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STUDENT ACHIEVEMENT 2020

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Student Achievement Goal 1: 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, Full-Time Freshmen Fall to Spring Retention Rate

The fall-to-spring retention rate for first-time, full-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 (84.2%) is equal to the TWU 10-year average rate minus SD*1. The aspirant goal (89.1%) is the average rate plus SD*1 (SD=2.48). (Freshman Cohort Indicator)

Measure

Calculate the percentage of the first-time, full-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	F19		F20	
											N Count	%	N Count	%
FALL TO SPRING	87%	88%	88%	85%	83%	82%	88%	87%	87%	89%	205	90.2%	189	85.3%
FIRST-GEN											64/73	88%	57/70	81%
MALE											85/100	85%	65/76	86%
FEMALE											100/105	95%	96/113	85%
ATHLETE											125/138	91%	95/104	91%
ETHNICITY														
Asian											1/1	100%	3/3	100%
Black/African American											23/26	88%	10/12	83%
Hispanic											15/15	100%	8/9	89%
Non-resident											11/15	73%	13/13	100%
Pacific Islander											0/1	0%	---	---
Two or More Races											4/4	100%	10/12	83%
Unknown											7/7	100%	3/3	100%
White											124/136	91%	115/137	84%

Outcome

The fall-to-spring retention rate for the fall 2020 freshman cohort was 85.3% as compared to 90.2% for the fall 2019 cohort. The minimum threshold of 84.2% was met and exceeded by 1.1%. The aspirant goal of 89.1% was not met. Multiple subgroups were disaggregated for further analysis. The male and female F20 cohorts were above the 84.2% minimum threshold with 86% for the F20 male cohort and 85% for the female F20 cohort. The analysis noted a 1% difference between the two groups, as the female cohort dropped 10% from the previous cohort. The first generation F20 cohort was at 81%, a 7% drop from the previous cohort and below the minimum threshold. The various ethnicity groups were all above the minimum threshold, except Black/African American

and Two or More races, ranging from 84% - 100%. The Black/African American and Two or More races subcategories have an n-count of 12 each. The largest ethnicity group, White, had a retention rate of 84%. This rate was at the minimum threshold, yet 7% lower than the F19 cohort.

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

The fall-to-fall retention rate for first-time, full-time freshman students is equal to or greater than the previous freshman cohort’s fall to fall retention rate. The minimum threshold (67.1%) is equal to the TWU 5-year average rate minus SD*1. The aspirant goal (74.5%) is the SACSCOC 5-year average rate plus SD*1. (Freshman Cohort Indicator)

Measure

Calculate the percentage of the first-time, full-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	F18	F19
FALL TO FALL	63%	65%	63%	61%	63%	68%	67%	68%	68%	70%	77%
PEER INSTITUTIONS											
SACSCOC PEERS	69.6%	69%	68.8%	69.8%	70.7%	71.8%	71.7%	75.5%	69.8%	73.5%	74.1%
All TN PEERS Private, Not-for-profit, 4-year or above	76.1%	75.3%	74%	74.7%	75.6%	77.1%	77.1%	79.1%	73.7%	75.4%	73%
NATIONAL PEERS Private, Not-for-profit, 4-year or above, < 2,000	67%	65%	64%	64%	66%	65%	65%	66%	67%	72.5%	67%
National Overall Rate	63.2%	62.9%	62.9%	63.9%	65%	64.9%	66.3%	66.5%	66.7%	67% (77.2%, Private, Not-for-Profit)	66.2%

FRESHMAN COHORT													
	F09	F10	F11	F12	F13	F14	F15	F16	F17	F18		F19	
										N Count	%	N Count	%
FALL TO FALL	63%	65%	66%	62%	60%	68%	67%	68%	68%	187	70%	189	77%
FIRST-GEN										48/69	70%	56/74	76%
MALE										47/75	63%	72/101	71%
FEMALE										83/113	73%	88/106	83%
ATHLETE										70/101	69%	109/137	80%

ETHNICITY														
Asian											1/2	50%	1/1	100%
Black/African American											11/15	73%	20/26	77%
Hispanic											2/2	100%	10/15	67%
Non-resident											11/13	85%	11/15	73%
Pacific Islander											0	0%	0/1	0%
American Indian											1/1	100%	0	0%
Two or More Races											4/9	44%	2/4	50%
Unknown											5/10	50%	7/7	100%
White											95/136	70%	110/140	79%

Outcome

The fall-to-fall retention rate for the fall 2019 freshman cohort was 77% as compared to 70% for the fall 2018 cohort, increasing by 7%. The minimum threshold of 67.1% was met and exceeded by nearly 10%. The aspirational goal was met by a margin of 2.5%. The retention rate for all peer groups: SACSCOC Peer Group (74.1%), with the state peer group averaging 73%. Furthermore, the rate was 66.2% for all institutions, 11% below TWU. The national rate for private nonprofit was 67%, 10% below TWU.

Performance Indicator 3: First-Time, Full-Time Freshmen Academic Standing

The academic standing of full-time freshman cohort will be deemed in good standing after the entering fall semester. The minimum threshold (83.5%) is equal to the TWU 5-year average rate minus SD*1. The aspirant goal (87.6%) is the TWU 5-year average rate plus SD*1. (Freshman Cohort Indicator)

Measure

Calculate the percentage of the first-time, full-time freshman cohort that 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	F19	F20
HEADCOUNT	192	212	199	206	189	203	189
% IN GOOD ACADEMIC STANDING	78%	88%	87%	86%	84%	83%	77%

Outcome

The percentage of the fall 2020 freshman cohort that was in good standing at the end of the first fall semester was 77%. The percentage of the fall 2019 freshman cohort that was in good standing at the end of the first semester was 83%. The minimum threshold of 83.5% was not met by the F20 cohort. The aspirant goal of 88.6% was also not met. The fall 2020 freshman cohort (F20) was 6.5% below the minimum threshold and 6% lower than the previous cohort, F19. The cohorts have maintained a slow, but steady decline since 2015 with a loss of 1-2% annually. Overall, the academic good standing percentage of the freshman cohort has declined by 11% since 2015 and is more comparable to the F14 cohort.

Performance Indicator 4: Returning Freshmen Academic Good Standing

The academic standing of full-time freshman cohort will be deemed in good academic standing after the fall and spring semester of the first year. The minimum threshold (84.3%) is equal to the average rate minus SD*1. The aspirant goal (87.7%) is the average rate plus SD*1. (Freshman Cohort Indicator)

Measure

Calculate the percentage of the first-time freshman cohort that 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	F19	F20
HEADCOUNT	155	173	180	155	169	187	162
% IN GOOD ACADEMIC STANDING	83%	87%	86%	85%	87%	88%	83%

Outcome

The percentage of the fall 2020 freshman cohort that was in good standing at the end of the first fall semester was 83%. The percentage of the fall 2019 freshman cohort that was in good standing at the end of the fall semester was 88%. The thresholds were not met. The 2020 cohort dropped by 5% from the previous year's cohort.

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 72.6%. The minimum threshold (68.2%) is equal to the average retention rate minus SD*1. The aspirant goal (77%) 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	T18	T19
FALL TO FALL	73%	66%	71%	77%	76%	81%

Outcome

The fall-to-fall retention rate for the fall 2019 transfer cohort was 81% as compared to 76% for the fall 2018 cohort. The thresholds were met and exceeded. The 2019 cohort increased the retention rate by 5% from the previous cohort.

Performance Indicator 6: Returning Transfer Academic Good Standing

Ninety-one percent (91.7%) of the returning transfer cohort will be in academic good standing at the completion of the following spring semester. The minimum threshold (89.6%) is equal to the average rate minus SD*1. The aspirant goal (93.8%) 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	T19	T20
HEADCOUNT	166	121	149	107	141	193	144
% IN GOOD ACADEMIC STANDING	94.6%	89.3%	91.3%	93.5%	89.4%	92.2%	95.1%

Outcome

The percentage of the fall 2019 transfer cohort that returned and was in good standing at the end of the spring semester was 95.1%. The previous cohort, T19, was 92.2%. The minimum threshold and expected outcomes 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 95% for the ME program and 94.4% for the RNBSN program (five-year average). The minimum threshold (ME= 89.694%, RNBSN= 88.3%) is equal to the average retention rate minus SD*1. The aspirant goal (ME= 99.26%, RNBSN= 100%) 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	2019	2020
HEADCOUNT	74	46	49	14	21	16	33
RETENTION RATE FALL TO SPRING	92%	98%	88%	93%	100%	94%	92%
RN-BSN COHORT							
	2014	2015	2016	2017	2018	2019	2020
HEADCOUNT	10	9	15	14	11	23	40
RETENTION RATE FALL TO SPRING	90%	89%	87%	100%	100%	96%	80%
CRIMINAL JUSTICE COHORT							
	2014	2015	2016	2017	2018	2019	2020
HEADCOUNT			0	0	0	0	0
RETENTION RATE FALL TO SPRING			Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Outcome

The term-to-term retention rate for students in the ME program for 2020 was 92%. The minimum threshold was met. The term-to-term retention rate for RN-BSN was 80%. The expected thresholds were not met. The increase in enrollment from 2019 to 2020 was more than double for the RN-BSN program and thus increasing the likelihood for the retention rate to decrease. Additionally, the pandemic caused students to, specifically in nursing, to withdraw due to working overtime. Furthermore, several RNBSN students participated in challenge exams for the following fall semester, thus removing them from the retention count. 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 1.6 and the aspirational goal is a 3.0. (Various Academic Departments' 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

2018	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

2019	CLASSIFICATION				
	FRESHMAN	SOPHMORE	JUNIOR	SENIOR	OVERALL
MEAN GPA	2.51	3.19	3.19	3.24	3.16
MEDIAN GPA	2.67	3.28	3.30	3.29	3.24

2020	CLASSIFICATION				
	FRESHMAN	SOPHMORE	JUNIOR	SENIOR	OVERALL
MEAN GPA	2.36	3.05	3.23	3.26	3.14
MEDIAN GPA	2.51	3.06	3.29	3.36	3.24

Outcome

The median and mean major GPA for students having earned hours towards a major remained 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 thresholds, and three out of four classifications met the aspirational goal. The benchmark was met.

Student Achievement Goal 2: Students will complete programs in a reasonable timeframe.

Performance Indicator 1: First-Time Freshmen Graduation Rates

Forty-three percent (42%) 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 four-year average rate plus the STD*1 (45%) and the minimum threshold is the average two-year mean score minus the STD*1 (39%). (Freshman Cohort Indicator)

Measure

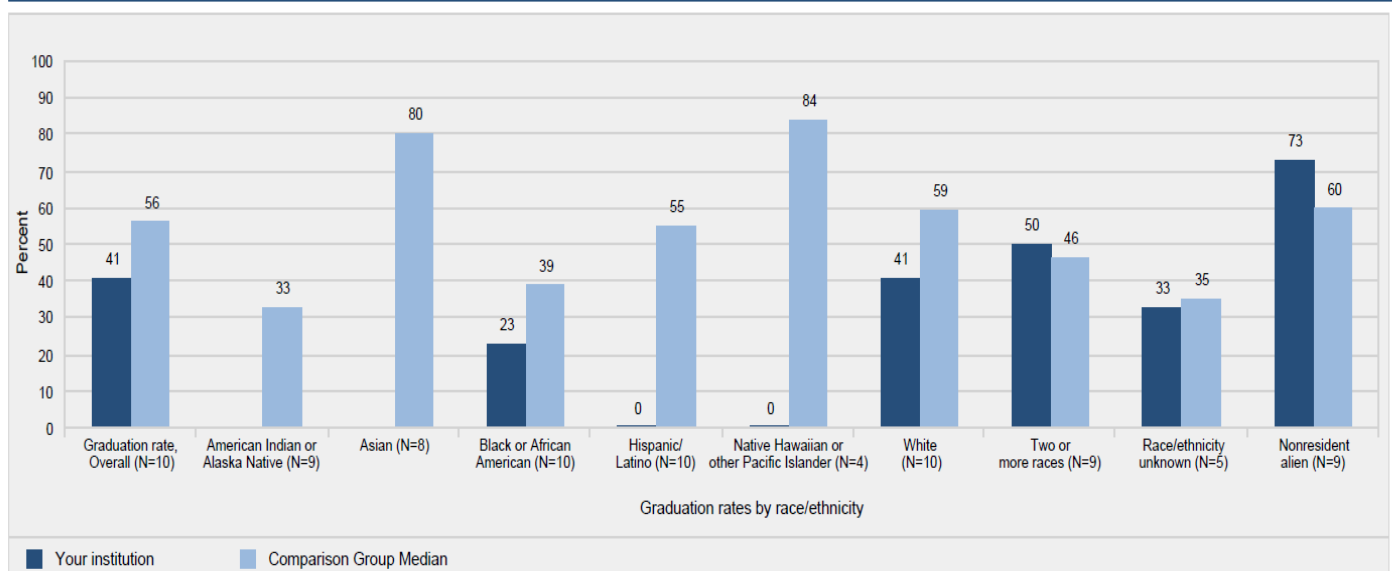
Calculate the total number and percentage completing program within 150% of normal timeframe.

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	Transfer Out Rate					
2013											
Total Cohort	205	68	33%	16	7.8%	1	0.5%	85	41%	85	41%
Men	87	20	23%	9	10%	1	11.5%	30	34%	36	41%
Women	118	48	41%	7	6%	0	0%	55	47%	49	42%
Ethnicity											
Asian	0										
Black/African American	13	1	8%	1	8%	0	0%	2	15%	5	38%
Hispanic	1	0	0%	0	0%	0	0%	0	0%	1	100%
Non-resident	11	7	64%	1	9%	0	0%	8	73%	0	0%
Pacific Islander	1	0	0%	0	0%	0	0%	0	0%	1	100%
American Indian	0										
Two or More Races	4	2	50%	0	0%	0	0%	2	50%	2	50%
Unknown	6	2	33%	0	0%	0	0%	2	33%	4	67%
White	169	56	33%	13	8%	1	.6%	70	41%	72	43%
Financial Aid											
Pell Grant	95							36	38%		
Direct Subsidized Loan, No Pell	47							13	28%		
No Pell or Subsidized Loan	63							36	57%		
2014											
Total Cohort	190	64	34%	24	12%	3	2%	91	48%		20%
Men	70	16	36%	9	13%	0	0%	25	36%		
Women	120	48	40%	15	13%	3	3%	66	55%		

Ethnicity											
Asian	3	0	0%	1	33%	0	0%	1	33%		
Black/African American	11	1	9%	3	27%	0	0%	4	36%		
Hispanic	3	2	67%	1	33%	0	0%	3	100%		
Non-resident	4	4	100%	0	0%	0	0%	4	100%		
Pacific Islander	0										
American Indian	0										
Two or More Races	6	1	17%	2	33%	0	0%	3	50%		
Unknown	5	0	0%	1	20%	0	0%	1	20%		
White	148	56	38%	16	11%	3	2%	75	51%		
Financial Aid											
Pell Grant									41%		
Direct Subsidized Loan, No Pell									78%		
No Pell or Subsidized Loan									54%		
PEER INSTITUTIONS											
SACSCOC PEERS 2013											
Total	3965	1547	39%	446	11.2%	101	2.5%	2094	52.8%		33%
Men	1728	545	31.5%	201	11.6%	42	2.4%	788	45.6%		38%
Women	2237	1002	44.8%	245	11%	59	2.6%	1306	58.4%		29%
Ethnicity											
Asian	66	24	36.45	10	15.2%	5	7.6%	39	59.1%		29%
Black/African American	367	61	16.6%	48	13.1%	10	2.7%	119	32.4%		41%
Hispanic	262	70	26.7%	27	10.3%	22	8.4%	94	35.9%		38%
Non-resident	141	57	40.4%	20	14.2%	2	1.4%	79	56%		21%
Pacific Islander	7	4	57.1%	1	14.3%	0	0%	5	71.4%		0%
American Indian	15	3	20%	1	6.7%	0	0%	4	26.7%		50%
Two or More Races	86	29	33.7%	6	7%	3	3.5%	38	44.2%		33%
Unknown	52	14	26.9%	5	9.6%	1	1.9%	20	38.5%		20%
White	2969	1285	43.3%	328	11.0%	58	2%	1671	56.3%		32%
All TN PEERS Private, Not-for-profit, 4-year or above			35.4%		44.5%		45.1%		45.1%		33%
NATIONAL PEERS Private, Not-for-profit, 4-year or above			41.9%		51.7%		53.9%		53.9%		23%
Financial Aid											
Pell Grant	1,607							689	43%		
Direct Subsidized Loan, No Pell	731							374	51%		
No Pell or Subsidized Loan	1,628							1,031	63%		

Figure 3. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2013 cohort

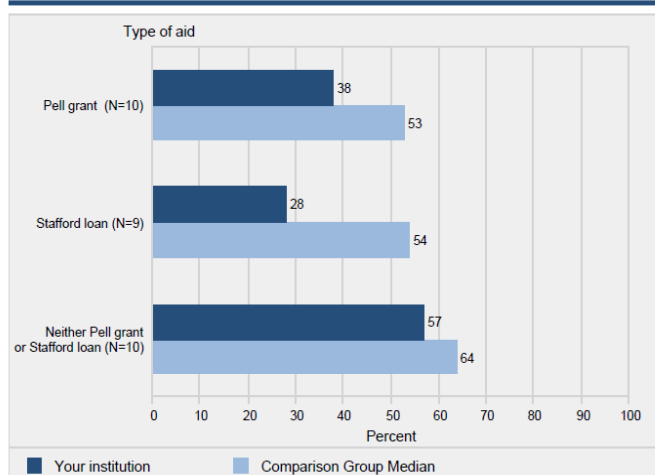


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Graduation Rates component.

Tennessee Wesleyan University

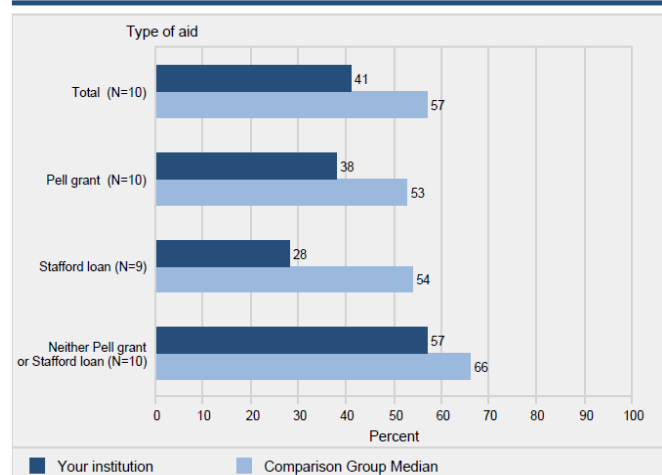
Figure 4. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by type of aid: 2013 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Graduation Rates component.

Figure 5. Graduation rates of full-time, first-time bachelor's degree-seeking undergraduates within 6 years, by type of aid: 2013 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2019-20, Graduation Rates component.

Student Achievement Measure (SAM Data), First-Time, Full-Time 2014 Cohort

First-Time Full-Time



Number of students: 190

Tennessee Wesleyan University | Bachelor's Seeking Model - First-Time Full-Time

OUTCOMES FOR STUDENT STARTING AT TENNESSEE WESLEYAN UNIVERSITY IN FALL 2014 BY SUMMER 2020				WITHIN 4 YEARS		WITHIN 5 YEARS		WITHIN 6 YEARS	
		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20		
	Bachelor's degree from Tennessee Wesleyan University	0%	0%	3%	32%	45%	46%		
+	Associate and/or Certificate degree from Tennessee Wesleyan University	0%	0%	0%	0%	0%	0%		
=	Total Graduated from Tennessee Wesleyan University	0%	0%	3%	32%	45%	46%		
	Bachelor's degree from another institution	0%	0%	1%	3%	10%	12%		
+	Associate and/or Certificate degree from another institution	0%	1%	2%	2%	3%	3%		
=	Total Graduated from another institution	0%	1%	3%	5%	13%	15%		
	Enrolled at Tennessee Wesleyan University	97%	64%	49%	16%	4%	2%		
	Enrolled at another 4-year institution	0%	10%	13%	13%	6%	4%		
+	Enrolled at another 2-year institution	0%	3%	7%	4%	2%	1%		
=	Total Transferred and enrolled at another institution	0%	13%	20%	17%	8%	5%		
	Current Status Unknown	3%	22%	25%	30%	30%	32%		

Outcome

The 2013 cohort graduation rate was 41% overall, with men graduating at 34% within 150% time and women graduating at 47% within 150% time. The 2014 cohort increased the 150% graduation rate by 7% as compared to the 2013 cohort. The female population increased the graduation rate by 8%, 47% to 55%, respectively. Additionally, the male graduation rate increased from 34% to 36%, a 2% improvement. All ethnic groups increased graduation rates, except unknown which was a low n count of 5. The most notable ethnic group that improved was Black/African American with 36% graduating within 150% time, an increase of 21% from the 2013 cohort. The White population also increased from 41% to 51%. The minimum threshold was met and exceeded by 9%. The overall goal of 42% (average of last 4 years) was met as well as the aspirational goal of 45%.

Seeking Continuous Improvement

TWU has made progress toward the graduation minimum threshold and aspirational goal, meeting both in the 2014 cohort. TWU also recognizes that the graduation rate lags behind peer institutions and in certain demographic groups. These groups including males and African American students. Many improvements have been implemented over the past 5 years to ensure that students are provided with strong academic support and that this support is equitable. These efforts continue and are augmented by areas of improvement implemented in the 2020 – 2021 academic year.

Identification of At-Risk Students

Beginning in the fall of 2018, faculty were required to submit attendance reports for students in weeks 1 – 3 of the fall and spring terms and academic updates in weeks 3 and 8. These reports are compiled by the Office of Institutional Effectiveness and Research and forwarded to the Success Center staff. TWU now employs a staff of five success coaches that respond to reports of students who are identified as at-risk. Two of the success

coaches are male and one is African American contributing to diversity on the coaching staff. Faculty participation in the reporting is tracked and has increased since implementation. Reporting rates are exceptionally high and averaged 97% in the 2020 – 2021 academic year. The TWU Retention Coordinator and a retention committee has assisted the Office of Academic Affairs in the determination of high DFW courses regularly taken by freshman students. In the summer of 2021, the freshman advising team was briefed on retention data and received training on developing freshman schedules designed for success. Finally, TWU fully implemented Nuro to flag students who are at risk and track communication between success coaches, advisors, and instructors. Faculty have quickly taken to the platform and are using it regularly to report academically at-risk students.

Infrastructure Improvements

As part of an ongoing the Title III grant aimed at freshman success, the Merner-Pfeiffer Library has undergone significant renovation to create a learning commons with loanable technology as well as group study and collaborative spaces. During the 2020 – 2021 academic year, this renovation included the development of a teaching and learning classroom where faculty can test new teaching methods and technologies, office space for the TWU Instructional Technologist, and a maker space complete with a 3-D printer.

Diversity and Inclusion Efforts

The TWU President’s Diversity Council has established a plan to ensure equity and inclusion on the TWU campus. In 2020, TWU established the position of Director of Multicultural Affairs. This position also serves as a success coach linking the Success Center to diversity efforts. TWU completed the Project Promise initiative through the Appalachian College Association. This initiative provided TWU with resources to survey various populations on the TWU campus (including students, faculty, and staff) about their perceptions of diversity and inclusion efforts at TWU. The results of this survey have been shared with the leadership and the Diversity Council. In the 2020 – 2021 academic year, TWU began a systematic training for faculty and staff related to diversity and inclusion. Training began in earnest in the summer of 2021 and continues into the 2021 – 2022 academic year.

Performance Indicator 2: Transfer Graduation Rates

Sixty-nine percent (69%) 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 (72%) and the minimum threshold is the three-year average rate minus the STD*1 (66%). (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%	68.5%
2016	85	67.1%	70.6%	71.8%	71.8%
2017	91	72.5%	73.6%		73.6%
2018	72	94.4%			94.4%

Student Achievement Measure (SAM Data), Full-Time Transfer 2014 Cohort

Full-Time Transfer

Number of students: 179

Tennessee Wesleyan University | Bachelor's Seeking Model - Full-Time Transfer

OUTCOMES FOR STUDENT STARTING AT TENNESSEE WESLEYAN UNIVERSITY IN FALL 2014 BY SUMMER 2020		WITHIN 2 YEARS			WITHIN 4 YEARS		WITHIN 6 YEARS
		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Bachelor's degree from Tennessee Wesleyan University	4%	52%	66%	74%	75%	75%
+	Associate and/or Certificate degree from Tennessee Wesleyan University	0%	0%	0%	0%	0%	0%
=	Total Graduated from Tennessee Wesleyan University	4%	52%	66%	74%	75%	75%
	Bachelor's degree from another institution	1%	2%	3%	5%	5%	5%
+	Associate and/or Certificate degree from another institution	2%	3%	1%	0%	0%	1%
=	Total Graduated from another institution	3%	5%	4%	5%	5%	6%
	Enrolled at Tennessee Wesleyan University	91%	25%	9%	2%	0%	0%
	Enrolled at another 4-year institution	1%	4%	4%	0%	1%	2%
+	Enrolled at another 2-year institution	0%	2%	1%	1%	2%	0%
=	Total Transferred and enrolled at another institution	1%	6%	5%	1%	3%	2%
	Current Status Unknown	1%	12%	16%	18%	17%	17%

Outcome

The 2018 transfer cohort with students who entered in with 60 or more hours had a completion rate of 94.4% within 3 years, as compared to 72.5% completion rate with the 2017 transfer cohort. The minimum threshold and expected goal were met, with the aspirational goal being surpassed by 22.4%. The 2018 transfer cohort had a smaller n count than in previous years. However, the transfer rate retention and graduation rates have steadily climbed over the past three years.

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-four percent (54%) 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 (70.8%) and the minimum threshold is the one-year average rate minus the STD*1 (37.8%). (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%	82%	82%
2017	14	92%	100%	---	100%
2018	17	70.6%	76.5%	88.2%	88.2%
2019	15	86.7%	100%	---	100%
2020	22				
RN-BSN COHORT					
	Degree-Seeking Cohort	Completers of Program within 1 year	Completers of Program more than 1 year (2 years)		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%	82%		82%
2019	23	39.1%	91.3%		91.3%
2020	54	67%			

Outcome

The 2019 ME cohort achieved 86.7% completion rate within 2 years, an increase of 15.9% from the previous cohort. The 2019 ME Cohort met the expected outcome and threshold completion rate within 2 years. The benchmark was met. The 2020 nursing cohort had 67% graduate within one year as compared to the 2019 cohort who only had 39.1%. The 2019 cohort did graduate 91.3% in two years. The previous cohort, 2018, graduated 65% within one year and 82% within two years. The nursing data trend indicates that the delay in graduation time is attributed to students enrolling and maintaining a part-time status as well as taking a semester off while participating in challenge exams. The expected goal was met, as well as the minimum threshold. The aspirational goal was missed. Overall, the benchmarks were met.

Performance Indicator 4: Nursing Graduation Rates

Seventy-two (72%) of the nursing cohort will complete their degree within 2 years. The aspirational goal is equal to the five-year average rate plus the STD*1 (79.1%) and the minimum threshold is the five-year average rate minus the STD*1 (66.1%). (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%	77.59%	18.0%	6.00%
2018 COHORT GRADUATION RATES	83.02%	85.5%	5.4%	8.9%
2019 COHORT GRADUATION RATES	85.07%		9.0%	5.9%

Outcome

The 2019 Nursing Cohort had an 85% complete their degree within 2 years. The cohort still has 9% still enrolled. Moreover, the withdrawal rate decreased by nearly 3% from the previous cohort and nearly 13% since the 2013 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 66.1% was met as the 2019 cohort had an 85.07% completion rate. The aspirational goal was also met and exceeded by 6%.

Student Achievement Goal 3: 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 five-year average TWU mean score minus the STD*1. Sociology and Psychology are calculated with three- and four-year averages respectively. (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		2019-20		2020-2021	
TWU MFT: Biology	154	71.4%	153	60%	152	80%	155	73%	152	60%	152	67%	140 <small>(2 Students)</small>	0%
National Mean	153.2		153		153		153		153.5		153.1		151.4	
Peer Institutions Comparative Mean	152.9		152.9		152.9		152.9		153.4		154		154.3	
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021	
TWU MFT: Business	151	48%	153	66%	149	45%	147	43%	150	42%	151	53%	141	35%
National Mean	152.1		152		151.8		151.6		152		151.9		149.4	
Peer Institutions Comparative Means	152.3		152.3		151.2		151.2		151.2		150.9		150.7	
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021	
TWU MFT: Chemistry	137	7.6%	137	7.6%	137	7.6%	146	50%	140 <small>(2 Students)</small>	0%	137	33%	134 <small>(1 Student)</small>	0%
National Mean	148.2		148		149.7		148.9		149		148.8		147.2	
All TN Institutions Comparative Means	145.2		145.2		145.7		145.7		145.7		143.5		144.9	
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021	
TWU MFT: Criminal Justice	155	62%	154	75%	150	56%	154	83%	147	50%	150	75%	140	31%
National Mean	153.1		150.5		151.2		151.5		152.5		151.8		149.6	
All TN Institutions Comparative Means	150.7		150.6		150.6		150.6		150.6		149.5		150.1	
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021	
TWU MFT: English	162	100%	162	100%	153 <small>(3 Students)</small>	67%	152 <small>(3 Students)</small>	33%	152 <small>(3 Students)</small>	67%			157	60%
National Mean	153.6		15		153.1		152.8		152		152.9		151.4	

All TN Institutions Comparative Means	152.2		152.2		152.2		152.2		152.2		152.1		157	
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021	
TWU MFT: Psychology	150	14%	147	20%			156	29%	156	50%	157	83%	141	17%
National Mean	155.8		155.8		155.8		155.8		155.8		155.8		154.9	
All TN Peer Institutions Comparative Means	152.1		152.1		152.1		152.1		152.1		157.2		149.2	
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021	
TWU MFT: Sociology			147	40%			154 (3 Students)	66%	135 (1 Student)	0%			149 (1 Student)	100%
National Mean	148.7		148.3		148.3		148.1		148		148.3		147.7	
All TN Institutions Comparative Means	145.9		145.9		145.9		145.9		145.9		145.6		145.5	
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021	
*TWU CBE: Management Excellence	57%		56%		57%		55%		48%		59%		56%	
National Mean	51%		50%		51%		49%		48%		50%		47%	
Peer Institutions	52%		51%		52%		50%		49%		52%		49%	
Graduate Program														
	2014-15		2015-16		2016-17		2017-18		2018-19		2019-2020		2020-2021	
TWU MFT: MBA			241	33%	246	22%	240	22%	243	56%	246	50%	243	0%
Peer Institutional Comparative Means			250.6		250.6		250.6		246.6		246.2		245.8	
National Mean			248.1		247.9		247.5		247.9		247.9		247.1	

*CBE Scores are reported by proficiency levels.

Calculated Thresholds

Assessment	Minimum Threshold	Aspirational Threshold	2020 Outcome	Threshold Met
MFT Biology	152	153	140 (2 students)	Did not meet
MFT Business	150	152	141	Did not meet
MFT Chemistry	136	149	134 (1 Student)	Did not meet
MFT Criminal Justice	148	152	140	Did not meet
MFT English	151	153	157	Aspirational
MFT Psychology	154	154	141	Did not meet
MFT Sociology	148	148	149 (1 Student)	Aspirational
CBE (percentage) ME	51	51	56	Aspirational
MFT MBA	241	248	243	Aspirational

Outcome

The following four areas met the aspirational threshold: English, Sociology, Management Excellence, and Master of Business Administration. The percentage of students scoring at or above the national mean was met by the following four programs: English, Sociology, Management Excellence, and Master of Business Administration. Biology, Business, Chemistry, Criminal Justice, and Psychology did not meet the benchmark of 50%. The n count for Biology was only 2 students for the 2020-2021 school year, and the n count for both Sociology and Chemistry was only 1 student for the 2020-2021 school year. It is also important to take into consideration the extraneous impact of the COVID-19 Pandemic on student performance at the institutional, peer, and national levels.

Performance Indicator 2: Teacher Licensure Pass Rates

Ninety-five percent (95%) of education students will pass the PRAXIS II and edTPA examinations required for teaching licensure in the state of Tennessee. The aspirational goal is 100% since all students must pass both exams to complete the program and obtain a teaching license. The threshold of acceptability is 95%, based on a four-year average of TWU PRAXIS pass rates minus a STD*1. Subject-Level Praxis Exams must be passed prior to student teaching and edTPA examination. These exam scores provide additional context but are not included in the benchmarks. (Department of Education Indicator, licensure only)

Measure

Evaluate the exam 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	2019		2020	
				PLT	Subject	PLT	Subject
TWU							
TWU	95%	95.7%	100%	100%	91.8%	100%	89.1%
SACSCOC Peer Institutions							
Bryan College	95.9%	96.2%	93.3%	97.9%	89.8%	95.2%	91.4%
Carson-Newman University	100%	96.9%	99.5%	97.9%	92.0%	98%	91.7%
King University	100%	95.0%	100%	98.5%	95.8%	100%	94%
Lee University	100%	97.2%	100%	98.1%	96.0%	97.5%	95.6%
Lincoln Memorial University	100%	96.2%	100%	100%	90.8%	100%	89.8%
Lipscomb University	99.8%	99.1%	100%	99.0%	95.5%	98.4%	94.4%
Maryville College	98%	97.5%	100%	100%	96.0%	96.9%	93.5%
Milligan University	100%	99%	100%	98.9%	93.9%	98.8%	95.3%
Southern Adventist University	100%	100%	100%	100%	98.2%	100%	97.5%
Tusculum University	98.4%	96.4%	97.9%	97.0%	91.1%	97.5%	90.6%
State Average	99.3%	97.6%	99.2%	97.4%	93.4%	98.3%	93.2%

EdTPA PASS RATES				
	2017	2018	2019	2020
TWU				
TWU			100%	100% (UG) 80% (G)
SACSCOC Peer Institutions				

Bryan College			Suppressed due to low N count	
Carson-Newman University			Suppressed due to low N count	
King University			Suppressed due to low N count	
Lee University			72.0%	edTPA data was not available on the EPP data download
Lincoln Memorial University			82.8%	
Lipscomb University			94.0%	
Maryville College			Suppressed due to low N count	
Milligan University			Suppressed due to low N count	
Southern Adventist University			Suppressed due to low N count	
Tusculum University			92.3%	
State Average			95.8%	85%

Outcome

The 2020 pass rate for teacher licensure was 100% for the PLT and 89.1% for subject-level. The 2020 PLT results were comparable to previous years and remained at 100% for the third year in a row. The subject-specific test declined by 2.7% from the previous year. In comparison to SACSCOC peers, 8 out of 10 institutions also declined as well as the state. TWU’s PLC pass rate was above the SACSCOC Peer Institutional mean by 1.8% (PLT) and 4.3% below (Subject-Level). The decrease in pass rate for subject-level was primarily due to low pass rates on the Physical Education Praxis Exam. The overall minimum and aspirational thresholds were met. edTPA pass rate was 100% for undergraduate students. The graduate-level students had a pass rate of 80%, the cohort had an n count of 5 and therefore would normally be suppressed. Combined, the cohort had a pass rate of 89.3%. The state average was 85%, TWU exceeded this rate. The benchmark was achieved and exceeded.

Performance Indicator 3: Nursing Licensure Pass Rates

Ninety (90%) of nursing students will pass the NCLEX test. The aspirational goal is 95% based on the three-year, increased trend from 2015 – 2018. The threshold of acceptability is 90%, based on the average TWU pass rate for the past four years. The aspirational goal is 100%. 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	2019	2020
TWU	85%	83%	89%	93%	97%	96%	94%
Tennessee	88.7%	86.8%	87.2%	90.2%	92.2%	92%	85%
National	85%	87.5%	84.5%	87.1%	88.3%	88.18%	88.5%
PEER INSTITUTIONS							
Carson-Newman University	95%	92%	90%	100%	100%	96%	93%
King University	83%	70%	73%	85%	88%	100%	86%
Lee University				100%	100%	97%	96%
Lincoln Memorial University	91%	96%	91%	98%	99%	98%	98%
Lipscomb University	78%	64%	93%	95%	97%	98%	91%
Martin Methodist College*	89%	68%	54%	50%	87%	95%	82%
Milligan University	91%	90%	87%	76%	100%	100%	88%
Tusculum University		86%	50%	67%	85%	78%	78%
Overall	88%	81%	77%	84%	95%	86%	89%

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

Outcome

The NCLEX pass rate has increased steadily each year since 2015. The rate has exceeded the minimum threshold for the past 4 years, with the most current year at 94%. The University’s pass rate continues to be above the state and national average for the last five years as well. In comparison to peer institutions, TWU has maintained a high pass rate relative to the listed institutions. The benchmark was met.

Performance Indicator 4: Dental Hygiene Licensure Pass Rates

Eighty-nine (89%) of dental hygiene students will pass the national board exams for dental hygiene on first attempt. The aspirational goal is 95% based on the five-year, increased trend from 2015 – 2019 +SD*1. The minimum threshold of acceptability is 83%, based on the average five-year TWU pass rate -SD*1.

Ninety (89%) of dental hygiene students will pass the clinical board exams for dental hygiene on first attempt. The aspirational goal is 93% based on the five-year, increased trend from 2015 – 2019 +SD*1. The minimum threshold of acceptability is 87%, based on the average five-year TWU pass rate -SD*1.

Measure

Evaluate the pass rate of the national and clinical board exams annually.

Analysis of Data and Outcomes

DENTAL HYGIENE PASS RATES														
	2014		2015		2016		2017		2018		2019		2020	
National Board Exam	1 st Attempt	2 nd Attempt	1 st Attempt	2 nd Attempt	1 st Attempt	2 nd Attempt	1 st Attempt	2 nd Attempt	1 st Attempt	2 nd Attempt	1 st Attempt	2 nd Attempt	1 st Attempt	2 nd Attempt
TWU	78%	100%	89%	100%	78%	100%	92%	100%	94%	100%	92%	100%	100%	---
ETSU			80%		95.5%		88%		Not Available		Not Available		Not Available	
Tennessee State									92%		84%		Not Available	
UTHSC					97%		92%		92%		100%		Not Available	
National (Accredited Pass Rate)	95.2%		95.6%		94.9%		93.8%		94.2%		92.1%		88%	
Clinical Board Exam														
TWU	100%		89%	100%	89%	100%	92%	100%	83%	100%	92%	100%	100%	---
ETSU					NOT CURRENTLY AVAILABLE									
Tennessee State									100%		91.66%		Not Available	
UTHSC							74%		72%		97%		Not Available	
Regional (Southern Regional Testing Agency)					94%		98%		96%		Not Available		Not Available	

Outcome

The 2020 national board exam for dental hygiene pass rate was 100% on first attempt with no students requiring a second attempt, an increase of 8%. The pass rate exceeded the benchmark of 89% and the minimum threshold of acceptability of 83% as well as the aspirational goal of 95%. Although no data from comparable institutions in the state were available at the time of analysis, TWU was at the national average of 88%.

The 2020 clinical board exam for dental hygiene pass rate was 100% on first attempt and no students requiring a second attempt, an increase of 8%. The pass rate exceeded the benchmark of 89% and the aspirational goal of 95%. Although no data from comparable institutions in the state were available at the time of analysis, TWU exceeded all benchmarks.

Student Achievement Goal 4: Students will increase post-graduation success with employment rates and participation in graduate and professional education.

Performance Indicator 1: Graduate School Entrance Rates

Twenty (20%) of completers will enroll in graduate school within two years of graduation as reported by National Student Clearinghouse. The minimum threshold is 19% (two-year cycle average $-SD*1$) with an aspirational goal of 25% (two-year cycle average $+SD*1$). Additionally, TWU will be above the NACE regional peer average. (Overall Population Indicator)

Sub-Indicator: Fifty percent (50%) of pre-professional completers will enroll in graduate school within two years of graduation as reported by National Student Clearinghouse. (Pre-Professional Major Indicator)

Measure

Evaluate the number of graduating students who enroll in graduate school within two years of undergraduate graduation. Additionally, analyze the graduating students with pre-professional degrees and corresponding participation in graduate school within two years of undergraduate graduation. The measure will utilize National Student Clearinghouse Student Tracker service to identify recent graduates that enrolled in a graduate degree program as well as National Association of Colleges and Employers (NACE) First-Time Destination Survey for regional, comparable peer comparison.

Analysis of Data and Outcomes

GRADUATE SCHOOL ENROLLMENT RATES				
	2016	2017	2018	2019 (In progress)
NSCH Enrollment Rates	22%	19%	26%	23%
Pre-Professional Majors	56.7%	57.1%	57.4%	59%
First-Generation, Pre-Professional Majors	100%	95%	90.4%	43% (N count of 7)
NACE Peers			20%	19%

Outcome

In 2020, 26% of the graduating students during the 2018 academic year were enrolled in a graduate study program as compared to 19% from 2017, a 7% increase. Currently, 23% of the 2019 cohort enrolled in a graduate program within the two-year benchmark. The benchmark and minimum threshold were met. The aspirational goal was not met. The 2019 pre-professional graduates had a 59% enrollment rate overall as compared to 57.4% with the 2018 cohort, an increase of 1.6%. The benchmark was met. The NACE average for the region was 19%, a decrease from 20% the prior year. The NACE benchmark was met and exceeded by 4%. The first-generation graduates with a pre-professional emphasis declined for the 2019 cohort with only 43% enrolling in graduate school. The decline is in part due to the low n count for that year as well as the impact of the pandemic on first-generation students.


Performance Indicator 2: Employment Rates

TWU Completers will be at or above the national average for being employed full-time within six months of graduation as reported by the Senior Exit Survey and the NACE Survey. (Overall Population Indicator)

Measure

Evaluate the number of completers who are employed within six months of graduation. Utilizing the Senior Exit Survey and the National Association of Colleges and Employers (NACE) First-Time Destination Survey.

Analysis of Data and Outcomes

EMPLOYMENT RATES					
	2016	2017	2018	2019	2020
Employed within 6 months	86%	86%	87%	81%	84%
NACE Peer Comparison					
Regional	49%	48.7%	56%	58%	Currently Not Available
Carnegie Class	57%	57.1%	57.2%	66%	
Institution Size (<2,000)	58%	58.9%	60.5%	61%	
Control (Private, Not-for-Profit)	58%	57.2%	59%	59%	

Outcome

In 2020, the Senior Exit Survey and NACE survey reported that a combined 84% of TWU graduates were employed full-time prior to graduation and/or within 6 months of graduating from the University. The NACE peer comparison data ranged from 58 – 66%, well below the TWU reported data. The benchmark was met. The preliminary data from the Senior Exit Survey for 2021 is currently 87% plan to work full-time with 58% already employed full-time by graduation. The survey will continue to collect information from the 2021 cohort as well as the NACE 2021 survey collection. Overall, the benchmark was met and exceeded.