



PERFORMANCE FUNDING PROGRAM

Points Awarded per Year 2005-2010 Cycle

Performance Funding Standard	Max. Points Possible	2005-06 Points Awarded	2006-07 Points Awarded	2007-08 Points Awarded	2008-09 Points Awarded	2009-10 Points Awarded
Student Learning – General Education	15	14	14	15	15	15
Student Learning – Major Field Assessment	10	10	10	10	10	10
Accreditation of Academic Programs	5	4	4	5	5	5
Undergraduate Program Review	5	5	5	5	5	5
Graduate Program Review	5	4.5	4.5	4.5	4.5	4.5
Student Satisfaction Survey (NSSE, Alumni, Employer)	10	10	10	10	9.5	9
Retention	5	4	5	5	4	4
Persistence to Graduation	5	4	4	4	4	5
Student Persistence Planning Initiative	5	5	5	5	5	5
Institutional Strategic Planning	5	5	5	5	5	5
State Strategic Planning	10	10	10	10	10	10
Articulation and Transfer	5	5	5	5	5	5
Assessment Pilot (Participation in Delaware Study)	5	5	5	5	5	5
Assessment Implementation (QEP Progress)	10	8	8	8	8	6
Total Performance Funding Points	100	93.5	94.5	96.5	95.0	93.5
Performance Funding Dollars Awarded		\$5,840,792	\$6,399,078	\$6,781,265	\$6,619,438	\$5,931,823
Average Point Value		\$62,468	\$67,715	\$70,272	\$69,678	\$63,442

MTSU 2009-2010 Performance Funding Results by Standard

STANDARD 1A: GENERAL EDUCATION OUTCOMES (CCTST SENIOR EXAM)

Maximum Points	15
Awarded Points	15

MTSU's average score on the California Critical Thinking Skills Test (CCTST) exam was 17.3 compared to the 16.8 national average. MTSU's average score has exceeded the national average every year since the CCTST was designated the official general education exam at MTSU. Seniors who graduate fall, spring, or summer semester are required to take the general education exam.

STANDARD 1B: MAJOR FIELD TESTING

Maximum Points	10
Awarded Points	10

Major field tests were administered to seniors in 45 majors during 2009-10, during fall semester and again in spring semester. Results for the following undergraduate programs were reported, in accordance with the Performance Funding schedule.

1. Special Education	2. Early Childhood Education
3. Business Education	4. Health Education
5. Interdisciplinary Studies	6. Physical Education
7. Nursing	8. Business Administration
9. Management	10. Office Management
11. Accounting	12. Finance
13. Information Systems	14. Marketing

Nursing and teacher licensure results are now reported every year for Performance Funding.

STANDARD 1C1: ACCREDITATION OF ACADEMIC PROGRAMS

Maximum Points	5
Awarded Points	5

All creditable programs are accredited.

STANDARD 1C2: PROGRAM REVIEW (UNDERGRADUATE)

Maximum Points	5
Awarded Points	5

The following three undergraduate programs were reviewed during AY 2009-10 utilizing the traditional program review format: Biology, Environmental Science and Technology and Mathematics. The Concrete Industry undergraduate program underwent the Academic Audit review process. As RODP programs, Professional Studies and

The Mathematics program was determined to have met all standards included in the review with Biology and Environmental Science and Technology each met twenty-three out of twenty-four standards. The Professional Studies and Liberal Studies, both RODP programs, underwent Academic Audit review by TBR. Both programs met 19 out of 19 standards. Post-review meetings were held to discuss plans for improvements that were recommended by the external reviewers. One-year follow-up meetings are held to allow department chairs to report progress achieved on their plans, and a two-year progress report is also required.

STANDARD 1C3: PROGRAM REVIEW (GRADUATE)

Maximum Points	5
Awarded Points	4.5

The following graduate programs were reviewed during AY 2008-09: Computer Science, Mathematics, and Aviation Administration. Each program had one external reviewer.

Qualitative Standards	Biology, MS	Chemistry, MS	Engineering Technology, MS	Professional Science, MS
Student Experience	2.50	2.00	1.66	3.00
Graduate Faculty Quality	2.50	2.16	2.00	3.00
Teaching/Learning Environment	2.00	2.33	2.33	3.00
Program Evaluation	1.80	2.00	1.75	3.00
Overall Average	2.20	2.12	1.93	3.00

Rating scale: 0 = poor, 1= minimally acceptable, 2= good, 3= excellent

STANDARD 2: Alumni Survey

Maximum Points	10
Awarded Points	9

Detailed survey results are available at <http://www.mtsu.edu/iepr/surveys.shtml#4> .

There is an important caveat to both the retention and the graduation standards that follow. The internal rates include MTSU's freshman cohorts who returned/graduated from any Tennessee public institution (our official rates). The external (peer) comparisons include only those who returned/graduated from MTSU (our unofficial rates).

STANDARD 3A: RETENTION

Maximum Points	5
Awarded Points	4

Scores are based on both internal and external comparisons. The results reported in 2009-10 are shown below.

Number	Indicator	Benchmark - Internal or External	Attain - MTSU	Percent Attained
1	Proportion of 2008 cohort who returned to any Tennessee public institution (institutional comparison)*.	79.8%	82.1%	100%
2	Proportion of 2007 cohort who returned to MTSU (comparison with funding peers) [Source: Education Trust www.collegeresults.org]	75.6%	71.0%	94%
3	Proportion of 2008 African American cohort who returned to any Tennessee public institution (institutional comparison)*.	82.8%	86.0%	100%
4	Proportion of 2008 African American cohort who returned to MTSU (comparison with funding peers) [Source: CRSDE]	82.9%	79.2%	96%

Average Attainment: 97%

STANDARD 3B: PERSISTENCE TO GRADUATION

Maximum Points	5
Awarded Points	5

MTSU's graduation rate has been steadily increasing since 2004. The rates for our funding peers, however, have been increasing also. The data reported for 2009-10 is shown below.

Standard 3B: Persistence to Graduation, 2009-10 Performance Funding Report

Number	Indicator	Benchmark - Internal or External	Attained- MTSU	Percent Attained
1	Proportion of 2003 cohort who graduated from any Tennessee public institution within six years (institutional comparison)*.	48.6%	51.8%	100%
2	Proportion of 2002 cohort who graduated from MTSU within six years (comparison with peers). [Source: Education Trust www.collegeresults.org]	45.1%	44.7%	99%
3	Proportion of 2003 African American cohort who graduated from any Tennessee public institution within six years (institutional comparison)*.	45.0%	45.1%	100%
4	Proportion of 2002 African American cohort who graduated from MTSU within six years (comparison with peers). [Source: Education Trust www.collegeresults.org]	40.9%	43.5%	100%

Average attainment: 100%

STANDARD 3C: STUDENT PERSISTENCE PLANNING INITIATIVE

Maximum Points5

Awarded Points5

Each institution designed its own student persistence initiatives. Achievement of annual targets is reported each year. The 2009-10 goals and results for MTSU are shown below. A narrative report was also submitted to document activities and results for these initiatives.

Goal No.	2005-10 Student Persistence Goals	Benchmark	Attained	Percent Attained
1	Extend Academic advising to better enable students to progress to second year whereby retention rates will increase overall by 0.4% for selected majors. Fall 2007 first-time freshmen from the following majors are included: Aerospace, Economics, Interdisciplinary Studies, Mass Communication and Political Science.	0.2%	0.6%	100%
2	Increase retention of Hope scholarships by the targeted Fall 2009 scholarship recipients to 2% above the scholarship retention rate of the remaining MTSU "at risk" cohort for that term.	19.2%	33.3%	100%
3	Reduce the percentage of first-time, full-time freshmen with undeclared majors their first semester who enter the subsequent fall semester with an undeclared major by 0.2 each compared to the baseline of 44.5%.	44.1%	27.8%	100%

Average Attainment: 100%

STANDARD 4A: INSTITUTIONAL STRATEGIC PLANNING GOALS

Maximum Points5
 Awarded Points5

MTSU surpassed its targets for the two goals in this standard. Goals included here were taken from MTSU's 2005-2010 Strategic Plan.

Goal No.	2005-10 Institutional Strategic Planning Goals	Benchmark	Attain	Percent Attained
1	Number of students engaged in co-op, internships, practicums, and applied/external learning experiences will increase to 5000.	5,000	6,817	100%
2	Number of students served by distance learning courses will increase to 3563	3,563	4,957	100%

Average Attainment: 100%

STANDARD 4B: STATE STRATEGIC PLANNING GOALS

Maximum Points 10
 Awarded Points 10

Although MTSU exceeded the annual target for each goal in 2009-10, with the exception of one, we still received full points.

State Partnership	2005-10 State Strategic Planning Goals	Benchmark	Attain	Percent Attained
Access	Maintain the current rate of participation in higher education of targeted populations (African American and Hispanic students) until legislative funding is determined; then, increase the rate of participation by 214 students over baseline by end of cycle	3,253	4,569	100%
Student Preparation	Increase the number of freshmen participating in academic learning communities from 267 to 470 students by the end of the cycle (MID-CYCLE GOAL REVISION)	470	488	100%

State Partnership	2005-10 State Strategic Planning Goals	Benchmark	Attain	Percent Attained
Affordability	Utilize the student calling center to increase alumni donors to academic programs to 5000	5,000	4,953	99%
Educational Excellence	Increase extramural funding to \$32 million	\$ 32,000,000	\$ 36,492,600	100%

Average Attainment: 100%

STANDARD 4C: ARTICULATION AND TRANSFER

Maximum Points	5
Awarded Points	5

Although we did not meet or exceed all of the targets, the 99% achievement rate was enough to receive full points.

Goal No.	Articulation and Transfer	Benchmark	Attain	Percent Attained
1	Increase the number of transfer students to 2,006	2,006	2,137	100%
2	Increase the student transfer retention rate to 74%	74.0%	70.9%	96%
3	Increase the at-risk transfer student retention rate to 50.5%	50.5%	54.7%	100%

Average Attainment: 99%

STANDARD 5A: ASSESSMENT PILOT (DELAWARE COST STUDY)

Maximum Points	5
Awarded Points	5

MTSU's report described how data from the Delaware Cost Study is being used on our campus along with tables reporting the results for the four specified areas of faculty workload listed below.

- FTE students taught per FTE instructional faculty by discipline
- SCH per FTE faculty as a percentage of national norm by discipline
- Total organized class sections per FTE faculty: undergraduate, graduate and total
- Percentage undergraduate SCH taught by full-time faculty

STANDARD 5B: ASSESSMENT IMPLEMENTATION (QEP)

Maximum Points	10
Awarded Points	6

A progress report on our Quality Enhancement Plan (QEP) was submitted as part of the Performance Funding Report. The institutional reports are evaluated for THEC by assessment teams, which decide the number of points to be awarded based on a qualitative review.