

Minutes
University Planning Committee
April 25, 2025
9:00 AM
Provost's Conference Room and Zoom

Attended: Mark Byrnes, Ron Henderson, Elizabeth Smith, Michael Erskine, Francis Koti, Tricia Farwell, Jackie Dowdy, Dianna Rust, Suzanne Sutherland, Joyce Heames, Mary Hoffschwelle, Zach Lebarts, Chad Mullis, Teena Young, Todd Wyant, Mark Clark, Khalilah Doss, Becky Cole, Amy Aldridge, Laurie Witherow, Brian Hinote, Robert Summers, David Butler, Rick Sluder, Neporcha Cone, Leah Lyons, Beverly Keel, John Vile, Chris Brewer, Jeff Gibson, Layne Bryant

1. The [minutes of the February 14, 2025](#) meeting were approved unanimously.
2. **2035 Strategic Plan Year 1 Activity Plans** – Jeff Gibson presented the [attached Implementation Plan](#) for actions beginning this summer.

Erskine moved to approve the Implementation Plan, and Farwell seconded. The motion passed unanimously.

3. **Student Achievement Metrics** – Mary Hoffschwelle and Chris Brewer convened a group to address legacy student achievement metrics that were included in the TBR Strategic Plan. SACSCOC Core Requirement 8.1 (Student achievement) requires multiple measures to document student success. The [attachment](#) provides definitions for *Threshold*, *Target*, and *Disaggregation*, and rationale for each metric selected.

Farwell moved to approve the revision of student achievement metrics, and Erskine seconded. The motion passed unanimously.

4. **Aspirational Peer Institutions** – Chris Brewer convened a subcommittee to create a list of aspirational peers for MTSU. All are high-performing R2 institutions with a larger percentage of graduate enrollment and research funding than MTSU.

- Ball State University
- Florida Atlantic University
- University of North Carolina at Charlotte
- University of North Dakota
- Portland State University
- San Diego State University

Erskine moved to approve the list of aspirational peer institutions, and Koti seconded. The motion passed unanimously.

5. **SACSCOC Reaffirmation Update** - Layne Bryant shared that the Reaffirmation Division Leads Committee and Standards Teams are hard at work on MTSU's Compliance Certification Report due September 8, 2025. MTSU will report on compliance with forty standards, including the Quality Enhancement Plan. Drafts are complete for almost all standards, and many are in second draft form.

Bryant also shared her experience as an observer at an on-site review at another SACSCOC institution last month.

MTSU's SACSCOC Vice President, Dr. Geoffrey Klein, will visit campus May 14 and 15. His advisory visit will include presentations on accreditation, discussions with QEP and reaffirmation leaders, inspection of facilities for the 2026 on-site review, and discussions with President McPhee. For more information about Dr. Klein's visit or any aspect of MTSU's reaffirmation of accreditation, please contact Mary Hoffschwelle at mary.hoffschwelle@mtsu.edu or 615-898-5806.

Important dates to share with your colleagues include:

May 14-15, 2025	SACSCOC VP Advisory Visit
Sept 8, 2025	Compliance Certification Report due for off-site review
Late Nov, 2025	MTSU receives off-site review committee report
Feb 9, 2026	Focused Report responding to off-site review and QEP due
Mar 23-26, 2026	SACSCOC On-Site Review

6. **Quality Enhancement Plan Update**

Members of our campus community provided helpful feedback during our March Town Hall meeting. Thanks for your support! We are now **Career EDGE**.

Our QEP planning committee, in consultation with the reaffirmation consultant, has established goals and outcomes for the plan. See [attached](#) and <https://www.mtsu.edu/careeredge/plan-development/>

The Program Development committee is meeting to refine strategies, activities, and begin work on the assessment. We will continue to inform the campus community of progress. As always, send us your thoughts at gep@mtsu.edu.

7. Next Meeting – October 2025

Priority 1 Increase the institution's creative & research profile and be a top choice for students.

Strategy 1.1 Deliver impactful academic offerings and experiences

Initiative 1.1.1 Continually refine the inventory and delivery of dynamic curricular programs to ensure ongoing and emerging needs are met

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Grow the graduate degree inventory to be on par in scope and size with comparable universities.	VPAP; DCGS	August 2025	May 2035	Metric 1: At least three Letters of Notification (LON) for graduate degrees in process at all times. Metric 2: At least one curriculum cohort every 18 months, led by DCGS. Metric 3: Increase graduate student enrollment to 20% of total student population.
Add strategic, targeted online programs and courses to be comparable in scope and size to peer universities.	VPFSI (AVP Online Learning)	August 2025	May 2027	Metric 1: Number of undergraduate and graduate fully online programs launched. Target: 85 fully online programs by May 2027. Metric 2: Number of identified online undergraduate core courses developed that are applicable to many degree programs. Target: Six new online general education courses launched by May 2027.

Initiative 1.1.2 Solidify our reputation as a recognized leader in instructional excellence through enhanced faculty professional development and innovative pedagogies

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Enhance faculty professional development opportunities in high-impact practices for teaching and learning.	VPFSI	August 2025	May 2027	Metric 1: Track attendance/number of faculty members participating in teaching and learning workshops/series. Baseline data collected by May 2026 for AY 25-26. Target: Increase faculty participation by 10% in May 2027. Metric 2: Participants' perceptions of a teaching and learning professional development's effectiveness or usefulness to their teaching. Baseline data by May 2026. Target: Increase instructional efficacy of faculty participants by 5% in May 2027.
Strengthen professional development and mentoring opportunities for department chairs and school directors throughout the academic year.	VPFSI	August 2025	May 2035	Metric: Post-survey administered to department chairs and directors

Initiative 1.1.3 Continuously update campus facilities, equipment, and technology

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Create a clear and transparent systematic computer replacement process for academic and administrative employees, ensuring communication with respective personnel	VPIT	May 2025	May 2026	Metric 1: System Replacement Tracking: Track the number of systems eligible for replacement, the number of systems replaced, the total cost of the system purchased, and the split of costs between the department account and the university replacement account. This metric can be filtered by Academic or Administrative Employees and Spring and Non-Spring Semester purchase timeframe. Metric 2: Total Funds Available: Track the total funds allocated for each year's computer replacement cycle. Based on tracking the actual computer each employee needs to accomplish their job tasks, the university will know the actual cost for the 5-year replacement costs. Metric 3: Overall Replacement Tracking: Track the total number of full-time employees and the total number of systems replaced during each calendar year.
Work with Instructional Technology Committee (ITC) to review the TAF proposal process to ensure equitable funding for all colleges and maximize the number of students impacted.	VPIT	July 2025	June 2026	Metric 1: Summary of Discipline Specific proposals submitted each year: Total # of Proposals, # of Faculty involved in proposal submissions, total \$ value of all submitted projects. The number of proposals funded, # of Faculty involved in funded proposals, total \$ value of funded proposals. Metric 2: Summary of Classroom technology proposals submitted each year: Total # of Proposals, # of Faculty involved in the proposal submissions, total \$ value of all submitted projects. The number of proposals funded, # of Faculty involved in funded proposals, total \$ value of funded proposals. Metric 3: Use of LabStat software to track computer and application usage in each technology classroom and lab.
Leverage a new campus facilities master planning process to reduce the amount of deferred maintenance projects	VPBF; VPPE; Manager of Academic Space Planning	July 2025	June 2035	Track funds spent on facility additions/ improvements annually.

Strategy 1.2 Elevate the institutional research infrastructure and reputation

Initiative 1.2.1 Fully support development of new research/ scholarship focused degree programs

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Add new research-focused graduate degrees based on market need as determined by annual Hanover reports and direct interactions with industry and government.	DCGS; VPAP	August 2025	ongoing	Metric 1: Develop one new researched-focused graduate degree by May 2026. Metric 2: Monitor enrollment in research-focused degree programs annually.
Encourage the full use of available Graduate Teaching Assistants (GTAs).	DCGS; VPR; VPFSI (Director, Center for Teaching and Mentoring)	January 2026	ongoing	Metric 1: Track number and percentage of GTAs serving as instructors of record or actively engaged in classroom instruction each semester and annually. Target: Year-over-year increase. Metric 2: Student evaluations of teaching related to GTA-led instruction. Metric 3: -Course load redistribution analysis before and after implementation of GTA as instructor of record. Metric 4: Track number of GTA who complete training courses through the Center for Teaching and Mentoring.

Initiative 1.2.2 Invest appropriately in faculty and their scholarship

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Encourage deans to consider cluster hires over multiple years in targeted growth areas.	UP; VPR	August 2025	ongoing	Metric 1: Track number of research cluster hires approved annually Metric 2: Track total external grant dollars secured annually tied directly to cluster hires
Explore ways to increase faculty travel funding for conferences, workshops, training, professional development, non-instructional assignments (NIAs), and internal seed grants for scholarship.	VPAAR; VPR	August 2025	ongoing	Metric 1: Track -amount of funding allocated annually for the activities cited in the action item. Metric 2: -Administer faculty survey on the impact of each of these activities on their scholarship Target:- Increase faculty research and creative productivity (e.g., peer-reviewed papers) and external funding.

Initiative 1.2.3 Adjust policies and staffing structures to support excellence in research and creative activity

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Provide training and professional development for all department chairs and school directors in areas of research and creative activity.	VPFSI (Director, Center for Teaching and Mentoring)	August 2025	ongoing	Metric 1:-Track number of training sessions per year and chair attendance rate Metric 2: -Administer chair satisfaction and self-assessment survey
Create reporting mechanism for assessment of reassigned time.	VPAAR; VPFSI	August 2025	ongoing	Metric 1: Track use of reassigned time; ensure that reassigned time led to goal/output

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

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Conduct a landscape analysis to learn what supports are currently provided to students and resources allocated and determine if current needs are being met.	VPSS; Deans; VPSA; VPEM	August 2025	December 2025	Completion of task.
Provide a hub/clearinghouse/ toolkit that informs instruction, support services, and student agency.	VPSS; Deans; VPSA; VPEM; VPIT	August 2025	May 2026	-Hub is available and easily accessible for students -It is succinct and how to access support is clearly delineated. -Details for accessing are provided for faculty to integrate into D2L, available for Facebook and/or parent access

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

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Annually educate the campus on retention being the responsibility of all.	VPSS; Deans; VPSA	August 2025	Ongoing (AY basis)	List of key metrics with our performance on the metrics are provided to the campus community with a clear message that everyone plays a role in improvement.
Comprehensively support collection of first destination data for graduates.	VPSA; AVPIEPR; VPUA	August 2025	May 2026	Data collection piloted in fall 2025, with full collection spring 2026.
Develop a plan for how space can be strategically reallocated to centralize student support services.	VPSS; VPSA; AVPSA Facilities Manager; Manager of Academic Space Planning	August 2025	May 2026	Completion of task.

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

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Identify and develop connections with alumni to more fully integrate them into academic, educational, and career development.	VPSA; VPUA	August 2025	Ongoing	Inform and discuss with the campus community how departments and programs are engaging with alumni (by May 2026).
Use the QEP initiative to strategically analyze and determine next steps for creating a centralized system for internships, applied experiences, and career services.	Deans; VPSA; VPPE; AVPIEPR	August 2025	May 2026	Completion of task.

Strategy 2.2 Support wellness, belonging, and engagement.

Initiative 2.2.1 Expand and promote comprehensive orientation and ongoing support systems for our diverse community of students, faculty, and staff.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Increase intentional in-person interactions to create a better-connected campus through programming that links students with faculty and staff.	VPSSA; VPSEM; Deans; Provost; VPSS; VPIA	August 2025	May 2026	-Tracking resource utilization -Create surveys or interactions to track and capture knowledge retention -Expansion of engagement through connection point events
Analyze our student orientation program to make sure it is enriching and holistic.	VPSEM	August 2025	May 2026	-Engagement Metrics, aiming for a target range or engagement, for example, 85% -Revamp and restructure orientation (New to Blue) – participation rate -Expand the admitted student day – participation rate and yield
Develop and implement a plan to increase intentional interactions for online and remote students to create a better-connected campus.	AVP for Online Learning	August 2025	Ongoing	-Track and report engagement of online and remote students -Utilization of D2L and other platforms to connect students with programs. -Creation of programs on campus proper for students and their families.

Initiative 2.2.2 Update and add new housing and support space options to facilitate engagement in campus life.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Educate the campus on P3 (private public partnership) housing process.	VPSSA; VPBF	August 2025	May 2026	Monthly or Bi-annual updates on progress of P3 project to the campus community/stakeholders
Explore additional opportunities for housing expansion on campus with intentional inclusion of student voice.	VPSSA; VPBF	August 2025	May 2026	-Consistent assessment of housing market -Plan for housing and expansion -Expand on surveys and assessments offered to students in residential life and housing

Initiative 2.2.3 Ensure dynamic and inclusive programming and services to meet the needs of residential and non-residential students.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Analyze our current co-curricular programming and academic support services.	VPSSA; VPAP; VPSS; VPIA; AVP for Online Learning; Deans	August 2025	May 2026	Completion of gap analysis.
Develop a holistic programming model that supports the co-curricular experiences for students.	VPSSA; VPAP; VPSS; VPIA; AVP for Online Learning; Deans	August 2025	Ongoing	Completion of task.

Strategy 2.3 Enhance faculty and staff support structures.

Initiative 2.3.1 Update philosophies, policies, and practices to align with current employment and marketplace realities.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Update faculty and staff handbooks to ensure philosophies, policies, and practices are clearly stated and consistently communicated.	AVPHRS; VPAAR	August 2025	May 2026	-Review and update annually. (# of updates made to each handbook) -Distribute handbooks annually to employees (Page views of faculty and staff handbook.)
Clarify and simplify, if needed, staff roles, step levels, compensation, and promotion paths, and ensure supervisors understand staff pathways.	AVPHRS; VPAAR	August 2025	May 2026	-Published documents outlining roles, step levels, compensation, and promotion paths -Include module in chairs and supervisor training
Educate the campus on how CUPA data are utilized, which schools are included, and why.	AVPHRS; VPAAR	August 2025	May 2026	Details added to the web to more clearly outline the process (e.g., FAQ, CUPA link).
Make recommendations for the use of “midpoint” language as the way to describe the salary ceiling for many roles on campus.	AVPHRS; VPAAR	August 2025	May 2026	Completion of task.
Establish the framework (bylaws, leadership, and meeting schedule) for a Staff Senate to begin in AY 2026-2027	AVPHRS; VPAAR	August 2025	May 2026	Completion of task

Initiative 2.3.2 Vigorously pursue competitive compensation rates for employees.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Articulate a vision for attaining competitive compensation for faculty and staff.	AVPHRS; VPAAR; VPBF	August 2025	May 2026	Communicate the vision to the campus community.
Identify compensation policies that attract, motivate, and retain staff and faculty.	AVPHRS; VPAAR; VPBF	August 2025	May 2026	Completion of task that includes communication of identified policies to the campus community.
Explore CUPA and similar available data to ensure faculty salaries align with market.	AVPHRS; VPAAR	August 2025	May 2026	Report comparing utilization of tenurable, non-tenurable, and adjunct faculty by degree program with appropriate dataset.
Develop a strategy to improve adjunct faculty training and explore strategies for increasing adjunct pay.	AVPHRS; VPAAR; Chairs	August 2025	May 2027	--Develop/Revise training for adjuncts across the University to be implemented fall 2026. -Report outlining funding strategies for increasing adjunct pay.

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Report on impact of market salary increases so far that includes identifying constituencies who benefitted (with a focus on fairness) and assessing compression and inversion impact of changes.	AVPHRS; VPAAR	August 2025	May 2026	Report on number of employees receiving market salary adjustments, Number of employees earning above, below or at “mid-point”
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Initiative 2.3.3 Create robust onboarding and ongoing professional development programs that include transition plans for all roles.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Refine onboarding and offboarding processes for faculty and staff with a focus on effectiveness and specialized training for some roles (i.e., faculty for certain committees, staff working with budgets and related computer systems needed).	AVPHRS; VPAAR; VPFSI; Deans; Provost	August 2025	May 2027	-Onboarding/Offboarding materials -Exit meeting data
Execute a satisfaction survey for all faculty and staff and share results with campus community.	AVPHRS; VPAAR; VPFSI	August 2025	May 2026	Survey Report
Refine training and mentoring programs to ensure they are comprehensive and meaningful and Include faculty and staff in the development.	AVPHRS; VPAAR; VPFSI	August 2025	Ongoing	Training developed (by May 2026)
Develop proactive leadership succession planning and training (Deans, Chairs, Program Directors, Coordinators, Schedulers).	AVPHRS; VPAAR; VPFSI; Chairs	August 2025	Ongoing	-Develop handbook for program coordinators/ directors. -Continue to refine the Leadership on Deck.

Priority 3 Cultivate sustainable partnerships.**Strategy 3.1 Strengthen community and industry collaborations****Initiative 3.1.1 Conduct campus and community assessments to inform and improve development of partnerships.**

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Develop a common institutional vocabulary related to partnership and engagement	VPPE (CE Classification Committee)	August 2025	April 2026	Completion of task
Make recommendations on revisions to policy that include community engagement efforts in teaching, research, and service as part of promotion and tenure review	VPPE (CE Classification Committee); VPFSI	August 2025	April 2026	Completion of task
Define common outcomes and ways to measure the success of partnership and engagement efforts	VPPE (University Assessment Committee)	Spring 2026	April 2027	Development of assessment guides for institutional units
Develop a comprehensive professional development and incentive plan to increase faculty and staff participation in community engagement	VPFSI (Center for Teaching & Mentoring); VPPE (CE Classification Committee)	Spring 2026	April 2027	Completion of task

Initiative 3.1.2 Increase industry connections by leveraging and expanding existing internship programs.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Establish communication channels to share information about partnerships and engagement efforts across the institution	VPs with APCEI	August 2025	April 2026	The number of communication channels successfully created and implemented (e.g., dedicated email lists, shared databases, or newsletters). Target of at least 2-3 by April 2026.
Develop a comprehensive internship reporting system that enables an accurate assessment of current practices, programs, and needs	Director, Career Development Center; Deans	August 2025	April 2027	Completion of task

Initiative 3.1.3 Develop integrated communication systems that foster collaboration with the community.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Articulate an institutional commitment to increasing partnerships and to sharing information about partnership efforts	UP and VPs	Summer 2025	December 2025	Direct communication to the university community and posting on the website

Strategy 3.2 Improve institutional advocacy and communication

Initiative 3.2.1 Strengthen, disseminate, and ensure consistent use of the university's overall marketing and branding strategies.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Develop an elevator pitch that is clearer and more concise than the existing mission and vision statements	VPMC with UP and VPs	August 2025	April 2026	Completion of task
Support and implement an integrated communication platform to facilitate the sharing of information across the university and with partners and potential partners	VPMC with UP and VPs	August 2025	April 2028	Completion of task
Establish a plan for the use of campus-wide email communication, with a focus on reducing volume and increasing quality.	VPMC with VPITD	August 2025	Fall 2026	Completion of task

Initiative 3.2.2 Create and invest in a strategic funding enhancement plan that effectively engages state, alumni, and donor partners

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Develop a campus-wide priority needs assessment consistent with the strategic plan	VPUA	August 2025	Spring 2027	Completion of task
Develop a fundraising plan and begin to allocate resources to meet the needs of a new capital campaign	VPUA	August 2025	Spring 2027	Completion of task

Initiative 3.2.3 Enhance our comprehensive recruiting strategy and more effectively articulate the multifaceted value of the MTSU educational experience.

Action	Responsible	Begin Date	End Date	Outcome/Metrics/KPIs
Review and reevaluate publications and media to ensure inclusion of proposed elevator pitch that is clearer and more concise than the existing mission and vision statements	VPEM; VPMC	April 2026	July 2026	Completion of task
Review and reevaluate recruitment events for greater emphasis on Middle Tennessee communities and gatherings that support yield	VPEM; VPMC	April 2025	Ongoing	Completion of task

Key for Responsible Positions in Metrics & Indicators

UP	University Provost
VPAAR	Vice Provost for Academic Administration & Resources
VPAP	Vice Provost for Academic Programs
VPEM	Vice Provost for Enrollment Management
VPFSI	Vice Provost for Faculty and Strategic Initiatives
VPIA	Vice Provost for International Affairs
VPPE	Vice Provost for Planning and Effectiveness
VPR	Vice Provost for Research
VPSS	Vice Provost for Student Success
VPIT	Vice President, Information Technology
DCGS	Dean, College of Graduate Studies
AVPIEPR	Assistant Vice Provost Institutional Effectiveness, Planning, and Research
VPBF	Vice President for Business and Finance
AVPHRS	Assistant Vice President of Human Resource Services
VPMC	Vice President for Marketing and Communication
VPASA	Vice President for Student Affairs
VPUA	Vice President for University Advancement
AD	Director of Athletics

4/16/25 Revision of Student Achievement Metrics for 2025-2035

SACSCOC Core Requirement 8.1 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. (Student.achievement) [CR]

Context

Student achievement metrics should parallel the student journey to successful degree completion.

Revisions are based on institutional data and review of past metrics listed in the [2015-2018 Strategic Plan](#), and to provide more consistency across measures. Many of the original metrics in that plan were set at a time of institutional growth in student achievement and expectations for continued increases. The COVID-19 pandemic and its continuing repercussions, as well as current uncertainties facing higher education, require us to adapt.

Threshold is a low point at which MTSU would take action to identify and address a problem.

In general, we have reset thresholds to reflect lowest/lower measures when “not achieved.”

Target is the goal: aspirational and achievable.

In general, we have reset targets to reflect highest/higher “achieved” metrics and commitment to continuous improvement.

Disaggregation: SACSCOC requires institutions to disaggregate student achievement data in ways that are meaningful for its mission and student population in order to identify areas for improvement. We are exploring a new methodology, normalized (Hake) gain, to add to our measures of progress/needs beneath the surface of aggregate metrics.

Proposed changes for comparison with the [2015-2025 Strategic Plan](#).

Access: Reframe as context

Continue to include enrollment by level annually to provide context for student achievement metrics.

What is the rationale for exclusion as a metric? While essential to MTSU's mission and 2035 Strategic Plan, enrollment does not measure student achievement.

Student Success: Reframe as Student Achievement for SACSCOC 8.1 purposes.

Undergraduate Course Completion Rates:

What is the threshold? 88 percent.

Reflects the lowest “not achieved” other than 87% for COVID impact F20. OK

What is the target? 93 percent.

Set slightly higher than previous target of 92 percent based on achievement of that target in Fall 2024.

What is the rationale for inclusion? Course completion is the first step in the student journey to successful degree completion. Purpose is to identify an obstacle/opportunity when looking at disaggregated data, not to lower standards.

Undergraduate Course Completion Rates: in-person compared to online courses.

What is the threshold? 3 percent.

Reset from 3.1 percent to reflect past five years below that percentage.

What is the target? 1.8 percent.

Reset from 3 percent to reflect consistent achievement of the target in past years.

What is the rationale for inclusion? To ensure comparable rigor across methods of delivery and that faculty/student supports are available and effective.

Fall to Spring Persistence of First-Time Freshmen

What is the threshold? 88 percent.

Reflects low points of Fall 2020 and Fall 2021.

What is the target? 92 percent.

Reset from 95 percent not as an admission of failure or defeat, but acknowledgment of reality.

What is the rationale? Persistence is the second step in the student journey to successful degree completion.

Fall to Fall Retention of First-Time Freshmen

What is the threshold? 75 percent.

Reflects low points of Fall 2018, Fall 2020, and Fall 2021.

What is the target? 80% is in sight. 82

Same target each year? YES

Percentage increase from baseline?

Percentage increase from previous year?

What is the rationale for inclusion? Retention is the third step in the student journey to successful degree completion, and a generally accepted measure of institutional effectiveness.

Institutional Graduation Rates: Four Year, Six Year, Eight Year Rates

Four Year

What is the threshold? 35 percent.

Reset from 34 to 35 percent to reflect 35 percent in several past years.

What is the target? 1 percent increase each year from the previous year.

Reset from 2 percent each year over the baseline.

What is the rationale for inclusion? Graduation rates are generally accepted measures of institutional effectiveness. Inclusion is required by SACSCOC 8.1 Student Achievement.

Six Year

What is the threshold? 46 percent.

Reset to 46 percent to reflect lowest year 2018-1029 and to reflect remarkable gains across recent years.

What is the target? 1.5 percent increase each year from the previous year.

Reset to reflect “achieved” metrics across all past years.

What is the rationale for inclusion? Graduation rates are generally accepted measures of institutional effectiveness and the six year rate is most common metric for institutions like MTSU. Inclusion is required by SACSCOC 8.1 Student Achievement.

Eight Year

What is the threshold? 50 percent.

Reset to reflect gains in recent years.

What is the target? 1.5 percent increase each year from the previous year.

Reset to parallel six year rate.

What is the rationale? While the eight year rate is not commonly used to evaluate institutional effectiveness, MTSU should monitor in the event that increasing numbers of students take longer than six years for degree completion and the institution needs to know why and how to respond.

Number of certificates and degrees awarded: Reframe as context

Continue to include enrollment by level annually to provide context.

What is the rationale for exclusion as a metric? While essential to MTSU’s mission and 2035 Strategic Plan, these numbers reflect enrollment and a numerical counterpart to the percentages in student achievement metrics.

Quality Measures of Student Achievement

EdTPA

What is the threshold?

What is the target?

What is the rationale?

NCLEX

What is the threshold?

What is the target?

What is the rationale?

CCTST

What is the threshold?

What is the target?

What is the rationale?

Enrollment of MTSU Bachelor Graduates in Graduate School within Six Years of Graduation:
Retain as an internal measure.

What is the threshold? 27.5 percent.

Reflects low point of 2021-2022.

What is the target? 35 percent.

Kept as a stretch goal.

Rationale: Important to know, yet not a measure of student achievement or program quality. MTSU will track to understand students' options after graduation. This internal metric will be disaggregated for greater understanding by identifying the number and percentage of students enrolling in graduate programs one year after earning the bachelor's degree as well as six years, and by comparing MTSU graduate programs with non-MTSU graduate programs in which students enroll within one and six years.



1. Members of our campus community provided helpful feedback during our March Town Hall meeting. Thanks for your support! We are now Career EDGE- name developed by marketing class.

2. Our QEP planning committee, in consultation with the reaffirmation consultant, have established goals and outcomes for the plan. (we are posting these under program development tab of webpage today- should be posted by Friday)

<https://www.mtsu.edu/careeredge/plan-development/>

Program Goal 1: To support students through enhanced career advising and mentorship opportunities.

SSO1.1: CO-CURRICULAR: Students will analyze and articulate how their co-curricular experiences contribute to the development of two National Association of Colleges and Employers (NACE) competencies: Career & Self Development and Professionalism.

SSO1.2: MENTORSHIP: Students will analyze and articulate how their mentorship experience contributes to the development of two NACE competencies: Career & Self Development and Professionalism.

Program Goal 2: To support students through enhanced integration of coursework and NACE career readiness competencies.

SLO2.1: CURRICULAR: Students will demonstrate proficiency in the NACE competency of Career and Self Development through engagement with program course work.

SLO 2.2 CURRICULAR: Students will demonstrate proficiency in the NACE competency of Professionalism through engagement with program course work.

Our planning committee has also developed potential implementation strategies and activities to include:

A. Modification to current coursework. Students would engage in classroom experiences related to career readiness. Faculty members would develop common career readiness syllabi statements. They would also enhance and/or develop relevant course assignments. We recognize many courses on campus already focus on this topic, so faculty would work together through FLCs to provide enhancements, based on NACE career competencies: 1. Career and Self Development, 2. Professionalism

B. Mentorship. Students would have the opportunity to participate in formalized mentorship programs with faculty, alumni, and/or peers.

C. Career EDGE Map. The map would provide an opportunity to analyze and document career readiness co-curricular experiences (i.e., mentorship programs). It would also contain a career action plan. The career action plan would provide an opportunity for students to analyze and document how their classroom experiences contribute to career readiness. Faculty and staff would support students in completion of the map.

3. Today, the Program Development committee is meeting to refine strategies, activities and begin work on the assessment. We will continue to inform the campus community of progress.

4. As always, send us your thoughts at qep@mtsu.edu