

Tennessee Board of Regents
 Strategic Planning Indicators: 2015-2025
Definitions and Methodology

Vital Statistics

Degrees, certificates and diplomas awarded, disaggregated by award level.
<i>Includes universities, community colleges, and Tennessee Colleges of Applied Technology (TCAT).</i>
<p>Degrees, certificates, and diplomas are reported on an annual basis, including the summer, fall, and spring terms. The summer included is the preceding summer. For example, the 2014-15 cycle includes summer 2014, fall 2014, and spring 2015. The Tennessee Colleges of Applied Technology will report data fall, spring, and summer to coincide with their accreditation agency.</p> <ol style="list-style-type: none"> 1. The award levels include: TCAT certificates and diplomas, community college certificates, associates, bachelors, and graduate awards. 2. For community colleges, TBR will be tracking what can be deemed as “terminal” certificates. <ol style="list-style-type: none"> a. For one to two year certificates (award level = 22), all certificates will be counted with the exception of certificates with the CIP code '16.24.0101.01'. This matches the outcomes based formula. b. For less than one year certificates (award level = 21), only technical certificates (award = C1) will be counted.
<p>Proposed Goal Methodology:</p> <ul style="list-style-type: none"> • <u>Undergraduate:</u> TBR institutions will grant 43,202 undergraduate awards in the year 2025. This goal will be broken out by institution using the current proportion of system awards generated by the institution. The goals per award level will also be based on current proportions. • <u>Graduate:</u> TBR will review historic trends for graduate awards and aim to meet or exceed that trajectory going forward.
Awards per 100 full-time equivalent students.
<i>Includes universities, community colleges, and TCAT.</i>
<p>The TBR Metric will use the same definition as the THEC Funding Formula Metric, with the exception that full-time equivalent enrollment will be calculated using degree seeking students only.</p> <ol style="list-style-type: none"> 1. The combined total of associate's and bachelor's degrees (associate's and long-term certificates for community colleges) conferred during an academic year for every 100 year-round, end-of-term, undergraduate full-time equivalent (FTE) students generated during the same academic year. For this purpose, undergraduate full-time equivalent enrollment is defined as 30 semester credit hours. 2. Full-year FTE enrollment includes the summer, fall, and spring terms for an academic cycle for the community colleges and universities. The Tennessee Colleges of Applied Technology will report data fall, spring, and summer to coincide with their accreditation agency. 3. Only undergraduate degree seeking students will be used in the FTE enrollment calculation. The technical specification to be used by institution research is students with a student level in ('01', '02', '03', '04', '05'). 4. For TCAT's, TBR will include certificates and diplomas as awards, using the TCAT academic year of fall, spring, and the trailing summer.
<p>Proposed goal Methodology:</p> <p>TBR will create a minimum threshold ratio that TBR will monitor. If the calculated value falls below that threshold, an institution will be asked for insight as to why the ratio has fallen. TBR will set a separate threshold ratio for universities, community colleges, and TCAT's. Setting the threshold will require a review of historical data.</p>

Access

Headcount and full-time equivalent enrollment, disaggregated by full-time/part-time status.
<i>Includes universities, community colleges, and TCAT.</i>
<p>TBR will track headcount and full-time equivalent enrollment for both the fall and spring terms of an academic year. Each term will be tracked separately. For TCAT, TBR will track annual headcount and full-time equivalent totals.</p> <ol style="list-style-type: none">1. All students in the end of term file will be counted.2. Only students attempting degree, certificate, or diploma credits will be counted. This includes students with credit hours in the credit types of ('O','1','2','5','B','D','R','S','T','U').3. Headcount and full-time equivalent enrollment will be disaggregated by undergraduate and graduate students.4. Full-time equivalent enrollment is calculated as 15 hours for undergraduate students and 12 hours for graduate students. TCAT full-time equivalent enrollment is calculated as 300 clock hours per term.5. For universities and community colleges, full-time students are students enrolled in at least 12 credit hours at the undergraduate level and at least 9 credit hours at the graduate level. Any TCAT student is considered full-time if enrolled in a full-time preparatory program.
<p>Proposed Goal Methodology:</p> <ul style="list-style-type: none">• <u>Undergraduate:</u> An initial analysis indicates that undergraduate enrollment must increase by approximately 10% by 2025, along with increased student success, for TBR to reach its award goal. The final goal will take into account that approximately half of increase in undergraduate awards granted by 2025 at universities and community colleges must be derived from increased enrollment. For TCAT's enrollment must increase sufficiently to match the needed increase in credentials.• <u>Graduate:</u> Since increased efficiency in graduate programs is not a strategic goal, all future increases in granting graduate awards must be generated by increased enrollment. Thus, the graduate enrollment goal will be based on the graduate award goal once it is established.
Headcount and full-time equivalent enrollment of enrolled high school students.
<i>Includes universities, community colleges, and TCAT.</i>
<p>The headcount and full-time equivalent enrollment calculation for enrolled high school students will follow standard TBR fall "end of term" reporting guidelines.</p> <ol style="list-style-type: none">1. All students in the fall "end of term" generated for THEC will be counted. This differs from THEC as they use a full academic year.2. Enrolled high school students will be determined using the student's previous registration type in the enrollment collection. Pre-college students have a previous registration type of '4'.3. Full-time equivalent enrollment is calculated as 15 credit hours for undergraduate students or 300 clock hours for TCAT.
<p>Proposed Goal Methodology: To be determined.</p>

Student Success

Success in courses most critical to student success, as determined by the percentage of students achieving an A, B, or C grade in a particular course.
<i>Currently includes universities and community colleges only. TCAT could be added at later date.</i>
<p>The courses most critical to student success system-wide will be determined by Bayesian analysis of course grades for graduating students from 2005 to 2014. This analysis model makes it possible to identify courses that most often significantly affect students' ability to graduate. Most likely, these courses will also be high enrollment courses across the system.</p> <ol style="list-style-type: none">1. TBR will provide the list of courses most critical to student success. If sufficient differences exist, the course list will be different for universities and community colleges.2. Course success data will be disaggregated by whether a section of the critical course is delivered on-ground or on-line, to see how the delivery method impacts student success.3. The analysis of student success in the course will be performed on an annual basis using enrollment and grades from the fall term.4. Course enrollment and student grades are pulled using an already existing .sql script. The script is run at the institution at the end of the fall term, and the resulting file is sent to TBR.5. If the final course grade for a student is between A+ and C- the student is considered a success for that course.
<p>Proposed Goal Methodology: TBR will set a threshold success rate, and institutions will reduce the number of courses that fall below that threshold. The initial suggested threshold success rate is 70%, but a more detailed analysis can be undertaken once the critical courses are identified.</p>
Students progressing to credit hour benchmarks.
<i>Includes universities and community colleges only.</i>
<p>The TBR Metric will use the same definition as the THEC Funding Formula Metric:</p> <ol style="list-style-type: none">1. "The number of full-time and part-time students whose cumulative credits earned at the beginning of a semester are less than the established credit hour threshold benchmarks of 30, 60, or 90 student credit hours for Universities or 12, 24, or 36 student credit hours for Community Colleges and whose cumulative credit hours earned at the end of the semester are equal to or greater than the credit hour threshold benchmarks during the academic year."
<p>Proposed Goal Methodology: Progression metrics must increase along with expected increases in enrollment and graduation rates. Once goals for those metrics have been set, it will be possible to determine goals for progression.</p>

Graduation rates.

Includes universities, community colleges, and TCAT.

For all institution levels, it is proposed that the IPEDS 150% definition and reporting be used.

1. For universities, 150% is equal to six years. For community colleges, 150% is equal to three years. For TCAT, TBR has traditionally defined two years as 150%.
2. IPEDS tracks the completion rate of a fall cohort of degree seeking first-time, full-time freshmen.
3. The completion rate is for the home institution only, and does not include students who transfer to another institution and then are granted an award.
4. TBR will also follow 300%, or six year, graduation rates for the community colleges using the same cohort criteria listed above.
5. The National Association of System Heads is currently developing the "Student Achievement Measure" (SAM), which tracks graduation, transfer, and continued enrollment for various student cohorts. TBR will investigate the use of SAM when more information is available.

Proposed Goal Methodology:

In order to achieve TBR's completion goal, it is estimated that graduation rates must increase by approximately 10 percent by 2025. Furthermore, graduation rates for vital subpopulations must increase at least as quickly as graduation rates for traditional students.

Each TCAT program at each institution will achieve or exceed a 60% completion level in accordance with the accreditation agency.

Number of credit hours accumulated beyond needed hours for degree, measured from the time that the student last enters the degree-awarding institution.

Includes universities and community colleges only.

The proposed methodology would, at the time of graduation, measure how many credit hours the student had taken at the graduating institution, since their last enrollment at that institution, that are not being counted towards the awarded credential.

1. The metric will only be calculated for associate and bachelor degrees.
2. If a student stops-out at the institution and then re-enters, the last entry date will serve as the beginning of the metric calculation period.

Proposed Goal Methodology:

The initial goal is to program existing degree audit software at the institutions so that the calculation and reporting process can be automated. Once the reporting process is developed and baseline data has been established, a new goal will be established.

Quality

Licensure and certification pass rates and performance on national subject examinations.
<i>Includes universities, community colleges, and TCAT.</i>
<p>For the universities and community colleges, this metric will continue to track teaching, engineering, and nursing examinations. For the TCAT, the metric will track all programs which require a state or national certification to work in the chosen field.</p> <ol style="list-style-type: none">1. Nursing and engineering pass rates come directly from the institution's performance funding file. The Teaching Pass Rate is calculated from the pass rates that are included in Title II data reported by the state department of education to the website: https://title2.ed.gov/default.asp.2. All benchmarks are for the most recent year reported. The numerator is equal to the number of test passers from the most recent year, while the denominator is equal to the number of test takes from the most recent year.3. If a community college does not have a nursing program, it will not have any data reported under this metric.
<p>Proposed Goal Methodology:</p> <p>As pass rates are very high, the goal is to keep pass rates high. A minimum pass rate threshold will be set for each examination by reviewing historical data. TBR will monitor pass rates to ensure that the minimum pass rate is being met. Moving from a three year average pass rate to a one year pass rate will ensure that programs can be monitored more effectively. TBR will review of pass rates submitted in performance funding files to determine in additional examinations should be included in this metric.</p>
Enrollment in high impact practices.
<i>Includes universities and community colleges only.</i>
<p>High impact practices currently include undergraduate research, service learning, study abroad, internships, badging, and learning communities, though more may be added in the future. TBR will convene groups of faculty to work on defining and developing a nomenclature for each of these high impact practices and potentially others in the future. From there, Banner attributes will be developed so that course sections can be tagged as including a specific high impact practice.</p> <ol style="list-style-type: none">1. The percentage of students enrolled in high impact practices can be derived using same .sql script that will also be used for the "critical course" metric once the institutions begin to flag high impact practices as an attribute in Banner. It is possible that a survey will be needed to gather data prior to the development of attributes.2. The percentage of students enrolling will be reported separately for each high impact practice. An unduplicated percentage will also be reported as a total participation rate in high impact practices.
<p>Proposed Goal Methodology:</p> <p>In order to establish a goal TBR must first go through the process of developing definitions for each high impact practices, and also begin to code and track these course sections. Furthermore, baseline participation rates must be developed. Thus, the initial goal for this metric is to develop common nomenclature and a methodology for Banner tracking. The ultimate goal will be to see incremental increases in the percentage of students participating in high impact practices that are demonstrated to contribute to student success.</p>

Percentage of faculty involved in career furthering activities.

Includes universities and community colleges only.

For this metric, institutions will develop a list of what constitutes a career furthering activity for use at that institution. Furthermore, an institution could possibly disaggregate the list even further if deemed appropriate, such as to the departmental level. TBR will work with institution faculty groups as well as the faculty sub-council to provide some basic guidelines for determining career furthering activities, however the final decision will remain with the institution.

1. Data will be reported to TBR on an annual basis following completion of the academic year.
2. The numerator is the number of full-time faculty completing a career furthering activity in that academic year (summer, fall, spring).
3. The denominator is the number of full-time faculty including all tenure statuses, though this could be disaggregated.

Proposed Goal Methodology:

The initial goal is to develop institution lists for what constitutes a career furthering activity and a reporting structure. Once the reporting structure has been developed and used for a number of years, a new goal may be established.

Percentage of accreditable programs that are currently accredited or seeking accreditation.

Includes universities, community colleges, and TCAT.

For universities and community colleges, this metric will use the same criteria currently used for quality assurance funding. The TCAT will set benchmarks for the state, national and industry certified programs.

1. The denominator is the number of programs currently eligible for accreditation at the institution.
2. The numerator is the number of programs accredited plus the number of programs currently seeking accreditation.
3. This information will be gathered from the performance funding reports sent to THEC and TBR.

Proposed Goal Methodology:

The proposed goal is that 100% of programs currently eligible for accreditation will be either accredited or currently seeking accreditation.

Current aggregate score of non-accreditable programs calculated from program reviews and academic audits.

Includes universities and community colleges only.

This metric will use data reported in performance funding to determine the percentage of reviewed or audited programs that are achieving a satisfactory overall score on the respective quality assurance funding rubric.

1. For universities, undergraduate programs and graduate programs will be reported separately.
2. The denominator is the number of programs in the 5-year cycle.
3. The numerator is the number of programs in the 5-year cycle that have met a satisfactory percentage of standards.
4. The percentage that will become the threshold for “satisfactory” has not been determined. TBR will undertake a historical analysis of performance funding data to make this determination.
5. This information will be gathered from the performance funding reports sent to THEC and TBR.

Proposed Goal Methodology:

TBR will set a minimum threshold once the revision process for program review and academic audit criteria is completed.

Resourcefulness and Efficiency

Total amount of funds raised through sources other than state appropriations and student tuition and fees.

Includes universities, community colleges, and TCAT.

For the purposes of this metric, revenue will be limited to unrestricted education and general funds. Unlike last the last planning cycle, restricted funds will not be included. The following education and general revenue streams are included:

1. Federal Appropriations, Grants, and Contracts
2. State Grants and Contracts
3. Local Appropriations, Grants, and Contracts
4. Private Contracts and Gifts
5. Endowment Income
6. Sales and Services
7. Other Sources of Education and General Revenue

Proposed Goal Methodology:

Institutions will be asked to set a goal for increasing outside revenue.

Development of an instructional index that is disaggregated by academic discipline.

Includes universities, community colleges, and TCAT.

The initial metric is the development of a comprehensive instructional index which allows for modeling instructional cost for an academic discipline as well as the cost of delivery for an instructional program. Once the initial metric has been completed, and the index has been vetted and used for a number of years, a new metric may replace the current metric.

The proposed methodology would use BANNER data to calculate the instructional cost of delivery of each course at a campus. The cost of a program will then be calculated using degree maps. TCAT will use their campus evaluation plan yearly to review the programs at each institution.

Proposed Goal Methodology:

The initial goal is to develop and evaluate an instructional index. Once the index has been developed and used for a number of years, a new goal may be established.

Post-award progression of graduates.

Includes universities, community colleges, and TCAT.

The metric will review the post-award activity of graduates by calculating a graduate unemployment rate based on data available from the Tennessee Longitudinal Data System and the National Student Clearinghouse. Using this data, TBR will be able identify one of four possible outcomes for graduates as they progress beyond the TBR institution. For this metric, a graduate is defined as somebody receiving a technical certificate, applied associate, or bachelor award.

1. The graduate has enrolled in an institution to further his or her education.
2. The graduate is gainfully employed in the state of Tennessee.
3. The graduate has filed for unemployment in the state of Tennessee.
4. The graduate cannot be located in either data source.
 - a. Some possible reasons include self-employment or working out-of-state.

This information will allow TBR to calculate an unemployment rate for TBR institution graduates. The numerator is the number of graduates filing for unemployment. The denominator is the number of graduates that are enrolled in an institution, gainfully employed, or filing for unemployment.

1. This methodology removes students that cannot be located from the analysis.
2. The status of graduates will be reviewed approximately 2 years from the graduation date. For instance, summer 2012- spring 2013 graduates would be reviewed in May 2015.
3. The data is a snapshot, not historical. A graduate must be receiving unemployment as of the review date to be counted in the numerator.

Proposed Goal Methodology:

In order to develop a goal, TBR must first receive data from the Clearinghouse and the TLDS. Once data has been analyzed and a baseline has been set, TBR will seek to reduce the number of graduates filing for unemployment.

Composite financial index score.

Includes universities, community colleges, and TCAT.

The use of the composite financial index has been agreed upon for use by the institutions' financial officers. Budget data submitted to TBR is used to calculate four ratios: Return on Net Assets, Net Operating Revenues, Primary Reserve, and Viability. From these four ratios, the Office of Business and Finance calculates and overall composite financial index score.

1. Each of the four ratios will be reported separately in addition to the overall index score.
2. This data will be calculated in the Office of Business and Finance on an annual basis.

Proposed Goal Methodology:

The expected performance standards for the composite financial index and ratios are published in Board Policy 4:01:00:02: Institutional Financial Performance Review.

<https://policies.tbr.edu/policies/institutional-financial-performance-review>

Subpopulations

Where possible, student data will be disaggregated by Pell, underrepresented minority, and adult subpopulations.

When possible, data will be disaggregated to understand how vital subpopulations are being affected by system and institution actions. The metrics below will NOT include subpopulation reporting.

1. Awards per 100 full-time equivalent students.
2. Licensure and certification pass rates and performance on national subject examinations.
3. Number of faculty involved in career furthering activities.
4. Percentage of creditable programs that are currently accredited or seeking accreditation.
5. Current aggregate score of non-creditable programs calculated from program reviews and academic audits.
6. Total amount of funds raised through sources other than state appropriations and student tuition and fees.
7. Development of an instructional index that is disaggregated by academic discipline.
8. Composite financial index score.

All other metrics will eventually have subpopulation reporting, though not all will be available immediately.

Pell:

1. Award and Graduation Metrics: A student who receives a Pell Grant at any point at the institution awarding the degree or certificate would be identified as a Pell award or graduate.
2. Enrollment and Progression Metrics: A student must be receiving a Pell Grant during the term or academic year in question to be identified as a Pell recipient.
3. Pell data is not currently collected at the system level for the TCAT's.

Underrepresented Minority:

1. Includes Hispanic, Hawaiian or Pacific Islander, Black, and Alaskan Native or American Indian. Asian and Multiple Races are NOT considered underrepresented minorities.
2. For all metrics, the student's race is determined using the data reported in the most recent term's data reported to TBR.

Adult:

1. Adults are students that are 25 or older at the time of graduation. The student's age is calculated by subtracting the year of birth from the award year.
2. For all metrics, the student's age is determined using the data reported in the most recent term's data reported to TBR.