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# Tennessee Wesleyan

UNIVERSITY

## STUDENT ACHIEVEMENT 2017

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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 (3.37) is equal to the average mean minus SD\*1. The aspirant goal (3.51) 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
HEADCOUNT	192	212	199	<b>206</b>
MEAN HS GPA	3.41	3.42	3.33	<b>3.28</b>
MEDIAN HS GPA	3.51	3.448	3.456	<b>3.31</b>
	PEER INSTITUTIONS			
SACSCOC PEERS	3.45	3.44	3.49	<b>3.5</b>
ALL TN PEERS Private, Not-for-profit, 4-year or above	3.32	3.32	3.34	<b>3.4</b>
NATIONAL PEERS Private, Not-for-profit, 4-year or above	3.36	3.36	3.33	<b>3.38</b>

	INTERNATIONAL FRESHMEN COHORT*		
	F15	F16	F17
MEAN GPA	2.5	3.16	<b>2.97</b>

### Outcome

The mean and median high school GPA for the fall 2017 entering freshman cohort was 3.28 and 3.31, respectively. The mean and median for the preceding fall 2016 entering freshmen cohort was 3.33 and 3.456, respectively. The mean and median for the for the fall 2017 freshman cohort was lower than the previous fall cohort. The minimum threshold was not met. The first-time, international students averaged an entering GPA of 2.97 for fall 2017. This was significantly lower than the previous cohort in 2016 with an average GPA of 3.16. 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 not met. The peer comparative groups increased the average GPAs of incoming freshmen. The University's decline is most likely attributed to a higher percentage of students conditionally admitted, which ultimately lowered the cohort's mean and median. The OIER has informed the Enrollment and Academic Status Committee of the impact of the conditional admit students and a review of the data trends and patterns were discussed with the VPAA.

## 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 (21.4) is equal to the average mean minus SD\*1. The aspirant goal (23.1) 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.

### Analysis of Data and Outcomes

FRESHMAN COHORT				
	F14	F15	F16	F17
<b>HEADCOUNT</b>	192	212	199	<b>206</b>
<b>MEAN COMPOSITE ACT</b>	21.8	21.9	22.2	<b>21.1</b>
<b>MEDIAN COMPOSITE ACT</b>	21	22	21	<b>21</b>
<b>25<sup>th</sup> Percentile</b>	18	19	19	<b>18</b>
<b>75<sup>th</sup> Percentile</b>	25	25	25	<b>24</b>
PEER INSTITUTIONS				
<b>SACSCOC PEERS 25<sup>th</sup> Percentile</b>	18.1	20	20.5	<b>20.1</b>
<b>SACSCOC PEERS 75<sup>th</sup> Percentile</b>	26.3	26.2	26.1	<b>26.4</b>
ALL TN PEERS 25 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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
<b>SAT Composites</b>	902	936	<b>890</b>

\*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 2017 first-time freshman cohort was 21.1 and 21, respectively. The mean and median composite ACT score for the fall 2016 first-time freshman cohort was 22.2 and 21, respectively. While the median composite ACT scores for the fall 2017 freshman cohort was equal to the preceding fall 2016 cohort, the mean was 0.1 points lower. The overall goal and minimum threshold were not met for the ACT indicator. The international, freshmen cohort for 2017 had an average SAT composite lower than the two previous cohorts. The low n count for the cohort had an impact on the data. Standard deviations and peer comparisons are not utilized as of to date for the international cohort due to the very low count. Therefore, a local comparison is employed that the cohort would be equal or greater than the previous cohort. The internal benchmark was not met. As stated in performance indicator 1, the University's decline is most likely attributed to a higher percentage of students conditionally admitted, which ultimately lowered the cohort's

mean and median. The OIER has informed the Enrollment and Academic Status Committee of the impact of the conditional admit students and a review of the data trends and patterns were discussed with the VPAA.

**Performance Indicator 3: Remedial Coursework**

Less than 35% of the first-time freshman cohort will place into remedial coursework. The minimum threshold (36.2%) is equal to the average rate plus SD\*1. The aspirant goal (32.0%) 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
<b>HEADCOUNT</b>	192	212	199	<b>206</b>
<b>% PLACED IN REMEDIAL ENGLISH</b>	19.3%	17.4%	15.1%	<b>22.7%</b>
<b>% PLACED IN REMEDIAL MATH</b>	30.2%	23.9%	23.6%	<b>27.5%</b>
<b>% TOTAL PLACED IN REMEDIAL COURSES</b>	35%	36%	31.2%	<b>37.2%</b>

INTERNATIONAL FRESHMEN COHORT*			
	F15	F16	F17
<b>% TOTAL PLACED IN REMEDIAL COURSES</b>	10%	12%	<b>9%</b>

\*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 2017 freshman cohort had 37.2% total students placed in at least one remedial course. The thresholds were not met. This fall 2017 freshmen cohort had the highest percentage of students in remedial coursework as compared to the three previous cohorts. The factors contributing to this outcome was a lower entering GPA and composite ACT score for the Fall 2017 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 9% of the fall 2017 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 cohorts above 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 (14.3%) is equal to the average rate plus SD\*1. The aspirant goal (8.4%) 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
HEADCOUNT	192	212	199	206
% CONDITIONALLY ADMITTED	14%	14%	7%	14%

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

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

#### **Outcome**

The percentage of the fall 2017 freshman cohort who were conditionally admitted to the University was 14% based upon 29 conditional admits of the total 206 in the cohort population. The overall goal of less than 12% was not met, but the calculated minimum threshold was met. The fall 2017 cohort averaged a lower entering GPA, as well as a lower composite ACT score. This contributed to the increase 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 9% of the fall 2017 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 (2.66) is equal to the average mean minus SD\*1. The aspirant goal (2.76) 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
HEADCOUNT	86	78	78	74
MEAN GPA	2.71	2.65	2.78	2.90
MEDIAN GPA	2.86	2.85	2.67	2.92

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

\*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 2017 transfer cohort was 2.90 and 2.92, respectively. The mean and median transfer GPA for the fall 2016 transfer cohort was 2.78 and 2.67, respectively. The mean and median transfer GPA for the fall 2017 transfer cohort was greater than the mean and median transfer GPA for the fall 2016 transfer cohort and the highest thus far. Additionally, the minimum threshold of 2.66 and aspirant goal of 2.76 were met. The average transfer GPA of 2.90 for the incoming 2017 cohort was significantly higher than the past three years. 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 student. 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 (18.4%) is equal to the average rate plus SD\*1. The aspirant goal (4.8%) is the average rate minus SD\*1. (Transfer Cohort Indicator)

### Measure

Conditional acceptance is determined for non-nursing 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
HEADCOUNT	86	78	78	74
% CONDITIONALLY ADMITTED	10.5%	20.5%	4%	3%

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

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

## Outcome

For the fall 2017 transfer cohort, 3% were conditionally admitted by the Enrollment and Academic Status Committee. The minimum threshold, aspirant goal and local goal of less than 10% were met. The international, transfer cohort for 2017 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 (3.21) is equal to the average mean minus SD\*1. The aspirant goal (3.27) for ME is the average mean plus SD\*1. The minimum threshold for RN-BSN (3.03) is equal to the average mean minus SD\*1. The aspirant goal (3.19) for RN-BSN is the average mean plus SD\*1.

## Analysis of Data and Outcomes

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

Professional Leadership in Criminal Justice had no enrollment.

## Outcome

The mean and median transfer GPAs for the combined ME cohorts from each instructional site did not meet the performance indicator as the overall 2017 – 2018 cohort's mean and median transfer GPA was lower when compared to the preceding cohort's GPA. The minimum threshold of 3.21 and the aspirant goal of 3.27 were not met. The RN-BSN 2017 – 2018 cohort had a mean GPA of 3.26 and a median GPA of 3.3. The previous cohort had a lower mean and median. The benchmark not met. The minimum threshold for RN-BSN was 3.03 and an

aspirant goal of 3.19 was met by the 2017 – 2018 cohort. Overall, all adult studies programs did not meet the minimum thresholds.

**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 (3.12) is equal to the average mean minus SD\*1. The aspirant goal (3.68) 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
<b>HEADCOUNT</b>	15	13	7	<b>20</b>
<b>MEAN GPA</b>	3.44	3.12	3.81	<b>3.30</b>
<b>MEDIAN GPA</b>	3.34	2.99	3.78	<b>3.15</b>

**Outcome**

The 2017 – 2018 MBA cohort had a mean GPA of 3.30 and a median GPA of 3.15. The previous cohort, 2016 – 2017, had an average of 3.81 and 3.78, respectively. The 2017 – 2018 cohort did not meet the initial benchmark of the GPA being equal or greater than the preceding cohort’s mean and median GPA. Additionally, the 2017 – 2018 cohort met the minimum threshold of 3.12, which was based off the previous three-year average with a standard deviation of 1. The 2016 – 2017 cohort was a smaller n count (n=7) which caused the GPA to have a significant increase for one year. The 2017 – 2018 cohort mean and median is more in alignment with previous cohorts.

## 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 (83.1%) is equal to the average rate minus SD\*1. The aspirant goal (88.3%) 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
FALL TO SPRING		87%	88%	88%	85%	83%	82%	88%	87%	<b>87%</b>

#### Outcome

The fall to spring retention rate for the fall 2017 freshman cohort was 87% as compared to 87% for the fall 2016 cohort. The local goal and minimum threshold 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 (61.4%) is equal to the TWU 3-year average rate minus SD\*1. The aspirant goal (71.6%) is the SACSCOC 3-year average rate plus SD\*1. (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
FALL TO FALL		63%	65%	66%	62%	60%	68%	67%	<b>68%</b>
		PEER INSTITUTIONS							
SACSCOC PEERS		69.6%	69%	68.8%	69.8%	70.7%	71.8%	71.7%	<b>75.5%</b>
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%
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%	<b>73.4%</b>

### Outcome

The fall to fall retention rate for the fall 2016 freshman cohort was 68% as compared to 67% for the fall 2015 cohort. The minimum threshold of 61.4% was met, with a continued increase in retention. The retention rate observed an increase for the peer groups: SACSCOC Peer Group by 3.8%, as well as the TN Groups by 2%. The University acted to increase the retention rate with the aid of a Student Retention Coordinator and success coaches, as well as academic advising from full-time faculty.

### 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 (79.5%) is equal to the average rate minus SD\*1. The aspirant goal (88.5%) 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
HEADCOUNT	192	212	199	206
% IN GOOD ACADEMIC STANDING	78%	88%	87%	86%

### Outcome

The percentage of the fall 2016 freshman cohort that was in good standing at the end of the first fall semester was 87%. The percentage of the fall 2017 freshman cohort that was in good standing at the end of the first semester was 86%. 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 (83.6%) is equal to the average rate minus SD\*1. The aspirant goal (87%) 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
HEADCOUNT	155	173	180	155
% IN GOOD ACADEMIC STANDING	83%	87%	86%	85%

### 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 2017 freshman cohort that was in good standing at the end of the spring semester was 85%. The local goal and minimum 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 (66%) is equal to the average retention rate minus SD\*1. The aspirant goal (73%) 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
FALL TO FALL	73%	66%	71%

#### Outcome

The fall to fall retention rate for the fall 2016 transfer cohort was 71% as compared to 66% for the fall 2015 cohort. The local goal and minimum threshold were met, with a 5% increase in retention.

### Performance Indicator 6: Returning Transfer Academic Good Standing

Ninety-two percent (92%) of the returning transfer cohort will be in academic good standing at the completion of the following spring semester. The minimum threshold (89.4%) is equal to the average rate minus SD\*1. The aspirant goal (94%) 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
HEADCOUNT	166	121	149	107
% IN GOOD ACADEMIC STANDING	94.6%	89.3%	91.3%	93.5%

#### Outcome

The percentage of the fall 2017 transfer cohort that returned and was in good standing at the end of the spring semester was 93.5%. The previous cohort, T16, was 91.3%. The local goal and minimum threshold were 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 (three-year average). The minimum threshold (ME= 88.6% RNBSN= 87.5%) is equal to the average retention rate minus SD\*1. The aspirant goal (ME= 96.8%, RNBSN= 89.9%) 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
<b>HEADCOUNT</b>	74	46	49	<b>14</b>
<b>RETENTION RATE FALL TO SPRING</b>	92%	98%	88%	<b>93%</b>
RN-BSN COHORT				
	2014	2015	2016	2017
<b>HEADCOUNT</b>	10	9	15	<b>14</b>
<b>RETENTION RATE FALL TO SPRING</b>	90%	89%	87%	<b>100%</b>

### Outcome

The term to term retention rate for students in the ME program for 2017 was 93%. The local goal and minimum threshold 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 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
<b>MEAN GPA</b>	2.0	2.7	3.1	3.2	<b>3.07</b>
<b>MEDIAN GPA</b>	2.0	2.6	3.2	3.3	<b>3.1</b>

### 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 minimum threshold and two 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 50<sup>th</sup> 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. This is the first administration of the CLA+.

#### Analysis of Data and Outcomes

FALL FRESHMEN COHORT 2017	
<b>MASTERY LEVELS</b>	
Nullified	8.92%
Below Basic	44.59%
Basic	29.94%
Proficient	12.74%
Accomplished	3.82%
<b>Overall Basic or Higher</b>	<b>51.04%</b>

#### Freshmen CLA+ Sub-scores

Sub-score Area	Performance Task	Selected Response Questions	Overall
FALL FRESHMEN COHORT 2017	942	995	969
National Freshmen 50 <sup>th</sup> Percentile	<b>1034</b>	<b>1034</b>	<b>1037</b>

#### Outcome

The 2017 freshmen cohort pass rate was 51.04%. The majority of students in 2017 scored below basic on the CLA+ at 44.59%. The local benchmark was met. The overall score of 969 was 68 points lower than the 50<sup>th</sup> percentile nationally. The increase in overall performance by 2% will be measured with the 2018 cohort. The lower scores are partially attributed to a lower GPA and ACT composite, as well as the exam was administered during the middle of the fall semester. Student engagement on the exam was low, as evidenced by the low metrics in time on task measured by the exam. The exam is scheduled to be administered to incoming freshmen during welcome weekend in fall 2018 to increase engagement.

### 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 50<sup>th</sup> 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. This is the first administration of the CLA+.



## Analysis of Data and Outcomes

FALL SENIOR COHORT 2017	
<b>MASTERY LEVELS</b>	
Nullified	11.63%
Below Basic	27.91%
Basic	22.09%
Proficient	25.58%
Accomplished	12.79%
<b>Overall Basic or Higher</b>	<b>68.42%</b>

## Senior CLA+ Sub-Scores

Sub-score Area	Performance Task	Selected Response Questions	Overall
FALL SENIOR COHORT 2017	1014	1080	1048
National Senior 50 <sup>th</sup> Percentile	<b>1119</b>	<b>1146</b>	<b>1135</b>

## Outcome

The 2017 senior cohort pass rate was 69.42%. The majority of students scored below basic on the CLA+ at 27.91%. The overall benchmark was missed. The overall score of 1048 was 87 points lower than the 50<sup>th</sup> percentile nationally. The benchmark was not met. The senior cohort was a sample of 100 students for the first year. The 2018 administration will include all traditional students that meet the criteria stated by the performance indicator.

## 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	
<b>MASTERY LEVELS</b>	
Nullified	25%
Below Basic	50%
Basic	25%
Proficient	0%
Accomplished	0%
<b>Overall Basic or Higher</b>	<b>25%</b>

## Outcome

The 2017 students who entered with a regionally accredited Associate of Science or Associate of Arts degree cohort had a pass rate of 25%. The 2017 group only contained four students that entered with an associate degree that participated in the assessment. Most students in the 2017 cohort scored below basic on the CLA+ at 50%. The overall benchmark was not met. All seniors will be tested in 2018, whereas increasing the data analysis for transfer students.

#### 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 50<sup>th</sup> 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
National Freshmen 50 <sup>th</sup> Percentile				<b>1034</b>
FALL SENIOR COHORT 2017	65%	75%	94%	1014
National Senior 50 <sup>th</sup> Percentile				<b>1119</b>

#### Outcome

This performance indicator local comparison will be assessed in 2018 when the second administration has been completed. The 2017 cohort did not meet the 50<sup>th</sup> percentile for the performance task section. The senior cohort was 5 points short of the 50<sup>th</sup> percentile. The sub-scores were higher for seniors than freshmen, as expected. The seniors, as well as freshmen, displayed strengths in writing mechanics as evidenced by the high percentage of students scoring a level 3 or higher.

#### 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 50<sup>th</sup> 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
National Freshmen 50 <sup>th</sup> Percentile				<b>1034</b>
FALL SENIOR COHORT 2017	504	510	557	1080
National Senior 50 <sup>th</sup> Percentile				<b>1146</b>

#### Outcome

This performance indicator local comparison will be assessed in 2018 when the second administration has been completed. The 2017 cohort did not meet the 50<sup>th</sup> percentile for the selected response questions section. The sub-scores were higher for seniors than freshmen, as expected. The seniors, as well as freshmen, displayed strengths in critiquing an argument as evidenced by the higher sub-scores.

### 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 three-year average local score plus the STD\*1 and the minimum threshold is the three-year average national 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
<b>TWU CBE: Management Excellence</b>	57%	56%	57%	<b>55%</b>
<b>National Mean</b>	51%	50%	51%	<b>49%</b>
<b>SACSCOC Peer Institutions</b>	52%	51%	52%	<b>50%</b>

#### Outcome

The 2017 non-traditional student cohort demonstrated 55% at the national mean (national mean = 49%). The benchmark was met. However, the minimum threshold was 50.8% and the aspirant goal was 56.8% based upon historical data trends. The minimum threshold and percent of students scoring at or above the national level were met. The aspirational goal was not met. Overall, the cohort met the benchmark.

### 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. The minimum threshold is 90% and the aspirational goal is 100%.

#### Analysis of Data and Outcomes

	2017 – 2018
<b>RN-BSN</b>	100% (Overall)

#### Outcome

The 2017 non-traditional student cohort demonstrated an overall success rate at 100%. The minimum threshold and aspirational goal were met.

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

### Performance Indicator 1: First-Time Freshmen Graduation Rates

Forty-five percent (45%) 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 three-year average rate plus the STD\*2 (45.8%) and the minimum threshold is the average three-year mean score minus the STD\*2 (44.2%). (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
<b>2010</b>								
Men	76	20	26%	30	39%	30	39%	<b>39%</b>
Women	142	50	35%	69	49%	69	49%	<b>49%</b>
<b>Total Cohort</b>	<b>218</b>	<b>70</b>	<b>32%</b>	<b>99</b>	<b>46%</b>	<b>99</b>	<b>46%</b>	<b>46%</b>
<b>2011</b>								
Men	90	23	25.6%	30	33.3%	30	33.3%	<b>33%</b>
Women	116	44	37.9%	52	44.8%	52	44.8%	<b>45%</b>
<b>Total Cohort</b>	<b>206</b>	<b>67</b>	<b>32.5%</b>	<b>82</b>	<b>39.8%</b>	<b>82</b>	<b>39.8%</b>	<b>40%</b>
PEER INSTITUTIONS								
<b>SACSCOC PEERS 2010</b>								
Men	1825	571	31.2%	795	43.6%	856	49.1%	<b>49.1%</b>
Women	2277	943	41.4%	1188	52.2%	1264	55.5%	<b>55.5%</b>
<b>Total Cohort</b>	<b>4,102</b>	<b>1514</b>	<b>36.9%</b>	<b>1983</b>	<b>48.3%</b>	<b>2120</b>	<b>51.7%</b>	<b>51.7%</b>
<b>All TN PEERS</b>	Private, Not-for-profit, 4-year or above, up to 5,000 students	35.5%		44.3%		46.6%		<b>46.6%</b>
<b>NATIONAL PEERS</b>	Private, Not-for-profit, 4-year or above, up to 5,000 students	40.6%		50.8%		52.9%		<b>52.9%</b>

INTERNATIONAL FRESHMEN COHORT*				
	Completers of Program within 4 years	Completers of Program within 5 years	Completers of Program within 6 years	Completion Rate
<b>2010 Cohort</b>	69%	69%	69%	<b>69%</b>
<b>2011 Cohort</b>	67%	67%	67%	<b>67%</b>

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

### Outcome

The 2010 cohort graduation rate was 46% overall, with men graduating at 39% within 150% time and women graduating at 49% within 150% time. The 2011 cohort decreased with an overall graduation rate of 40%. The women decreased the graduation rate by 4%, 49% to 45%, respectively. The men graduation rate decreased from 39% to 33%. The minimum threshold was not met. The overall goal of 45% (average of last 3 years) was

not met, nor the aspirational goal. The transfer out rate was higher for the 2011 cohort than in previous cohorts. The international, freshmen 2010 cohort had a graduation rate of 69% within 4 years and the 2011 cohort had a graduation rate of 67% within 4 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-two percent (72%) 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 two-year average rate plus the STD\*1 (74.2%) and the minimum threshold is the two-year average rate minus the STD\*1 (69.8%). (Transfer Cohort Indicator)

#### **Measure**

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

#### **Analysis of Data and Outcomes**

<b>TRANSFER COHORT</b>					
	Degree-Seeking Cohort	Completers of Program within 3 years	Completers of Program within 4 years	Completers of Program within 5 years	Completion Rate
<b>2013</b>	89	74.2%	77.5%	77.5%	<b>77.5%</b>
<b>2014</b>	99	71.7%	75.6%		<b>75.6%</b>
<b>2015</b>	92	67.4%			<b>67.4%</b>

<b>INTERNATIONAL FRESHMEN COHORT*</b>				
	Completers of Program within 3 years	Completers of Program within 4 years	Completers of Program within 5 years	Completion Rate
<b>2010 Cohort</b>	100% (1 student)	100%	100%	<b>100%</b>
<b>2011 Cohort</b>	80%	100%	100%	<b>100%</b>

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

#### **Outcome**

The 2015 transfer cohort with students who entered in with 60 or more hours had a completion rate of 67.4% within 3 years, as compared to 71.7% completion rate with the 2014 transfer cohort. The goal was not met, with the minimum threshold was not met either. The 2015 transfer cohort had an abnormal withdrawal rate. The international, transfer 2010 cohort had a graduation rate of 100% within 3 years and the 2011 cohort had a graduation rate of 100% 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-three percent (73%) 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%) and the minimum threshold is the two-year average rate minus the STD\*1 (68%). Sixty-two percent (62%) 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 (77%) and the minimum threshold is the one-year average rate minus the STD\*1 (47%). (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%		87%
2016	49	76%			76%

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%			36%

### Outcome

The 2016 ME cohort achieved a 76% completion rate within 2 years. The 2016 ME Cohort met and exceeded the local and minimum goal threshold for completion rate within 2 years. The benchmark was met. The 2017 nursing cohort had 36% graduate within one year. The previous cohort, 2016, graduated 80% within one year and 87% 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 goal was not met, nor the minimum threshold. The RN-BSN students are often part-time students and require two years for completion. The data trend will be monitored for an adjustment to the goal.

### Performance Indicator 4: Nursing Graduation Rates

Seventy-four (74%) 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 (78.8%) and the minimum threshold is the two-year average rate minus the STD\*1 (69.2%). (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%		14.85%	16.64%

### Outcome

The 2016 Nursing Cohort had 68.51% complete their degree within 2 years. The cohort has 14.85% still enrolled. Currently, the withdrawal rate is nearly 8% lower than the previous cohort. 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 69.2% was not met due to students not finishing within a two-year timeframe.

## 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	
<b>TWU MFT: Biology</b>	154	71.4%	153	60%	152	80%	155	73%
National Mean	153.2		153.0		153.0		153.0	
Peer Institutions Comparative Mean	152.9		152.9		152.9		152.9	
<b>TWU MFT: Business</b>	151	48%	153	66%	149	45%	147	43%
National Mean	152.1		152.0		151.8		151.6	
Peer Institutions Comparative Means	152.3		152.3		151.2		151.2	
<b>TWU MFT: Chemistry</b>	137	7.6%	137	7.6%	137	7.6%	146	50%
National Mean	148.2		148.0		149.7		148.9	
All TN Institutions Comparative Means	145.2		145.2		145.7		145.7	
<b>TWU MFT: Criminal Justice</b>	155	62%	154	75%	150	56%	154	83%
National Mean	153.1		150.5		151.2		151.5	
All TN Institutions Comparative Means	150.7		150.6		150.6		150.6	
<b>TWU MFT: English</b>	162	100%	162	100%	153 (3 Students)	67%	152 (3 Students)	33%
National Mean	153.6		153.1		153.1		152.8	
All TN Institutions Comparative Means	152.2		152.2		152.2		152.2	
<b>TWU MFT: Psychology</b>	150	14%	147	20%			156	29%
National Mean	155.8		155.8		155.8		155.8	
All TN Peer Institutions Comparative Means	152.1		152.1		152.1		152.1	
<b>TWU MFT: Sociology</b>			147	40%			154 (3 Students)	66%
National Mean	148.7		148.3		148.3		148.1	
All TN Institutions Comparative Means	145.9		145.9		145.9		145.9	



	2014-15	2015-16	2016-17	2017-18
<b>**TWU CBE: Management Excellence</b>	57%	56%	57%	55%
<b>National Mean</b>	51%	50%	51%	49%
<b>Peer Institutions</b>	52%	51%	52%	50%
	2014-15	2015-16	2016-17	2017-18
<b>TWU MFT: MBA</b>		241   33%	246   22%	240   22%
<b>Peer Institutional Comparative Means</b>		250.6	250.6	250.6
<b>National Mean</b>		248.1	247.9	247.5

\*Tentative Means (Final Report in August 2019)

\*\*CBE Scores are reported by proficiency levels.

#### Calculated Thresholds

Assessment	Minimum Threshold	Aspirational Threshold	2017 Outcome	Threshold Met
<b>MFT Biology</b>	152.2	153.8	155	Minimum & Aspirational
<b>MFT Business</b>	149.4	152.1	147	Neither
<b>MFT Chemistry</b>	137	149.36	146	Minimum
<b>MFT Criminal Justice</b>	150.8	155.2	154	Minimum
<b>MFT English</b>	154.8	163.2	152	Neither
<b>MFT Psychology</b>	147	155.8	156	Minimum & Aspirational
<b>MFT Sociology</b>	147	148.6	154	Minimum & Aspirational
<b>CBE (percentage) ME</b>	56.2%	57.2%	55%	Neither
<b>MFT MBA</b>	241	250.6	240	Neither

#### Outcome

The following areas met the minimum threshold of acceptability: Biology, Chemistry, Criminal Justice, Psychology, and Sociology. The following met the aspirational threshold: Biology, Psychology, and Sociology. The overall benchmark was not met, as Business, English, ME, and MBA did not meet the minimum threshold. The national percentage on the CBE decreased in 2017 which was 6% lower than TWU outcomes. TWU's ME program did score higher than the national and higher than peer institutions. The percentage of students scoring at the national mean was met by the following programs: Biology, Chemistry, Criminal Justice, Sociology, and Management Excellence. However, Business, English, Psychology, and MBA 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 2017 graduate school MBA students has remained stagnate at 22% of the cohort at or above the national average on the MFT exam. The business department decided to administer the exam during the capstone course, as well as counting the exam as 5% of the student's grade for 2018 – 2019.

#### 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
<b>TWU</b>		
<b>TWU</b>	95%	95.7%
<b>SACSCOC Peer Institutions</b>		
Bryan College	95.9%	96.2%
Carson-Newman University	100%	96.9%
King University	100%	95.0%
Lee University	100%	97.2%
Lincoln Memorial University	100%	96.2%
Lipscomb University	99.8%	99.1%
Maryville College	98%	97.5%
Milligan College	100%	99%
Southern Adventist University	100%	100%
Tusculum University	98.4%	96.4%
<b>Overall</b>	99.3%	97.6%

### Outcome

The 2017 Pass Rate for Teacher licensure was 95.7%. The 2017 results were an increase of 0.7% from 2016. The minimum threshold was met.

### Performance Indicator 3: Nursing Licensure Pass Rates

Eighty-six percent (86%) of nursing students will pass the NCLEX test. The aspirational goal is 88.5% based on the three-year, increased trend from 2014 – 2016. The threshold of acceptability is 86%, based on the average TWU pass rate for the past three 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
<b>TWU</b>	85%	83%	89%	93%
<b>Tennessee</b>	88.7%	86.8%	87.2%	90.2%
<b>National</b>	85%	87.5%	84.5%	87.1%
PEER INSTITUTIONS				
Carson-Newman University	95%	92%	90%	100%
King University	83%	70%	73%	85%
Lee University				100%
Lincoln Memorial University	91%	96%	91%	98%
Lipscomb University	78%	64%	93%	95%
Martin Methodist College*	89%	68%	54%	50%
Milligan College	91%	90%	87%	76%
Tusculum University		86%	50%	67%
<b>Overall</b>	88%	81%	77%	84%

\*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 last two years from 83% in 2015 to 89% in 2016 and most recently 93% in 2017. The University's pass rate has been above the state and national average for the last two 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	Mean 2016 – 2017
Have Applied to Graduate School (Graduates)	35%	43%	39%
NSCH Enrollment Rates (Graduates)	82%	80.7%	81.3%
Pre-Professional Biology/Chemistry Enrollment Rates (Graduates)			% (2012 – 2017)
Pre-Professional Biology/Chemistry Enrollment Rates, First Generation (Graduates)	100%	100%	100% (2012 – 2017)
Pre-Professional Graduates (2011 Cohort)		60%	60%

#### Outcome

In 2017, 43% of the graduating seniors who completed the senior exit survey stated indicated plans to attend graduate school. As of July 2017, 80.7% of the students indicating plans to attend graduate school were enrolled. In comparison to the 2016 graduating cohort, 82% 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 – 2017. The review of pre-professional students graduating from the 2011 cohort had a 60% rate of graduate school entrance within two years.