship, and creative undertakings. MTSU's signature Honors College and experiential and integrative learning programs deliver a value-added undergraduate education rich in research, service learning, and civic engagement. Graduate offerings foster the pursuit of scholarly research, creative endeavors, and professional advancement through programs spanning the arts and humanities, education, business, STEM, the social, behavioral, and health sciences, and media and entertainment. MTSU houses centers of excellence in historic preservation and popular music and notable chairs of excellence. MTSU holds the Doctoral Moderate Research and Community Engagement Carnegie Classifications.

*Approved by MTSU Board of Trustees, March 2019*

MT Engage Report to MTSU Planning Committee 22 February 2019

Mary S. Hoffschwelle, Director mary.hoffschwelle@mtsu.edu 615-898-5806

Program Goals and Information

MT Engage fosters a culture of engaged learning in which students integrate learning across multiple contexts and educational experiences and document their learning in ePortfolio. MT Engage will improve student retention, progression, and graduation.

Website https://www.mtsu.edu/mtengage/index.php

Quality Enhancement Plan https://www.mtsu.edu/mtengage/docs/MTEngage_Final_report.pdf

MT Engage ePortfolio with annual impact report

https://elearn.mtsu.edu/d2l/eP/presentations/presentation_preview_popup.d2l?ou=6706&presId=109964&contextId=109964&pageId=0&fromRedirect=1

Program Requirements and Recognition

Minimum four MT-Engage designated courses; at least two at upper-division level

MT Engage Senior ePortfolio presentation and at least one ePortfolio training

Minimum 2.75 overall GPA

Graduation distinctions: cord, digital badge

First program graduate: Risa Witherow, Communication Studies, December 2018

Student Incentives

ePortfolio Scholarship Competition (sophomore/rising junior)

Priority registration

Senior Award Competition

Annual Student Reception April 4, 2019

MT Engage Major Pathways

Community and Public Health, Geosciences, Human Sciences (TXMD)

Under construction: Communication Studies, Marketing, Psychology, Social Work

Faculty Development AY18-19

September 13 and January 23. Integrative Learning with MT Engage. Staff.

October 11. ePortfolio: The Newest High Impact Practice. Presenters: Ryan Korstange, Bethany Wrye.

November 2. Making Learning Visible: Integrative Learning, ePortfolio and Assessment; Ensuring Student Learning: Building Curriculum Maps and Learning Pathways. Presenter: NILOA Assessment Coach Laura Gambino, NECHE.

November 15. MT Engage Faculty Showcase: Reflection. Facilitator: Tricia Farwell. Panelists: Jackie Gilbert, Joy Gray, Alexander Jackson, Patrick Richey.

February 6. Faculty Member ISO Interdisciplinary Collaborators: How to Find the Right Match. Presenters: Meg Brooker and Kate Pantelides.

February 26. Teaching Students in a STEM Major. Presenter: Brian Slaboch.

March 20. Documenting Student Success through ePortfolios: A Geosciences Perspective. Presenters: Jeremy Aber, Warner Cribb, and Melissa Lobegeier.

April 11. Fostering Integrative Learning Across the Curriculum. Presenter C. Edward Watson, Association of American Colleges and Universities.

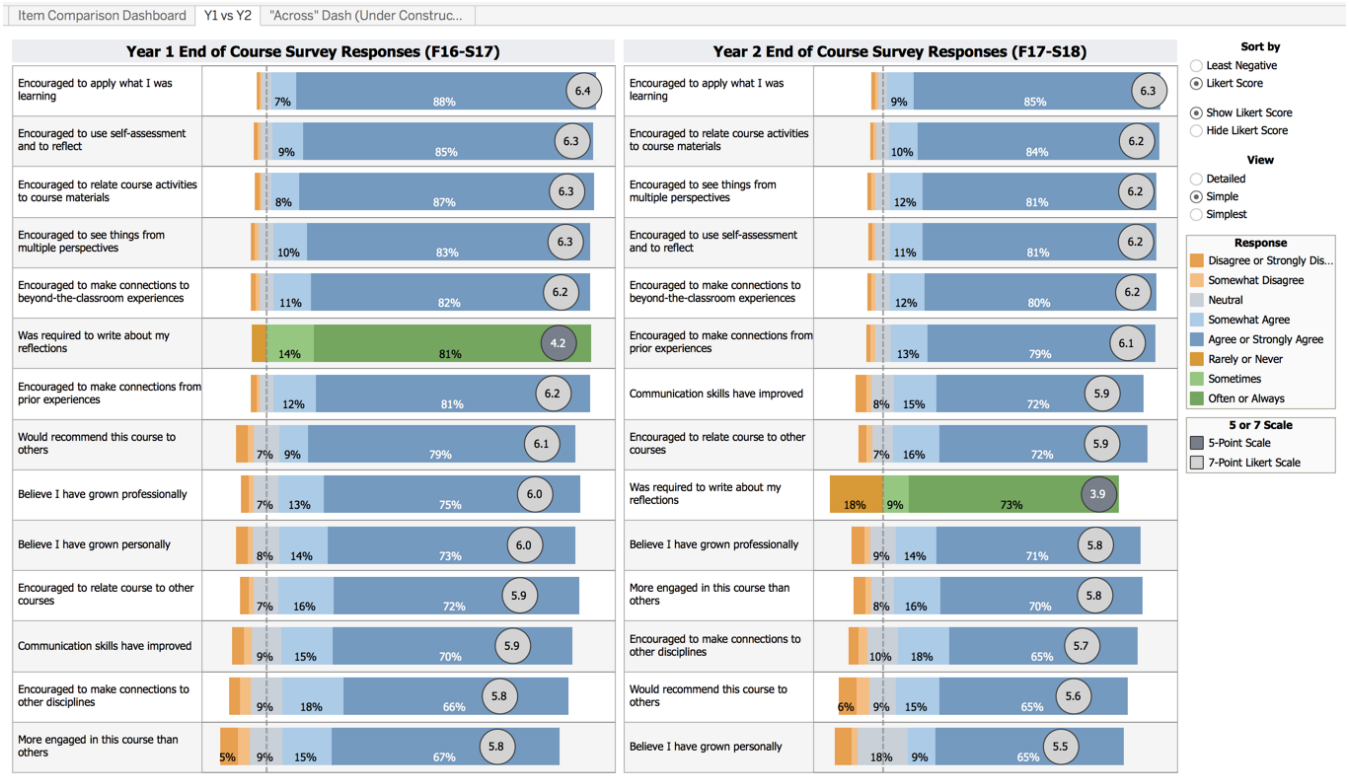
Program Goal 1: Foster a culture of engaged learning.
Annual Benchmarks: Projected vs. Actual Numbers as of February 1, 2019

| **Program Goal 1: University Data Measures F–Q** | **Year 0: 2015–2016** | **Year 1: 2016–2017** | **Year 2: 2017–2018** | **Year 3: 2018–2019** | **Year 4: 2019–2020** | **Year 5: 2020–2021** |
|---|---|---|---|---|---|---|
| **F**: Number of faculty participating in learning communities and summer institutes for MT Engage (assessed annually) (5% increase/year) | 40 | 42/62* | 44/79^ | 46/59^ | 48 | 50 |
| **F**: Number of faculty attending MT Engage one-hour workshops (assessed annually) | 20 | 25/79+ | 30/78+ | 35/51+ | 40 | 45 |
| **G**: Number of faculty offering approved MT Engage courses each year (assessed annually) (30 faculty increase/year) | | 40/79 | 70/116 | 100/147 | 130 | 160 |
| **H**: Number of students enrolled in MT Engage courses each year (assessed annually) (450 student increase/year) | | 1140/ 4098 | 1590/ 7495 | 2040/ 9383 | 2490 | 2490 |
| **I**: Number of students submitting MT Engage ePortfolios at 2-year mark (assessed at Years 2, 3, 4, and 5) (10% increase/year) | | | 100/20 | 110/ | 121 | 133 |
| **J**: Number of students graduating from MT Engage program (assessed at years 4 & 5) (10% increase/year) | | | | 0/1 | 70 | 77 |
| **K**: Number of colleges offering courses (assessed annually) | | 3/8 | 4/8 | 4/8 | 5 | 5 |
| **L**: Number of departments offering lower- division courses (assessed annually) | | 6/13‡ | 8/18‡ | 10/17‡ | 12 | 14 |
| **M**: Number of departments offering upper-division courses in the program (assessed at years 3, 4, & 5) | | 0/10‡ | 0/14‡ | 10/23‡ | 11 | 12 |
| **N**: Number of MT Engage Major Pathways (assessed at years 3, 4, & 5) | ‡ | | | 5/3 | 6 | 7 |
| **O**: Number of different MT Engage general-education courses offered (assessed annually) | | 5/13 | 7/14 | 9/17 | 11 | 13 |
| **P**: Number of sections of MT Engage courses offered (assessed annually) | | 63/204 | 88/361 | 113/474 | 138 | 1633 |
| **Q**: Number of different MT Engage courses offered (assessed annually) | | 9/45 | 14/94 | 21/131 | 24 | 27 |

*Includes all FLCs completed in AY 2016-2017, including those for Spring and Fall 2016.
+Number includes LTITC/ITD ePortfolio hands-on workshops but does not include Melissa Peet's faculty workshop attendance (27 + MTE staff 4) in Year 1, Candyce Reynolds's workshops (34 + MTE staff 4) in Year 2, or Laura Gambino's NILOA workshops in Year 3 (36 + MTE staff 3).
^Includes Major Pathway Professional Learning Communities (30 members Year 2, 41 members Year 3).
‡ Number does not include BUS 1000, BUS 3000, or UH courses.

Program Goal 1, continued: Indirect Measures

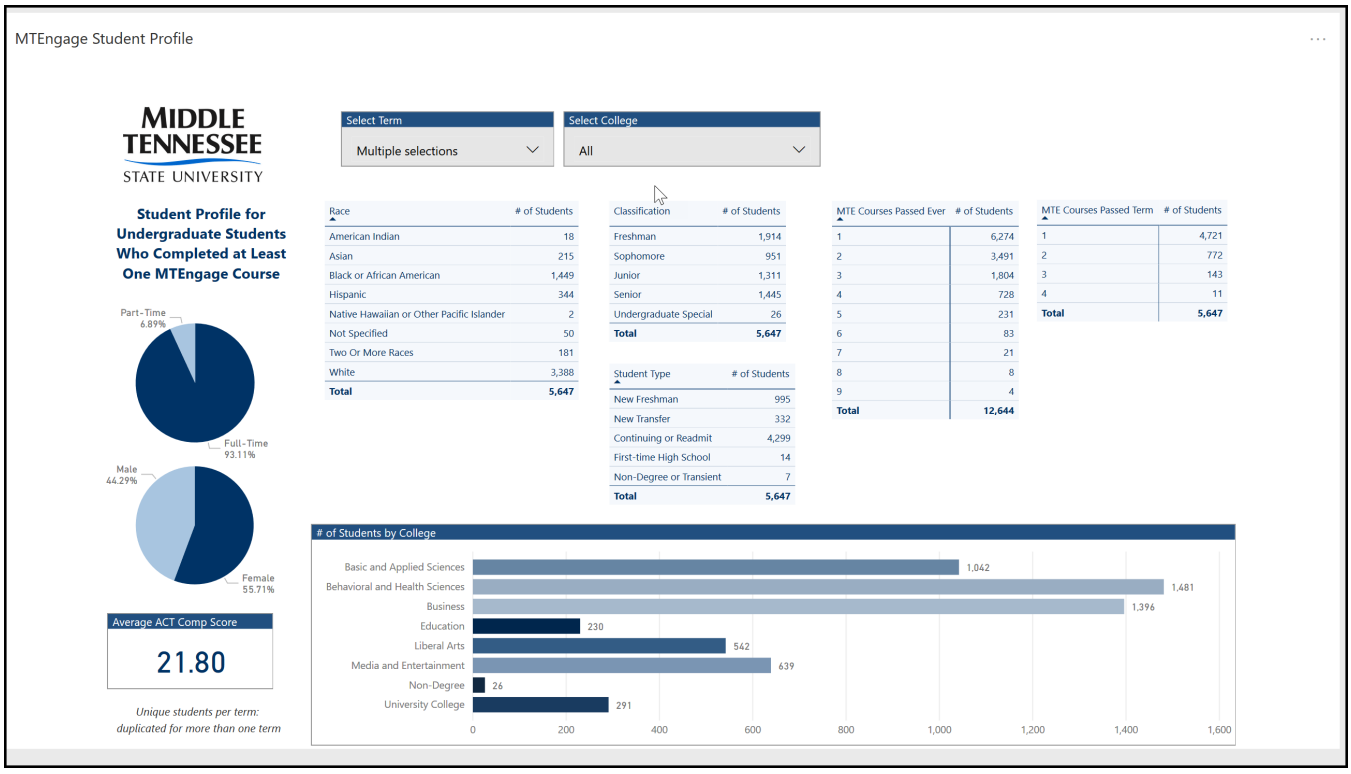
End of Course Survey (appended to student evaluation of teaching beginning F18)



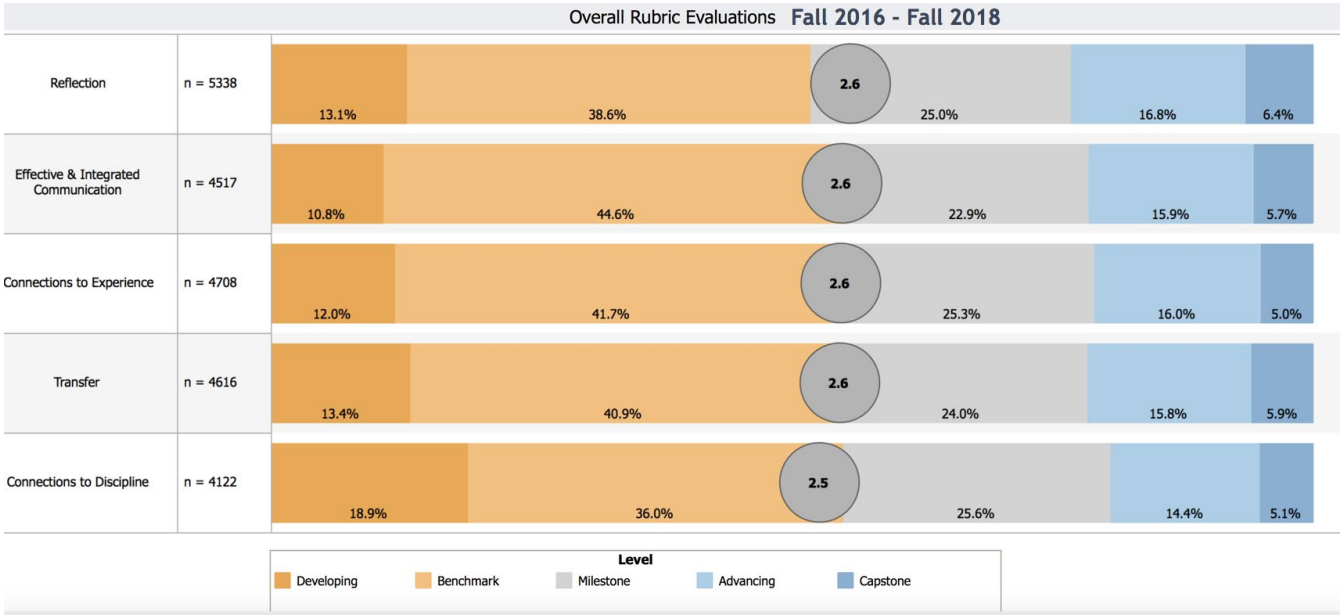

2018 Sophomore MTSU-SES: Significant Differences

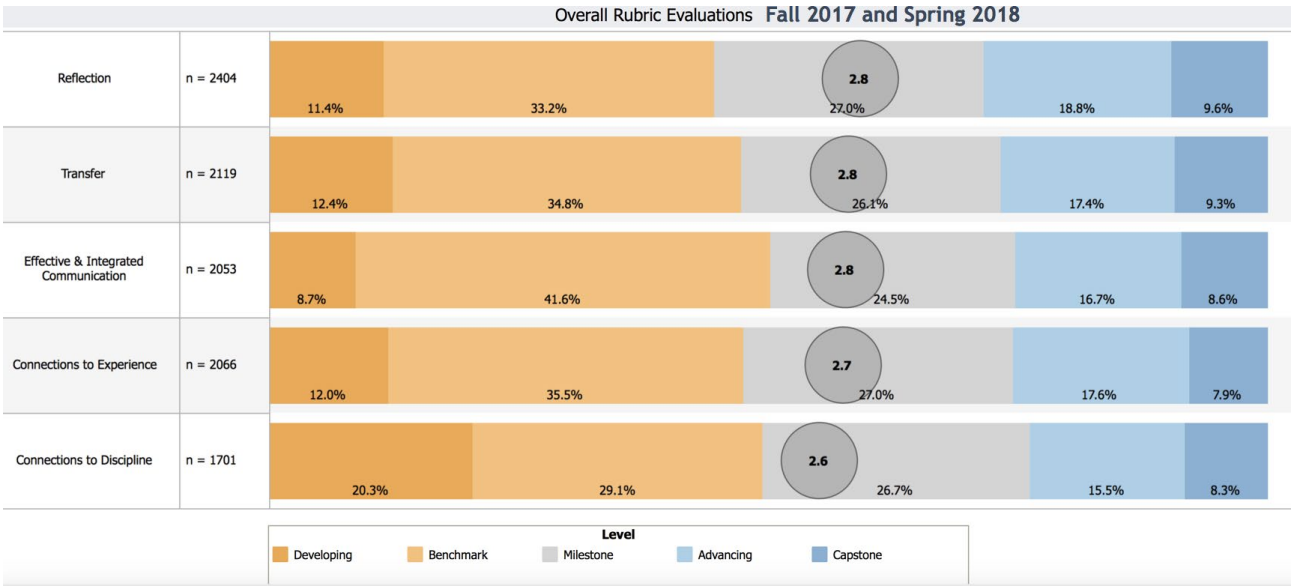
| | **Percent responding *Yes* or *No, but plan to.*** | |
|---|---|---|
| Item | MTE Students | Non- MTE Students |
| *Be an active member of one or more student organizations* | 82% | 56% |
| *Attend events that address important social, economic, or political issues as part of a class* | 73% | 55% |
| *Take one or more classes that require community service or service learning* | 64% | 43% |
| *Hold a leadership position in a student organization* | 57% | 34% |
| *Participate in Study Abroad* | 61% | 30% |
| *Participate in Raider Learning Community* | 44% | 18% |

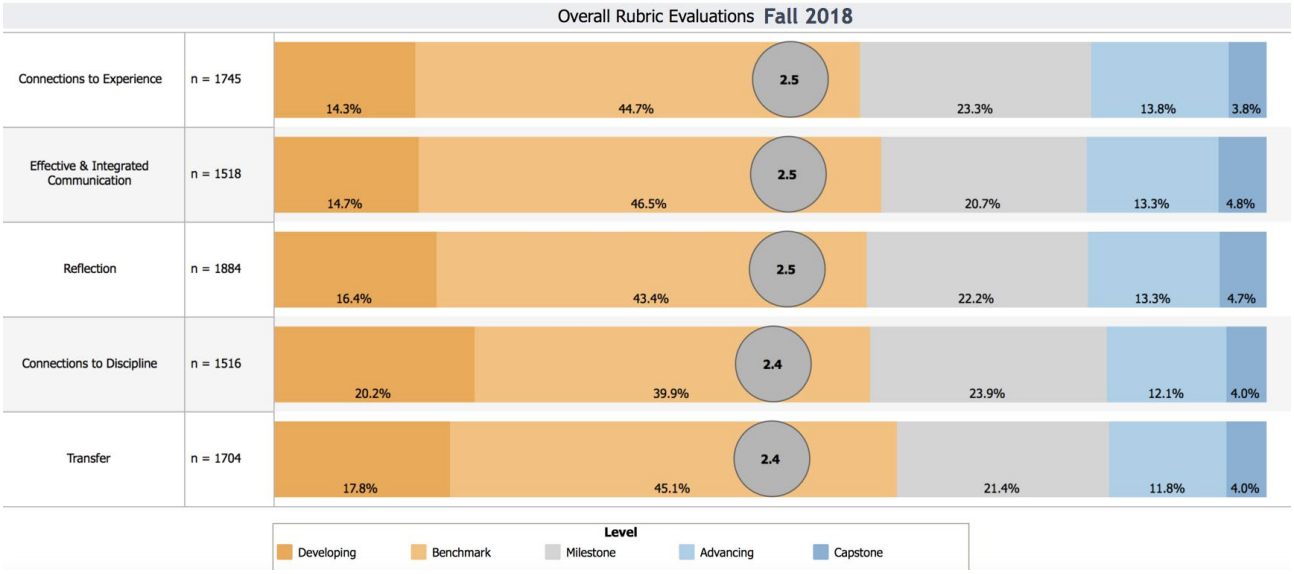
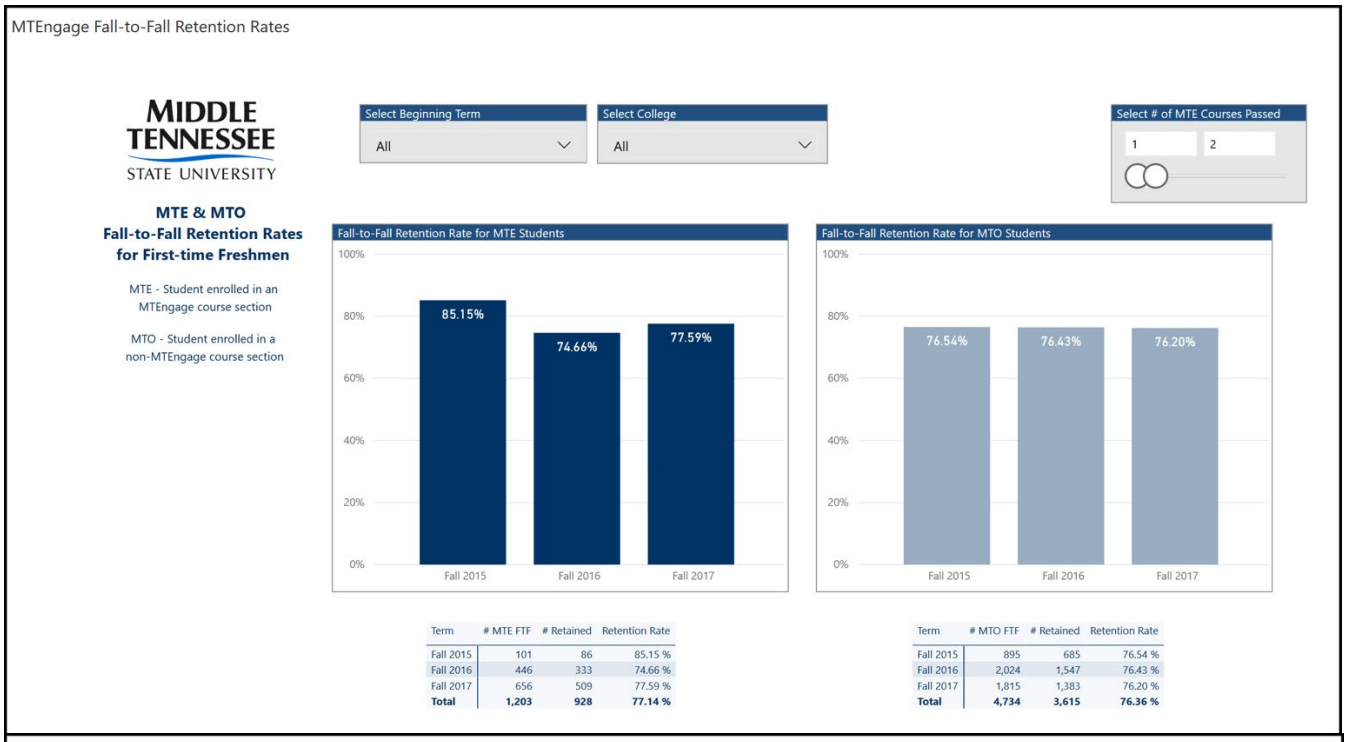
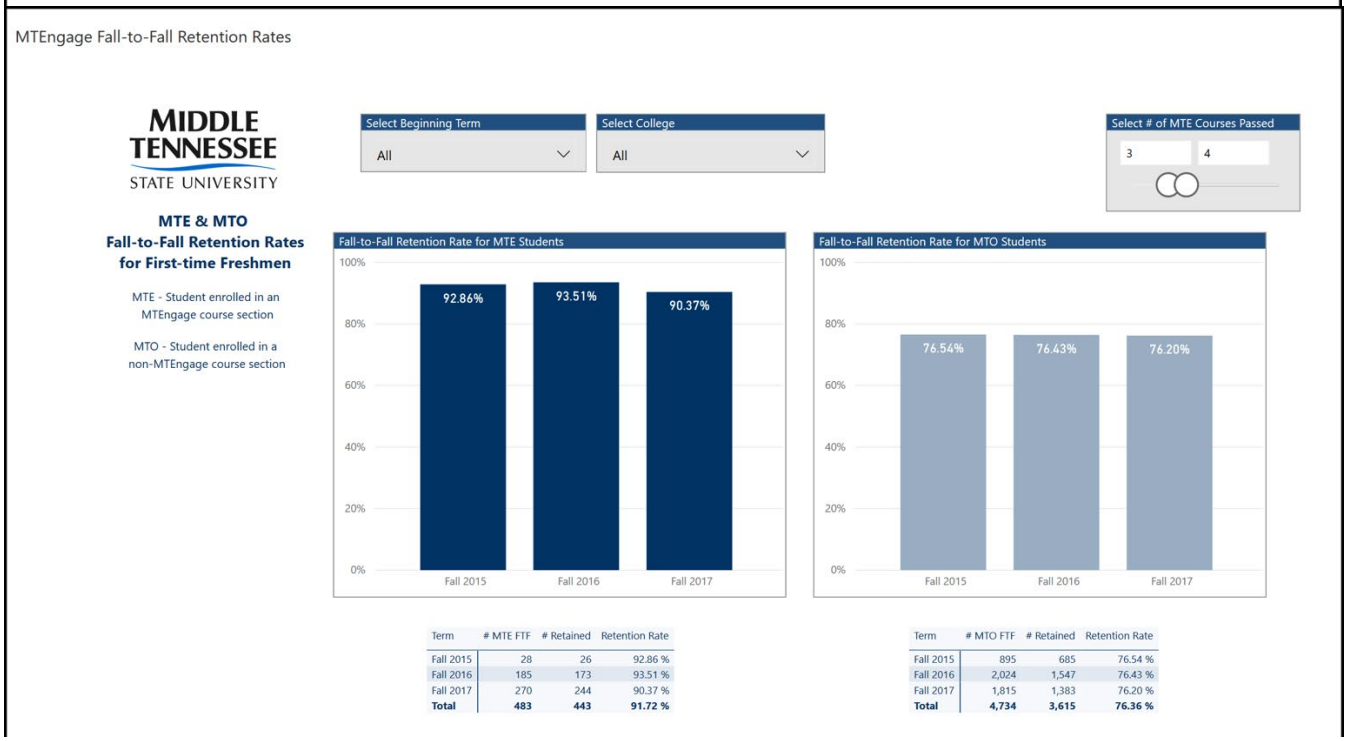
MT Engage Student Profile Year 2 (AY 2017-2018)




Program Goal 1: Direct Measures
MT Engage Signature Assignment Rubric
Faculty assess reflection and two or more additional indicators.




Overall Rubric Evaluations Fall 2017 and Spring 2018
Reflection
n = 2404
11.4%
33.2%
2.8
27.0%
18.8%
9.6%
Transfer
n = 2119
12.4%
34.8%
2.8
26.1%
17.4%
9.3%
Effective & Integrated Communication
n = 2053
8.7%
41.6%
2.8
24.5%
16.7%
8.6%
Connections to Experience
n = 2066
12.0%
35.5%
2.7
27.0%
17.6%
7.9%
Connections to Discipline
n = 1701
20.3%
29.1%
2.6
26.7%
15.5%
8.3%
Level
Developing
Benchmark
Milestone
Advancing
Capstone


Overall Rubric Evaluations Fall 2018
Connections to Experience
n = 1745
14.3%
44.7%
2.5
23.3%
13.8%
3.8%
Effective & Integrated Communication
n = 1518
14.7%
46.5%
2.5
20.7%
13.3%
4.8%
Reflection
n = 1884
16.4%
43.4%
2.5
22.2%
13.3%
4.7%
Connections to Discipline
n = 1516
20.2%
39.9%
2.4
23.9%
12.1%
4.0%
Transfer
n = 1704
17.8%
45.1%
2.4
21.4%
11.8%
4.0%
Level
Developing
Benchmark
Milestone
Advancing
Capstone

Program Goal 2: Improve student retention, progression, and graduation.