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STUDENT ACHIEVEMENT 2018

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STEPHANIE W. SMALLEN, Ed.D
ASSOCIATE VICE PRESIDENT FOR INSTITUTIONAL EFFECTIVENESS AND RESEARCH
SACSCOC LIAISON
SSMALLEN@TNWESLEYAN.EDU

BELINDA BIDDLE
COORDINATOR FOR INSTITUTIONAL EFFECTIVENESS AND RESEARCH
BBIDDLE@TNWESLEYAN.EDU

AMY SULLINS, Ph.D
CONSULTANT FOR INSTITUTIONAL EFFECTIVENESS AND RESEARCH
ASULLINS@TNWESLEYAN.EDU

WEST KNOXVILLE INSTRUCTIONAL SITE
9845 COGDILL ROAD
KNOXVILLE, TN 37932

CLEVELAND INSTRUCTIONAL SITE
CLEVELAND STATE COMMUNITY COLLEGE
3535 ADKISSON DRIVE NW
CLEVELAND, TN 37312

DOWNTOWN KNOXVILLE INSTRUCTIONAL SITE
2001 LAUREL AVENUE, SUITE N602, N603, N604
KNOXVILLE, TN 37916

DENTAL HYGIENE INSTRUCTIONAL SITE
225 HIWASSEE COLLEGE DRIVE
MADISONVILLE, TN 37354

WWW.TNWESLEYAN.EDU

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Student Achievement Goal 1: Students will matriculate academically prepared for the appropriate level of university coursework.

Performance Indicator 1: High School GPA

The mean and median high school GPA for entering first-time freshman will be equal to or greater than the preceding fall cohort's mean and median high school GPA. The minimum threshold (3.28) is equal to the average mean minus SD*1. The aspirant goal (3.4) is the average mean plus SD*1. (Freshman Cohort Indicator)

Measure

The mean and median high school GPA will be calculated based upon the census file of each fall semester for the incoming freshman cohort.

Analysis of Data and Outcomes

FRESHMAN COHORT					
	F14	F15	F16	F17	F18
HEADCOUNT	192	212	199	206	189
MEAN HS GPA	3.41	3.42	3.33	3.28	3.33
MEDIAN HS GPA	3.51	3.448	3.456	3.31	3.35
PEER INSTITUTIONS					
SACSCOC PEERS	3.45	3.44	3.49	3.5	
ALL TN PEERS Private, Not-for-profit, 4-year or above	3.32	3.32	3.34	3.4	
NATIONAL PEERS Private, Not-for-profit, 4-year or above	3.36	3.36	3.33	3.38	

INTERNATIONAL FRESHMEN COHORT*				
	F15	F16	F17	F18
MEAN GPA	2.5	3.16	2.97	3.30

Outcome

The mean and median high school GPA for the fall 2018 entering freshman cohort was 3.33 and 3.35, respectively. The mean and median for the preceding fall 2017 entering freshmen cohort was 3.28 and 3.31, respectively. The mean and median for the for the fall 2018 freshman cohort was higher than the previous fall cohort. The minimum threshold was met. The first-time, international students averaged an entering GPA of 3.30 for the fall 2018. This was significantly higher than the previous cohort in 2017 with an average GPA of 2.97. The low n counts for international students (n<10) impacts the range of the longitudinal data. The goal of the average GPA will be equal or higher than the previous cohort was met. (Peer comparison data will be added when available).

Performance Indicator 2: ACT Scores

The mean and median composite ACT score for entering first-time freshmen will be equal to or greater than the preceding fall cohort's average and median composite ACT score. The minimum threshold (21.2) is equal to the average mean minus SD*1. The aspirant goal (22.7) is the average mean plus SD*2. (Freshman Cohort Indicator)

Measure

Calculate the mean and median composite ACT score for entering first-time freshmen and compare to preceding year's cohort calculations. (Direct) The composite ACT score is used because over 95% of incoming freshman students submit a national ACT score for admission. Peer comparisons for 2018 will be added when available.

Analysis of Data and Outcomes

FRESHMAN COHORT					
	F14	F15	F16	F17	F18
HEADCOUNT	192	212	199	206	189
MEAN COMPOSITE ACT	21.8	21.9	22.2	21.1	21.6
MEDIAN COMPOSITE ACT	21	22	21	21	21
25 th Percentile	18	19	19	18	19
75 th Percentile	25	25	25	24	24
PEER INSTITUTIONS					
SACSCOC PEERS 25 th Percentile	18.1	20	20.5	20.1	
SACSCOC PEERS 75 th Percentile	26.3	26.2	26.1	26.4	
ALL TN PEERS 25 th Percentile Private, Not-for-profit, 4-year or above, up to 5,000 students	19.6	19.3	19.4	19.0	
ALL TN PEERS 75 th Percentile Private, Not-for-profit, 4-year or above, up to 5,000 students	25.1	25.1	24.5	24.9	
NATIONAL PEERS 25 th Percentile Private, Not-for-profit, 4-year or above, up to 5,000 students	20.2	20.1	20.1	20.2	
NATIONAL PEERS 75 th Percentile Private, Not-for-profit, 4-year or above, up to 5,000 students	25.5	25.4	25.4	25.5	

INTERNATIONAL FRESHMEN COHORT*				
	F15	F16	F17	F18
SAT Composites	902	936	890	1040

*n counts for international students are low (n<10) which has an impact on longitudinal data and goals

Outcome

The mean and median composite ACT score for the fall 2018 first-time freshman cohort was 21.6 and 21, respectively. The mean and median composite ACT score for the fall 2017 first-time freshman cohort was 21.1 and 21, respectively. While the mean composite ACT scores for the fall 2018 freshman cohort was higher than the mean composite ACT scores for the preceding fall 2017, the median was the same. The minimum threshold was met for the mean ACT. The international, freshmen cohort for 2018 had an average SAT composite higher than the three previous cohorts. The low n count for the cohort has an impact on the data. Standard deviations and peer comparisons are not utilized as of to date. Therefore, a local comparison is employed that the cohort

would be equal or greater than the previous cohort. The internal benchmark was met (Peer comparison data will be added when available for ACT).

Performance Indicator 3: Remedial Coursework

Less than 35% of the first-time freshman cohort will place into remedial coursework. The minimum threshold (37.6%) is equal to the average rate plus SD*1. The aspirant goal (32.4%) is the average rate minus SD*1. (Freshman Cohort Indicator)

Measure

Using the University policy for placement into remedial writing and mathematics coursework, i.e. score below 18 on the English subtest of the ACT and score below 19 on the Mathematics subtest of the ACT, respectively, calculate the percentage of students who place into remedial writing and/or mathematics coursework. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

FRESHMAN COHORT					
	F14	F15	F16	F17	F18
HEADCOUNT	192	212	199	206	189
% PLACED IN REMEDIAL ENGLISH	19.3%	17.4%	15.1%	22.7%	20.1%
% PLACED IN REMEDIAL MATH	30.2%	23.9%	23.6%	27.5%	25.4%
% TOTAL PLACED IN REMEDIAL COURSES	35%	36%	31.2%	37.2%	27.5%

INTERNATIONAL FRESHMEN COHORT*				
	F15	F16	F17	F18
% TOTAL PLACED IN REMEDIAL COURSES	10%	12%	9%	0%

*n counts for international students are low (n<10) which has an impact on longitudinal data and goals

Outcome

The University placement policy was revised from institutional placement exams to the ACT subtest scores in fall 2012 for mathematics and fall 2013 for writing. The revisions were due to ensure the consistent placement and to add clarity to the placement process for incoming students during orientation events. This revision led to slight increases in the placement of incoming students into remedial coursework. The fall 2018 freshman cohort had 27.5% total students placed in at least one remedial course. The thresholds were met. This fall 2018 freshmen cohort has the lowest percentage of students in remedial coursework since before 2014. The factors contributing to this outcome was a higher entering GPA and composite ACT score for the Fall 2018 cohort. The international students have a low n count causing the longitudinal data to be impacted. The benchmark of the current cohort being equal or less than the previous cohort was met with 0% of the fall 2018 international, freshmen cohort being placed in remedial coursework. International students are rarely admitted to the University without meeting the minimum requirements for admission. The percentages noted in the previous years represent one student per cohort.

Performance Indicator 4: First-Time Freshmen Conditional Admits

Less than 12% of the first-time freshman cohort will be conditionally admitted. The minimum threshold (14.9%) is equal to the average rate plus SD*1. The aspirant goal (8.3%) is the average rate minus SD*1. (Freshman Cohort Indicator)

Measure

Conditional acceptance is determined for applicants to the University who meet only one of the two requirements (minimum 2.25 high school GPA and 18 composite ACT score) for admission by the Enrollment and Academic Status Committee. The committee meets regularly during the admission recruitment cycle to consider cases based upon high school transcript, letter of reference, official test score reports, and other academic or personal information. Conditional acceptance is granted based upon a majority vote of the committee members. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

FRESHMAN COHORT					
	F14	F15	F16	F17	F18
HEADCOUNT	192	212	199	206	189
% CONDITIONALLY ADMITTED	14%	14%	7%	14%	10%

INTERNATIONAL FRESHMEN COHORT*				
	F15	F16	F17	F18
% CONDITIONALLY ADMITTED	10%	12%	9%	0%

*n counts for international students are low (n<10) which has an impact on longitudinal data and goals

Outcome

The percentage of the fall 2018 freshman cohort who were conditionally admitted to the University was 10% based upon 19 conditional admits of the total 189 in the cohort population. The minimum threshold was met. The fall 2018 cohort averaged a higher entering GPA, as well as a higher composite ACT score. This contributed to the reduction of conditional admits. The international students have a low n count causing the longitudinal data to be impacted. The benchmark of the current cohort being equal or less than the previous cohort was met with 0% of the fall 2018 international, freshmen cohort being conditionally admitted. International students are rarely admitted to the University without meeting the minimum requirements for admission. The percentages noted in the previous years represent one student per cohort.

Performance Indicator 5: Transfer GPA

The mean and median transfer GPA for entering transfer students will be equal to or greater than the preceding fall's entering transfer cohort's mean and median transfer GPA. The minimum threshold (2.67) is equal to the average mean minus SD*1. The aspirant goal (2.85) is the average mean plus SD*1. (Transfer Cohort Indicator)

Measure

Calculate the mean and median transfer GPA for entering transfer students at census date of fall semester. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

TRANSFER COHORT					
	T14	T15	T16	T17	T18
HEADCOUNT	86	78	78	74	61
MEAN GPA	2.71	2.65	2.78	2.90	3.00
MEDIAN GPA	2.86	2.85	2.67	2.92	3.00

INTERNATIONAL TRANSFER COHORT*				
	F15	F16	F17	F18
MEAN GPA	3.12	2.81	3.11	3.23

*n counts for international students are low (n<10) which has an impact on longitudinal data and goals

Outcome

The mean and median transfer GPA for the fall 2018 transfer cohort was 3.00, respectively. The mean and median transfer GPA for the fall 2017 transfer cohort was 2.904 and 2.919, respectively. The mean and median transfer GPA for the fall 2018 transfer cohort was greater than the mean and median transfer GPA for the fall 2017 transfer cohort and the highest thus far. Additionally, the minimum threshold of 2.67 and aspirant goal of 2.85 were met. The average transfer GPA of 3.00 for the incoming 2018 cohort was significantly higher than the past four years. The increase in metrics is partly due to an increase in transfer, traditional nursing students, as well as students completing an associate degree at a regionally accredited community college. The international, transfer cohort met the goal of being equal or higher than the previous cohort and had a higher average GPA than the resident transfer. However, it is important to note that all international, transfer cohorts have an n count less than 10.

Performance Indicator 6: Transfer Conditional Admits

Less than 10% of the entering transfer students will be conditionally admitted. The minimum threshold (12%) is equal to the average rate plus SD*1. The aspirant goal (6.5%) is the average rate minus SD*1. (Transfer Cohort Indicator)

Measure

Conditional acceptance is determined for transfer applicants to the University who do not meet the requirement (minimum 2.00 transfer GPA) for admission by the Enrollment and Academic Status Committee. The committee meets regularly during the admission recruitment cycle to consider cases based upon transfer transcript(s), letter of reference, and other academic or personal information. Conditional acceptance is granted based upon a majority vote of the committee members. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

TRANSFER COHORT					
	T14	T15	T16	T17	T18
HEADCOUNT	86	78	78	74	61
% CONDITIONALLY ADMITTED	10.5%	20.5%	4%	3%	9.8%

INTERNATIONAL TRANSFER COHORT*				
	F15	F16	F17	F18
% CONDITIONALLY ADMITTED	0%	(1 student)	0%	0%

*n counts for international students are low (n<10) which has an impact on longitudinal data and goals

Outcome

For the fall 2018 transfer cohort, 9.8% were conditionally admitted by the Enrollment and Academic Status Committee. The minimum threshold and goal of less than 10% were met. The international, transfer cohort for 2018 had no conditional admits. The n count is below 10 for each cohort. The overall benchmark of being equal or less than the previous cohort was met.

Performance Indicator 7: Non-Traditional, Adult Studies GPA

The mean and median transfer GPA for each new cohort formed for the ME program will be equal to or greater than the preceding cohort's mean and median transfer GPA. (Non-traditional Cohort Indicator)

Measure

Calculate the mean and median transfer GPA of incoming adult studies program cohorts and compare to the preceding mean and median transfer GPA. Peer comparison data is not available for this indicator. The minimum threshold for ME (3.05) is equal to the average mean minus SD*1. The aspirant goal (3.25) for ME is the average mean plus SD*1. The minimum threshold for RN-BSN (3.04) is equal to the average mean minus SD*1. The aspirant goal (3.24) for RN-BSN is the average mean plus SD*1.

Analysis of Data and Outcomes

ME COHORT	2014	2015	2016	2017	2018
CLEVELAND					
Headcount	27	12	21	4	6
Mean GPA	3.19	3.62	3.48	2.89	3.23
Median GPA	3.19	3.63	3.59	2.58	3.53
ATHENS					
Headcount	21	16	5	1	12
Mean GPA	3.1	3.04	3.04	3.52	3.40
Median GPA	3.05	3.14	3.39	3.52	3.44
KNOXVILLE					
Headcount	26	18	23	9	4
Mean GPA	3.3	3.12	3.0	2.95	2.91
Median GPA	3.42	2.99	2.98	2.85	2.77
ALL ME COHORTS					
Headcount	74	46	49	14	22
Mean GPA	3.20	3.22	3.21	2.97	3.26
Median GPA	3.23	3.21	3.28	2.82	3.34
RN-BSN COHORT	2014	2015	2016	2017	2018
Headcount	10	9	15	14	11
Mean GPA	3.19	2.98	3.14	3.26	3.1
Median GPA	3.2	3.0	3.14	3.3	3.19

Professional Leadership in Criminal Justice had no enrollment.

Outcome

The mean and median transfer GPAs for the combined ME cohorts from each instructional site met the performance indicator as the overall 2018 – 2019 cohort's mean and median transfer GPA was higher when compared to the preceding cohort's GPA. The minimum threshold of 3.05 and the aspirant goal of 3.25 were met. The RN-BSN 2018 – 2019 cohort had a mean GPA of 3.1 and a median GPA of 3.19. The previous cohort had a higher mean and median. The benchmark was not met. The minimum threshold for RN-BSN was 3.04,

which was met by the 2018 – 2019 cohort. Overall, all adult studies programs met the minimum thresholds. There was no enrollment in Criminal Justice.

Performance Indicator 8: Graduate School Entering GPA

The mean and median GPA for each new cohort formed for the MBA program will be equal to or greater than the preceding cohort’s mean and median entering undergraduate GPA. The minimum threshold (3.17) is equal to the average mean minus SD*1. The aspirant goal (3.67) is the average mean plus SD*1. (Graduate School Cohort Indicator)

Measure

Calculate the mean and median transfer GPA of incoming MBA cohorts and compare to the preceding mean and median transfer GPA, as well as minimum and aspirant goals. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

	MBA COHORT				
	2014 – 2015	2015 – 2016	2016 – 2017	2017 - 2018	2018 – 2019
HEADCOUNT	15	13	7	20	18
MEAN GPA	3.44	3.12	3.81	3.30	3.33
MEDIAN GPA	3.34	2.99	3.78	3.15	3.26

Outcome

The 2018 – 2019 MBA cohort had a mean GPA of 3.33 and a median GPA of 3.26. The previous cohort, 2017 – 2018, had an average of 3.30 and 3.15, respectively. The 2018 – 2019 cohort met the initial benchmark of the GPA being equal or greater than the preceding cohort’s mean and median GPA. Additionally, the 2018 – 2019 cohort met the minimum threshold of 3.17, which was based off the previous four-year average with a standard deviation of 1. The overall benchmark was met.

Student Achievement Goal 2: Students will persist in enrollment at TWU from semester to semester by maintaining academic retention standards and choosing to re-enroll.

Performance Indicator 1: First-Time Freshmen Fall to Spring Retention Rate

The fall to spring retention rate for first-time freshman students equal to or greater than the fall to spring retention rate of the previous freshman cohort’s fall to spring retention rate. The minimum threshold (86.8%) is equal to the average rate minus SD*1. The aspirant goal (87.8%) is the average rate plus SD*1. (Freshman Cohort Indicator)

Measure

Calculate the percentage of the first-time freshman cohort who return to spring semester following the first fall semester of attendance. Compare the percentage return to the preceding year’s return rate. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

		FRESHMAN COHORT									
		F08	F10	F11	F12	F13	F14	F15	F16	F17	F18
FALL TO SPRING		87%	88%	88%	85%	83%	82%	88%	87%	87%	89%

Outcome

The fall to spring retention rate for the fall 2018 freshman cohort was 89% as compared to 87% for the fall 2017 cohort. The thresholds were met.

Performance Indicator 2: First-Time Freshmen Fall to Fall Retention Rate

The fall to fall retention rate for first-time freshman students is at least one percentage point greater than the previous freshman cohort’s fall to fall retention rate. The minimum threshold (67.1%) is equal to the TWU 3-year average rate minus SD*1. The aspirant goal (74.8%) is the SACSCOC 3-year average rate plus SD*1. The aspirant goal is in alignment with the Title III grant of 75%. (Freshman Cohort Indicator)

Measure

Calculate the percentage of the first-time freshman cohort who return to the following fall semester after the first fall semester of attendance. Compare the percentage return to the preceding year’s return rate.

Analysis of Data and Outcomes

		FRESHMAN COHORT								
		F09	F10	F11	F12	F13	F14	F15	F16	F17
FALL TO FALL		63%	65%	66%	62%	60%	68%	67%	68%	68%
		PEER INSTITUTIONS								
SACSCOC PEERS		69.6%	69%	68.8%	69.8%	70.7%	71.8%	71.7%	75.5%	73.0%
All TN PEERS Private, Not-for-profit, 4-year or above, up to 5,000 students		68.7%	68.3%	69.9%	69.5%	69.0%	70.4%	71.8%	72.1%	73.1%
NATIONAL PEERS Private, Not-for-profit, 4-year or above, up to 5,000 students		73.1%	72.8%	72.9%	72.7%	73.3%	74.2%	73.7%	73.4%	78.5%

Outcome

The fall to fall retention rate for the fall 2017 freshman cohort was 68% as compared to 68% for the fall 2016 cohort. The minimum threshold of 67.1% met, but there was no change in the data. The retention rate observed a decline for all peer groups: SACSCOC Peer Group declined by 2.5%, as well as the TN and National Peer Groups by .6% and .1% respectively. The University has acted to increase the retention rate with the aid of a Title III grant awarded Fall of 2018. The institution hired a retention coordinator, as well as student success coordinator to solely focus on student retention. The new positions started July 2019.

Performance Indicator 3: Freshmen Academic Standing

Eighty-four percent (84%) of the first-time freshman cohort will be in good standing after the entering fall semester. The minimum threshold (80.9%) is equal to the average rate minus SD*1. The aspirant goal (88.7%) is the average rate plus SD*1. (Freshman Cohort Indicator)

Measure

Calculate the percentage of the first-time freshman cohort are in good standing at the completion of the first fall semester of attendance. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

	FRESHMAN COHORT				
	F14	F15	F16	F17	F18
HEADCOUNT	192	212	199	206	189
% IN GOOD ACADEMIC STANDING	78%	88%	87%	86%	84%

Outcome

The percentage of the fall 2017 freshman cohort that was in good standing at the end of the first fall semester was 86%. The percentage of the fall 2018 freshman cohort that was in good standing at the end of the first semester was 84%. The goal and minimum threshold were met.

Performance Indicator 4: Returning Freshmen Academic Good Standing

Eighty-five percent (85%) of the returning first-time freshman cohort will be in good academic standing after the fall and spring semester of the first year. The minimum threshold (84.8%) is equal to the average rate minus SD*1. The aspirant goal (86.8%) is the average rate plus SD*1. (Freshman Cohort Indicator)

Measure

Calculate the percentage of the first-time freshman cohort are in good standing at the completion of the first fall semester of attendance. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

	FRESHMAN COHORT				
	F14	F15	F16	F17	F18
HEADCOUNT	155	173	180	155	169
% IN GOOD ACADEMIC STANDING	83%	87%	86%	85%	87%

Outcome

The percentage of the fall 2018 freshman cohort that was in good standing at the end of the first fall semester was 84%. The percentage of the fall 2018 freshman cohort that was in good standing at the end of the spring semester was 87%. The thresholds were met.

Performance Indicator 5: Transfer Fall to Fall Retention Rate

The fall to fall retention rate for a transfer cohort is equal to or greater than 70%. The minimum threshold (67.1%) is equal to the average retention rate minus SD*1. The aspirant goal (72.9%) is the average retention rate plus SD*1. (Transfer Cohort Indicator)

Measure

Calculate the percentage of the transfer cohort for the first fall semester of attendance return to the following fall semester. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

TRANSFER COHORT				
	T14	T15	T16	T17
FALL TO FALL	73%	66%	71%	77%

Outcome

The fall to fall retention rate for the fall 2017 transfer cohort was 77% as compared to 71% for the fall 2016 cohort. The thresholds were met, with a 6% increase in retention.

Performance Indicator 6: Returning Transfer Academic Good Standing

Ninety (92%) of the returning transfer cohort will be in academic good standing at the completion of the following spring semester. The minimum threshold (90.2%) is equal to the average rate minus SD*1. The aspirant goal (94.2%) is the average rate plus SD*1. (Transfer Cohort Indicator)

Measure

Calculate the percentage of the fall transfer cohort attending the following spring semester who are in good standing after the completion of that spring semester. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

TRANSFER COHORT					
	T14	T15	T16	T17	T18
HEADCOUNT	166	121	149	107	141
% IN GOOD ACADEMIC STANDING	94.6%	89.3%	91.3%	93.5%	89.4%

Outcome

The percentage of the fall 2018 transfer cohort that returned and was in good standing at the end of the spring semester was 89.4%. The previous cohort, T17, was 93.5%. The minimum threshold was not met.

Performance Indicator 7: Non-traditional, Adult Studies Retention Rate

The term to term retention rate for students in each adult studies program is equal to or greater than 93% for the ME program and 91.5% for the RNBSN program (four-year average). The minimum threshold (ME= 89.2%, RNBSN=86.5%) is equal to the average retention rate minus SD*1. The aspirant goal (ME= 96.3%, RNBSN= 96.5%) is the average retention rate plus SD*1. (Non-traditional Cohort Indicator)

Measure

Calculate the percentage of the program’s cohort for the first fall semester of attendance return to the following semesters. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

	ME COHORT				
	2014	2015	2016	2017	2018
HEADCOUNT	74	46	49	14	21
RETENTION RATE FALL TO SPRING	92%	98%	88%	93%	100%
	RN-BSN COHORT				
	2014	2015	2016	2017	2018
HEADCOUNT	10	9	15	14	11
RETENTION RATE FALL TO SPRING	90%	89%	87%	100%	100%

Outcome

The term to term retention rate for students in the ME program for 2018 was 100%. All thresholds were met. The term to term retention rate for RN-BSN was 100%. All thresholds were met. There was no enrollment in the Criminal Justice program.

Performance Indicator 8: Institutional Retention Standards by Classification Levels

The mean and median TWU GPA for the major fields of study will meet or exceed institutional retention standards by classification. The minimum threshold is a 2.0 (graduation requirement) and the aspirational goal is a 3.0. (Classification Indicator)

Measure

Evaluate the mean and median GPA for major courses for students enrolled during the academic year who have earned hours toward a major by classification. For this purpose, classification is the institutional definition based upon earned hours and retention standards are based upon the institutional definition by attempted hours. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

	CLASSIFICATION				
	FRESHMAN	SOPHMORE	JUNIOR	SENIOR	OVERALL
MEAN GPA	2.20	3.01	3.14	3.30	3.13
MEDIAN GPA	2.22	3.09	3.21	3.34	3.25

Outcome

The median and mean major GPA for students having earned hours towards a major was significantly greater than the institutional retention standards. The minimum GPA required in institutional retention standards is 1.6,

with the highest at a 2.0. All classifications exceeded the retention standard, as well as the minimum thresholds and three out of four classifications met the aspirational goal. The benchmark was met.

Student Achievement Goal 3: Students will meet or exceed basic knowledge skills within the general education competencies.

Performance Indicator 1: First-Time Freshmen CLA+ Scores

Fifty percent (50%) of students who enter as first-time, first-year freshmen will score at the basic level or higher on the CLA+ exam. First-time, first-year freshmen will increase overall performance by 2%, annually, towards achieving the 50th percentile nationally.

Measure

Calculate the total number and percentage of basic, proficient, and accomplished on the CLA+ exam, as well as, calculate the percent difference for the performance task, selected response, and overall scores for each cohort.

Analysis of Data and Outcomes

	FALL FRESHMEN COHORT 2017	FALL FRESHMEN COHORT 2018
MASTERY LEVELS		
Nullified	8.92%	3.74%
Below Basic	44.59%	34.22%
Basic	29.94%	36.36%
Proficient	12.74%	19.25%
Accomplished	3.82%	6.42%
Overall Basic or Higher	51.04%	64.44%

Freshmen CLA+ Sub-scores

Sub-score Area	Performance Task	Selected Response Questions	Overall
FALL FRESHMEN COHORT 2017	942	995	969
FALL FRESHMEN COHORT 2018	987 (4.8% increase)	1034 (3.9% increase)	1011 (4.3% increase)
National Freshmen 50 th Percentile	1034	1034	1037

Outcome

The 2018 freshmen cohort pass rate was 64.44%, as compared to 51.04% in 2017. The majority of students in 2018 scored basic on the CLA+ at 36.36%, whereas the 2017 cohort scored primarily below basic. The overall benchmark was met. The overall performance from 2017 to 2018 increased by 4.3%, 969 to 1011. The overall score of 1011 was in the 31st percentile nationally. The previous cohort from 2017 scored in the 23rd percentile with a score of 969. This was an increase of 9 percentile points overall. Although the 2018 cohort did not achieve the 50th percentile nationally, the cohort did improve in each area by more than 2%. The selected response area did meet the 50th percentile nationally. The increase in overall performance by 2% was met, while the national 50th percentile was not. The local increase in scores is attributed to a higher GPA and ACT composite or the incoming 2018 cohort, as well as the exam was administered during welcome weekend, rather than the middle of the first semester. Student engagement on the exam was higher than the previous cohort, as evidenced by the increase in time on task measured by the exam.

Performance Indicator 2: Senior CLA+ Scores

Seventy percent (70%) of students who are within 30 hours of graduating will score at the basic level or higher on the CLA+ exam. Seniors will increase overall performance by 2%, annually, towards achieving the 50th percentile nationally.

Measure

Calculate the total number and percentage of basic, proficient, and accomplished on the CLA+ exam, as well as, calculate the percent difference for the performance task, selected response, and overall scores for each cohort.

Analysis of Data and Outcomes

	FALL SENIOR COHORT 2017	FALL SENIOR COHORT 2018
MASTERY LEVELS		
Nullified	11.63%	11.27%
Below Basic	27.91%	27.23%
Basic	22.09%	34.27%
Proficient	25.58%	21.13%
Accomplished	12.79%	6.1%
Overall Basic or Higher	68.42%	69.3%

Senior CLA+ Sub-Scores

Sub-score Area	Performance Task	Selected Response Questions	Overall
FALL SENIOR COHORT 2017	1014	1080	1048
FALL SENIOR COHORT 2018	983 (3.1% decrease)	1067 (1.2% decrease)	1025 (2.2% decrease)
National Senior 50 th Percentile	1119	1146	1135

Outcome

The 2018 senior cohort pass rate was 69.03%, as compared to 68.42% in 2017, an increase of nearly 1%. The majority of students scored basic on the CLA+ at 34.27%, whereas the 2017 cohort scored at the below basic level. The overall benchmark was narrowly missed (0.7%). The overall performance from 2017 to 2018 decreased by 2.2%, 1048 to 11025. The overall score of 1025 was in the 8th percentile nationally. The previous cohort from 2017 scored in the 13th percentile with a score of 1048. This was a decrease of 6 percentile points overall. The 2018 cohort did not achieve the 50th percentile nationally, nor did the cohort improve in each area by more than 2%. The benchmark was not met.

Performance Indicator 3: Transfer CLA+ Scores

Seventy percent (70%) of students who enter with a regionally accredited Associate of Science or Associate of Arts degree and are within 30 hours of graduating will score at the basic level or higher on the CLA+ exam.

Measure

Calculate the total number and percentage of basic, proficient, and accomplished on the CLA+ exam.

Analysis of Data and Outcomes

	FALL SENIOR COHORT 2017	FALL SENIOR COHORT 2018
MASTERY LEVELS		
Nullified	25%	10.3%
Below Basic	50%	13.8%
Basic	25%	37.9%
Proficient	0%	31.0%
Accomplished	0%	6.9%
Overall Basic or Higher	25%	84.6%

Outcome

The 2018 students who entered with a regionally accredited Associate of Science or Associate of Arts degree cohort had a pass rate of 84.06%, as compared to 25% in 2017, an increase of nearly 59.4%. However, the 2017 group only contained four students that entered with an associate degree that participated in the 2017 assessment. Most students in the 2018 cohort scored basic on the CLA+ at 37.9%, whereas the 2017 cohort scored at the predominately at the below basic level. The overall benchmark was met.

Performance Indicator 4: CLA+ Performance Task Scores

The Freshmen and Senior CLA+ scores will increase annually by 2% in the overall performance task area from the previous cohort towards achieving the 50th percentile nationally.

Measure

Calculate the percent change from the previous cohort for each sub-score area and overall achievement.

Analysis of Data and Outcomes

Sub-score Area	Analysis & Problem-Solving	Writing Effectiveness	Writing Mechanics	Performance Task
FALL FRESHMEN COHORT 2017	61%	66%	88%	942
FALL FRESHMEN COHORT 2018	66% (5% increase in a score of 3 or higher)	67% (1% increase in a score of 3 or higher)	92% (6% increase in a score of 3 or higher)	987 (4.8% increase)
National Freshmen 50 th Percentile				1034
FALL SENIOR COHORT 2017	65%	75%	94%	1014
FALL SENIOR COHORT 2018	64% (1% decrease in a score of 3 or higher)	77% (2% increase in a score of 3 or higher)	94% (No discernable difference)	983 (3.1% decrease)
National Senior 50 th Percentile				1119

Outcome

The 2018 freshmen cohort increased the overall performance task scores by 4.8% with increases ranging from 1% to 6% in all sub-score categories. The benchmark was met for increasing the score by 2%. However, the increase in the score did not achieve the 50th percentile nationally. The 2018 senior cohort decreased by 3.1% in the performance task area and only increased in one of the three sub-score areas, writing effectiveness. The overall benchmark was not met by the senior cohort.

Performance Indicator 5: CLA+ Selected Response Scores

The Freshmen and Senior CLA+ scores will increase annually by 2% in the overall selected response questions area from the previous cohort towards achieving the 50th percentile nationally.

Measure

Calculate the percent change from the previous cohort for each sub-score area and overall achievement.

Analysis of data and Outcome

Sub-score Area	Scientific & Quantitative Reasoning	Critical Reading & Evaluation	Critique an Argument	Selected Response Questions
FALL FRESHMEN COHORT 2017	478	469	512	995
FALL FRESHMEN COHORT 2018	493 (3.1% increase)	496 (5.8% increase)	510 (-0.4% decrease)	1034 (3.9% increase)
National Freshmen 50 th Percentile				1034
FALL SENIOR COHORT 2017	504	510	557	1080
FALL SENIOR COHORT 2018	508 (0.8% increase)	504 (1.2% decrease)	533 (4.3% decrease)	1067 (1.2% decrease)
National Senior 50 th Percentile				1146

Outcome

The 2018 freshmen cohort increased the overall selected response scores by 3.9% with increases ranging from 3.1% to 5.8% in two of the three sub-score categories. The benchmark was met for increasing the overall score by 2%. The increase in the selected response score did achieve the 50th percentile nationally. The 2018 senior cohort decreased by 1.2% in the selected response questions area and only increased in one of the three sub-score areas, scientific and quantitative reasoning. The overall benchmark was not met by the senior cohort.

Performance Indicator 6: Non-Traditional, Adult Studies Management Excellence Final Exam Scores

Students who are Non-Traditional, Management Excellence students will maintain or exceed the national percentage of students scoring at or above the national average on the exit exam. The aspirational goal is equal to the four-year average national score plus the STD*1 and the minimum threshold is the four-year average TWU mean score minus the STD*1.

Measure

Calculate the total number and percentage of basic, proficient, and advanced on the CBE exam.

Analysis of Data and Outcomes

	2014-15	2015-16	2016-17	2017-18	2018-19
TWU CBE: Management Excellence	57%	56%	57%	55%	48%
National Mean	51%	50%	51%	49%	48%
SACSCOC Peer Institutions	52%	51%	52%	50%	49%

Outcome

The 2018 non-traditional student cohort demonstrated 48% at the national mean (national mean = 48%). The benchmark was met. However, the minimum threshold was 49% and the aspirant goal was 51% based upon historical data trends.

Performance Indicator 7: Non-Traditional, Adult Studies RN-BSN Final Exam Scores

Ninety percent (90%) of students who are Non-Traditional, RN-BSN students will score eighty percent (80%) or higher on the Leadership Management Clinical Capstone.

Measure

Calculate the total number and percentage of students scoring 80% or higher on the capstone project.

Analysis of Data and Outcomes

	2017 – 2018	2018-19
RN-BSN	100% (Overall)	92% (Fall) 100% (Spring) 94% (Overall)

Outcome

The 2018 non-traditional student cohort demonstrated an overall success rate at 94%. The decrease in achievement was due to a student who did not complete the assignment and subsequently withdrew from the program. The minimum threshold was met. The focus on clinical judgment to improve the outcomes of care was directly measured through a learning contract, leadership project, and clinical evaluation. The leadership projects for 2018 – 2019 covered the following areas: Car Seat Safety, Staffing Ratios in the ER setting, Nutritional Screening Tool for Oncology Patients- In an Outpatient Setting, Integrating Emotional Intelligence to improve work environments, and medication safety.

There was no enrollment in Criminal Justice.

Student Achievement Goal 4: Students will complete programs in a reasonable timeframe.

Performance Indicator 1: First-Time Freshmen Graduation Rates

Forty-three percent (43%) of students who enter as first-time first-year freshmen will complete their degree within 150% of the typical time to complete a baccalaureate degree (6 years). The aspirational goal is equal to the two-year average rate plus the STD*2 (48%) and the minimum threshold is the average two-year mean score minus the STD*2 (38%). (Freshman Cohort Indicator)

Measure

Calculate the total number and percentage completing program within 4-, 5- and 6-year timeframes.

Analysis of Data and Outcomes

FRESHMAN COHORT								
	Degree-Seeking Cohort	Completers of Program within 4 years		Completers of Program within 5 years		Completers of Program within 6 years		Completion Rate
2011								
Men	90	23	25.6%	30	33.3%	30	33.3%	33%
Women	116	44	37.9%	52	44.8%	52	44.8%	45%
Total Cohort	206	67	32.5%	82	39.8%	82	39.8%	40%
2012								
Men	90	17	18.8%	25	27.7%	26	28.9%	29%
Women	128	38	29.7%	56	43.8%	61	47.7%	48%
Total Cohort	218	55	25.2%	81	37.2%	87	39.9%	40%
PEER INSTITUTIONS								
SACSCOC PEERS 2011								
Men	1761	530	30.1%	716	40.7%	771	43.8%	44%
Women	2266	957	42.2%	1204	53.1%	1256	55.4%	55%
Total Cohort	4027	1487	36.9%	1920	47.7%	2027	50.3%	52%
All TN PEERS	Private, Not-for-profit, 4-year or above, up to 5,000 students	33.5%		42.8%		44.7%		44.7%
NATIONAL PEERS	Private, Not-for-profit, 4-year or above, up to 5,000 students	41.9%		51.7%		53.9%		53.9%

INTERNATIONAL FRESHMEN COHORT*				
	Completers of Program within 4 years	Completers of Program within 5 years	Completers of Program within 6 years	Completion Rate
2011 Cohort	67%	67%	67%	67%
2012 Cohort	50%	86%	86%	86%

*n counts for international students are low (n<10) which has an impact on longitudinal data and goals

Outcome

The 2011 cohort graduation rate was 40% overall, with men graduating at 33% within 150% time and women graduating at 45% within 150% time. The 2012 cohort remained static with the same overall graduation rate of 40%. The women increased the graduation rate by 3%, 45% to 48%, respectively. However, the men graduation rate decreased from 33% to 29%. The minimum threshold was met. The overall goal of 43% (average of last 4

years) was not met, nor the aspirational goal. The international, freshmen 2011 cohort had a graduation rate of 67% within 4 years and the 2012 cohort had a graduation rate of 86% within 5 years. The n count is low for both cohorts (n<10). However, the overall rates meet the minimum threshold and exceed resident graduation rates.

Performance Indicator 2: Transfer Graduation Rates

Seventy-one percent (71%) of students who enter as transfers with 60 or more earned hours will complete their degree within 3 years. The aspirational goal is equal to the three-year average rate plus the STD*1 (73.8%) and the minimum threshold is the three-year average rate minus the STD*1 (68.4%). (Transfer Cohort Indicator)

Measure

Calculate the total number and percentage completing program within 3-year timeframe.

Analysis of Data and Outcomes

TRANSFER COHORT					
	Degree-Seeking Cohort	Completers of Program within 3 years	Completers of Program within 4 years	Completers of Program within 5 years	Completion Rate
2013	89	74.2%	77.5%	77.5%	77.5%
2014	99	71.7%	75.6%	76.8%	76.8%
2015	92	67.4%	68.5%		68.5%
2016	93	73.1%			73.1%

INTERNATIONAL FRESHMEN COHORT*				
	Completers of Program within 3 years	Completers of Program within 4 years	Completers of Program within 5 years	Completion Rate
2011 Cohort	80%	100%	100%	100%
2012 Cohort	86%	86%	86%	86%

*n counts for international students are low (n<10) which has an impact on longitudinal data and goals

Outcome

The 2016 transfer cohort with students who entered in with 60 or more hours had a completion rate of 73.1% within 3 years, as compared to 67.4% completion rate with the 2015 transfer cohort. The goal was met, with the aspirational goal being missed by only 0.7%. The international, transfer 2011 cohort had a graduation rate of 100% within 4 years and the 2012 cohort had a graduation rate of 86% within 3 years. The n count is low for both cohorts (n<10). However, the overall rates meet the minimum threshold and exceed resident graduation rates.

Performance Indicator 3: Non-Traditional, Adult Studies Graduation Rates

Seventy-eight percent (78%) of ME students will complete their degree in 2 years. The aspirational goal is equal to the two-year average rate plus the STD*1 (78.3%) and the minimum threshold is the two-year average rate minus the STD*1 (69.7%). Fifty-five percent (55%) of RN-BSN students will complete their degree within 1 year. The aspirational goal is equal to the one-year average rate plus the STD*1 (71.3%) and the minimum threshold is the one-year average rate minus the STD*1 (39.7%). (Non-traditional Cohort Indicator)

Measure

Calculate the percentage of the cohorts formed in the academic year who completed within the stated timeframe. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

ME COHORT					
	Degree-Seeking Cohort	Completers of Program within 2 years	Completers of Program within 3 years	Completers of Program within 3+ years	Completion Rate
2014	74	68%	84%	85%	85%
2015	46	78%	87%	91%	91%
2016	49	76%	80%		80%
2017	14	92%			92%

RN-BSN COHORT					
	Degree-Seeking Cohort	Completers of Program within 1 year	Completers of Program more than 1 year		Completion Rate
2014	10	50%	90%		90%
2015	9	56%	56%		56%
2016	15	80%	87%		87%
2017	14	36%	100%		100%
2018	11	65%			65%

Outcome

The 2017 cohort achieved 92% completion rate within 2 years. The 2017 ME Cohort met and exceeded the aspirational goal threshold 78.3% completion rate within 2 years. The benchmark was met. The 2018 nursing cohort had 65% graduate within one year. The previous cohort, 2017, graduated 36% within one year and 100% within two years. The data trend indicates that the delay in graduation time is attributed to students enrolling and maintaining a part-time status, rather than full-time. The adult study goal has been readjusted for the 2019 -2020 academic year to reflect this pattern to represent the adult study program(s) more accurately. The goal was met, as well as the minimum threshold. The aspirational goal was missed. Overall, the benchmarks were met. There was no enrollment in Criminal Justice.

Performance Indicator 4: Nursing Graduation Rates

Seventy-seven (77%) of the nursing cohort will complete their degree within 2 years. The aspirational goal is equal to the two-year average rate plus the STD*1 (77.46%) and the minimum threshold is the two-year average rate minus the STD*1 (67.86%). (Nursing Cohort Indicator)

Measure

Calculate the total number and percentage completing program within 2-year timeframe. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

	2-YEAR RATE	3-YEAR RATE	STILL ENROLLED	WITHDRAW RATE
2013 COHORT GRADUATION RATES	79.20%	81.30%	0%	18.70%
2014 COHORT GRADUATION RATES	75.36%	79.71%	1.4%	18.89%
2015 COHORT GRADUATION RATES	67.57%	70.27%	1.35%	28.38%
2016 COHORT GRADUATION RATES	68.51%	74.10%	9.26%	16.64%
2017 COHORT GRADUATION RATES	70.50%		6.50%	23.00%

Outcome

The 2017 Nursing Cohort had 70.50% complete their degree within 2 years. The cohort still has 6.50% still enrolled. However, the withdrawal rate increased by nearly 7% from the 2016. The nursing program has strict policies that do not allow students to progress in the program unless a score of 80% mastery is achieved in all courses. When students do not achieve the minimum threshold, the student cannot continue the program unless readmitted as a repeat the following cycle. The minimum threshold of 67.86% was met as the 2017 cohort had a 70.5% completion rate. The aspirational goal was not met.

Student Achievement Goal 5: Students will demonstrate knowledge in their major fields of study.

Performance Indicator 1: Major Field Test Performance

Fifty percent (50%) of students in majors with such a testing requirement will score at or above the national average on exams designed to assess major field knowledge such as the Major Field Tests, Area Concentration Achievement Tests, and Comprehensive Business Exam. The aspirational goal is equal to the four-year average national score plus the STD*1 and the minimum threshold is the four-year average TWU mean score minus the STD*1. Psychology, Sociology, and MBA are calculated with two- and three-year averages. (Various Academic Departments' Indicators, non-licensure)

Measure

Evaluate the scores from all programs that require a Major Field Test or capstone assessment. Compare the individual and aggregate scores with national averages.

Analysis of Data and Outcomes

	Academic Years									
	2014-15		2015-16		2016-17		2017-18		2018-19	
TWU MFT: Biology	154	71.4%	153	60%	152	80%	155	73%	152	60%
National Mean	153.2		153.0		153.0		153.0		153.5*	
Peer Institutions Comparative Mean	152.9		152.9		152.9		152.9		153.4	
TWU MFT: Business	151	48%	153	66%	149	45%	147	43%	150	42%
National Mean	152.1		152.0		151.8		151.6		152*	
Peer Institutions Comparative Means	152.3		152.3		151.2		151.2		151.2	
TWU MFT: Chemistry	137	7.6%	137	7.6%	137	7.6%	146	50%	140 (2 Students)	0%
National Mean	148.2		148.0		149.7		148.9		149*	
All TN Institutions Comparative Means	145.2		145.2		145.7		145.7		145.7	
TWU MFT: Criminal Justice	155	62%	154	75%	150	56%	154	83%	147	50%
National Mean	153.1		150.5		151.2		151.5		152.5*	
All TN Institutions Comparative Means	150.7		150.6		150.6		150.6		150.6	
TWU MFT: English	162	100%	162	100%	153 (3 Students)	67%	152 (3 Students)	33%	152 (3 Students)	67%
National Mean	153.6		153.1		153.1		152.8		152*	
All TN Institutions Comparative Means	152.2		152.2		152.2		152.2		152.2	
TWU MFT: Psychology	150	14%	147	20%			156	29%	156	50%
National Mean	155.8		155.8		155.8		155.8		155.8*	
All TN Peer Institutions Comparative Means	152.1		152.1		152.1		152.1		152.1	
TWU MFT: Sociology			147	40%			154 (3 Students)	66%	135 (1 Student)	0%
National Mean	148.7		148.3		148.3		148.1		148*	
All TN Institutions Comparative Means	145.9		145.9		145.9		145.9		145.9	

	2014-15	2015-16	2016-17	2017-18	2018-19
**TWU CBE: Management Excellence	57%	56%	57%	55%	48%
National Mean	51%	50%	51%	49%	48%
Peer Institutions	52%	51%	52%	50%	49%
Graduate Program					
	2014-15	2015-16	2016-17	2017-18	2018-19
TWU MFT: MBA		241 33%	246 22%	240 22%	243 56%
Peer Institutional Comparative Means		250.6	250.6	250.6	246.6*
National Mean		248.1	247.9	247.5	247.9

*Tentative Means (Final Report in August 2019)

**CBE Scores are reported by proficiency levels.

Calculated Thresholds

Assessment	Minimum Threshold	Aspirational Threshold	2018 Outcome	Threshold Met
MFT Biology	152.6	153.5	152	Neither
MFT Business	145.5	152	150	Minimum
MFT Chemistry	131.5	149	140	Minimum
MFT Criminal Justice	149.5	152.5	147	Neither
MFT English	152	152	152	Minimum & Aspirational
MFT Psychology	147	155.8	156	Minimum & Aspirational
MFT Sociology	145.6	148	135	Neither
CBE (percentage) ME	49%	51%	48%	Neither
MFT MBA	239.4	248.1	243	Minimum

Outcome

The following areas met the minimum threshold of acceptability: Business, Chemistry, English, Psychology, and MBA. The following met the aspirational threshold: English and Psychology. The overall benchmark was not met, as Biology, Criminal Justice, Sociology, and ME did not meet the minimum threshold. The national percentage on the CBE decreased in 2018 which was below the calculated minimum threshold. TWU's ME program did score at the national level of 48% albeit the historical data trend a higher pass rate. The percentage of students scoring at the national mean was met by the following programs: Biology, Criminal Justice, English, Psychology and ME. However, Chemistry, and Sociology did not meet the expectation. The variable influencing the goal is a low n count for several programs (noted in table). The overall goal was not met. The 2018 graduate school MBA students had 56% of the cohort at or above the national average on the MFT exam. This was an increase from 2017 of 34%. The benchmark was met for graduate students.

Performance Indicator 2: Teacher Licensure Pass Rates

Ninety-five percent (95%) of education students will pass the PRAXIS II tests required for teaching licensure in the state of Tennessee. The aspirational goal is 100% since all students must pass PRAXIS exams to complete the program and obtain a teaching license. The threshold of acceptability is 95%, based on a three-year average of TWU PRAXIS pass rates. (Department of Education Indicator, licensure only)

Measure

Evaluate the test results from the Tennessee State Department of Education and ETS for pass rates. Note National Comparison Peers are not utilized for this performance indicator, as thresholds of acceptability vary across states.

Analysis of Data and Outcomes

PRAXIS PASS RATES			
	2016	2017	2018
TWU			
TWU	95%	95.7%	100%
SACSCOC Peer Institutions			
Bryan College	95.9%	96.2%	93.3%
Carson-Newman University	100%	96.9%	99.5%
King University	100%	95.0%	100%
Lee University	100%	97.2%	100%
Lincoln Memorial University	100%	96.2%	100%
Lipscomb University	99.8%	99.1%	100%
Maryville College	98%	97.5%	100%
Milligan College	100%	99%	100%
Southern Adventist University	100%	100%	100%
Tusculum University	98.4%	96.4%	97.9%
Overall	99.3%	97.6%	99.2%

Outcome

The 2018 Pass Rate for Teacher licensure was 100%. The 2018 results were an increase of 4.3% from 2017. Additionally, TWU's pass rate was above the SACSCOC Peer Institutional mean by 0.8%. The minimum and aspirational threshold was met. Beginning January of 2019, the state of Tennessee implemented a new licensure requirement for all teacher candidates, edTPA. For 2019 – 2020, the University's edTPA pass rates will be added as an additional performance indicator for teacher licensure.

Performance Indicator 3: Nursing Licensure Pass Rates

Eighty-seven percent (87%) of nursing students will pass the NCLEX test. The aspirational goal is 95% based on the three-year, increased trend from 2015 – 2017. The threshold of acceptability is 87%, based on the average TWU pass rate for the past four years. The minimum threshold is 80%, because this is the minimum passing rate set by CCNE accreditation standards. (Department of Nursing Indicator, licensure only)

Measure

Evaluate the pass rate of the NCLEX exam annually.

Analysis of Data and Outcomes

NCLEX PASS RATES					
	2014	2015	2016	2017	2018
TWU	85%	83%	89%	93%	97%
Tennessee	88.7%	86.8%	87.2%	90.2%	92.2%
National	85%	87.5%	84.5%	87.1%	88.3%
PEER INSTITUTIONS					
Carson-Newman University	95%	92%	90%	100%	100%
King University	83%	70%	73%	85%	88%
Lee University				100%	100%
Lincoln Memorial University	91%	96%	91%	98%	99%
Lipscomb University	78%	64%	93%	95%	97%
Martin Methodist College*	89%	68%	54%	50%	87%
Milligan College	91%	90%	87%	76%	100%
Tusculum University		86%	50%	67%	85%
Overall	88%	81%	77%	84%	95%

*Martin Methodist was added to provide an additional like peer institution for nursing pass rates.

Outcome

The NCLEX pass rate has increased each year since 2015. The rate has exceeded the minimum threshold for the past 4 years, with the most current year at 97%. The University's pass rate has been above the state and national average for the last three years as well. In comparison to peer institutions, TWU has maintained a high pass rate relative to the listed institutions. The aspirational goal was met.

Student Achievement Goal 6: Students will possess the knowledge and critical thinking skills to gain entry to graduate school.

Performance Indicator 1: Graduate School Entrance Rates

Eighty percent (80%) of completers who report having applied to graduate school on the Senior Exit Survey will enroll in graduate school within two year of graduation as reported by National Student Clearinghouse. (Overall Population Indicator)

Measure

Evaluate the number of graduating students who have indicated an application to graduate school from the Senior Exit Survey. Use National Student Clearinghouse Student Tracker service to determine if any of the most recent graduates are enrolled in a graduate degree program. Peer comparison data is not available for this indicator.

Analysis of Data and Outcomes

GRADUATE SCHOOL ENROLLMENT RATES				
	2016	2017	2018	Mean 2016 – 2018
Have Applied to Graduate School (Graduates)	35%	43%	54%	44%
NSCH Enrollment Rates (Graduates)	82%	80.7%	76%	79.6%
Pre-Professional Biology/Chemistry Enrollment Rates (Graduates)				57% (2012 – 2018)
Pre-Professional Biology/Chemistry Enrollment Rates, First Generation (Graduates)	100%	100%	100%	100% (2012 – 2018)
Pre-Professional Graduates (2011 Cohort)		60%	80%	80%
Pre-Professional Graduates (2012 Cohort)			53%	53%

Outcome

In 2018, 54% of the 96 graduating seniors who completed the senior exit survey stated indicated plans to attend graduate school. As of July 2019, 76% of the students indicating plans to attend graduate school were enrolled. In comparison to the 2017 graduating cohort, 80.7% of the seniors indicating graduate school plans were enrolled in a graduate program of study. The benchmark was not met. However, the first-generation graduates with a pre-professional emphasis have a 100% graduate school attendance rate from 2009 – 2018. The review of pre-professional students graduating from the 2011 cohort had a 60% rate of graduate school entrance within two years and an 80% graduate school entrance within three years. The pre-professional graduate students graduating from the 2012 cohort had a graduate school entrance rate of 53% within the first year. The data trends indicate that pre-physical therapy graduates do not have as high an entrance rate as pre-professional biology and pre-professional chemistry graduates. The graduate school entrance rates will be expanded to track cohort graduates for a longer period post undergraduate graduation to further assess student success.