



ACADEMIC & STUDENT AFFAIRS COMMITTEE

December 5, 2024

Roaden University Center, Room 282

AGENDA

- I. Call to Order
- II. Approval of Minutes for the September 26, 2024 Committee Meeting
- III. Provost's Report
- IV. Academic Program Update: Post Approval Monitoring
- V. TTU Policy 216 (Student Academic Integrity)
- VI. Counseling Center Update on Mental Health Services
- VII. Other Business
- VIII. Adjournment



ACADEMIC & STUDENT AFFAIRS COMMITTEE

September 26, 2024

Roaden University Center, Room 282

MINUTES

Meeting was streamed live via link found on this web page:

<https://www.tntech.edu/board/board-and-board-committee-meetings.php>

AGENDA ITEM 1 – CALL TO ORDER

The Tennessee Tech Board of Trustees Academic & Student Affairs Committee met on September 26, 2024 in Roaden University Center, Room 282. Chair Rhedona Rose called the meeting to order at 8:13 a.m.

Chair Rose asked Mr. Lee Wray, Secretary, to call the roll. The following members were present:

- Rhedona Rose
- Jeannette Luna
- Claire Myers
- Camron Rudd

Other board members also in attendance were Trudy Harper, Thomas Lynn, Fred Lowery (virtual), Tom Jones, and Johnny Stites. A quorum was met. Tennessee Tech faculty and staff and members of the public were also in attendance.

AGENDA ITEM 2 – APPROVAL OF MINUTES

Chair Rose asked for approval of the minutes of the June 20, 2024 Academic & Student Affairs Committee meeting. Trustee Luna moved to approve the June 20, 2024 Academic & Student Affairs Committee minutes. Trustee Rudd seconded the motion. Mr. Wray called a roll call vote. The motion carried unanimously.

AGENDA ITEM 3 – ENROLLMENT REPORT

Karen Lykins, vice president for enrollment and communication, began her presentation by sharing the overall student headcount for fall 2024, which was one of the university's largest overall headcounts in recent years. She also indicated that the university slightly exceeded their set goal for first-time freshmen numbers. In addition, she noted that transfer numbers were slightly up, as well as graduate student numbers.

Ms. Lykins then presented information about first-time freshmen for fall 2024. She shared the average ACT score and GPA for these incoming freshmen, which continued to showcase an academically strong incoming class. Next, Ms. Lykins presented information about out-of-state students and how this is an area that has potential for growth. She also shared information about the diversity of the incoming freshmen class, noting that the Hispanic population has shown a significant increase over the last few years.

Ms. Lykins ended her presentation by informing the Board that retention and graduation rates continue to be high, stating that presidential scholars helped keep the numbers high for both. She explained the university's recruitment cycle and retention process and how success was achieved through the process.

AGENDA ITEM 4 – PROVOST'S REPORT

Provost Bruce began her presentation by providing an overview of how Tennessee Tech undergraduate and graduate students are, on average, enrolling in courses both in terms of the total credit hours and the mix of online vs on ground courses. The patterns shown matched feedback obtained from surveys regarding what students prefer to take. She also informed the Board that a recent extensive marketing and advertising campaign to recruit graduate students was very successful.

Provost Bruce then provided a high-level overview of the number and types of courses being taught this fall semester and shared information related to students' progression toward degree completion. Provost Bruce then provided details about how Tennessee Tech students academically performed this past year and information about retention and graduation rates.

Provost Bruce then introduced Dean Kim Hanna from the Whitson-Hester School of Nursing to give a focused update on the college, as a third in a series of college updates presented by college deans. This series was initiated as a result of the most recent Board self-evaluation. Dean Hanna began her presentation by giving some history on the college and discussing the growth of the program over the years. Dean Hanna then shared information on the ETSU-TTU Joint Doctor of Nursing (DNP) program. She also shared other programs of study that the college offers, including undergraduate, graduate, and graduate certificate options.

Dean Hanna then presented information about the college's accreditation success and the reasons behind the importance of accreditation for the college. She remarked that Tennessee Tech nursing

graduates are career ready; exceeding national and accreditation performance benchmarks across graduate and undergraduate programs, passing exams with a very high first-time pass rate, and being employed within a year of graduation.

Dean Hanna then discussed enrollment challenges for nursing. She informed the Board that enrollment nationwide is down for both undergraduate and graduate, however Tennessee Tech's nursing enrollment has been up for undergraduate and only slightly down for graduate, with numbers much better than the national average. She also highlighted some new admission and recruiting initiatives that the college is implementing.

She concluded her presentation by showcasing highlights of students, faculty, and staff participating in various programs and partnerships to enhance their college experience, as well as helping the community.

AGENDA ITEM 5 – STUDENT AFFAIRS REPORT

Dr. Polk-Johnson, vice president for student affairs, began her presentation by sharing the success of a new move in process and detailing the success of the fall 2024 Week of Welcome activities. She explained that this year's WOW included over 50 events, including the second annual "College Town Kickoff", which she explained as a block party-style community gathering in downtown Cookeville that brought students and the community together.

Dr. Polk-Johnson then informed the Board that Tennessee Tech is a new member of the FirstGen Forward network, which focuses on the success of first-generation college students. She informed the Board that Dr. Harry Ingle, recently joined the student affairs team as the executive director overseeing first-generation student success. Dr. Polk-Johnson also informed the Board that the University Police Department recently went through a major leadership change and that Fred Nichols was named new chief of university police.

Dr. Polk-Johnson concluded her report by giving a few updates on several grants that the university received recently. She updated Board members on some improvements that are being made and plans for improvements that are being made with the funds for two specific grants.

AGENDA ITEM 6 – RESEARCH AND ECONOMIC DEVELOPMENT REPORT

Dr. John Liu, vice president for research and economic development began his report by giving an update on research funding for fiscal year 2024, sharing that total research funding was up from previous years. He mentioned that this increase in funding, reflects the excellent faculty and their efforts. Dr. Liu then spent a few minutes explaining the complex, but very engaged relationship between teaching research, economic development, and education. He explained that research helps faculty teach courses more effectively with updated materials and that research makes real-world differences and economic impact.

Dr. Liu concluded his presentation by highlighting Tennessee Tech's research centers and the directors for each center.

AGENDA ITEM 7 – UNIVERSITY ADVANCEMENT REPORT

Dr. Braswell, vice president for university advancement, began his presentation by giving an update for the campaign titled, "It's Personal" running from July 1, 2020 through June 30, 2028. He detailed the campaign goals for three major focus areas including: student experience (athletics), scholarships, and faculty support. He shared the goal amount for each area and the current amount raised.

Dr. Braswell, then highlighted fundraising totals for the last ten fiscal years, pointing out that last fiscal year was one of Tennessee Tech's best fundraising years. He shared the amount of fundraising dollars committed for several major projects that help enhance student experiences. He also shared information about the university's scholarship strategy, particularly the role of donor funded scholarships. He informed the Board that the number of awards continues to increase, as well as the total awards offered.

Next, Dr. Braswell discussed giving by source from July 1, 2020 to June 30, 2024. He also showed a side-by-side comparison of the number of proposals placed for FY14-18 and FY20-24. Dr. Braswell concluded his presentation by discussing potential for growth and campaign next steps.

AGENDA ITEM 8 – OTHER BUSINESS

There was no other business.

AGENDA ITEM 9 – ADJOURNMENT

There being no further business, the Academic & Student Affairs Committee adjourned at 10:10 a.m.

Approved,

Lee Wray, Secretary



Agenda Item Summary

Date: December 5, 2024

Agenda Item: Provost's Report

- Review**

 Action

 No action required

PRESENTERS: Provost Lori Bruce, Dean Jennifer Shank

PURPOSE & KEY POINTS: Provost Bruce will provide an update on key performance indicators for Academic Affairs, including the metrics related to degrees awarded, Quality Assurance Score, research grants and contracts activations, and fiscal gain. A detailed report of the Quality Assurance Score is also included.

As a result of the most recent Board self-evaluation, the Provost is also including a focused update on the College of Fine Arts to be presented by Dean Jennifer Shank. This will be the fourth in a series of college updates presented by the college deans.

THEC Quality Assurance Funding 2024 Report

At the Tennessee Higher Education Commission meeting on May 15, 2020, the Commission adopted standards to guide the 2020-25 Quality Assurance Funding (QAF) program. QAF incentivizes institutions to strive for excellence in programmatic and student outcomes while engaging in continuous improvement. The 2020-25 QAF standards are the product of collaboration between institutional and THEC staff and serves as the quality check on the Outcomes Based Funding Formula.

The QAF model is comprised of seven standards, six of which apply to universities. For each standard, the university must demonstrate success through rigorous evaluations. Below is a table listing the standards along with the possible points an institution can attain via evaluation scores.

QAF Standard	University's Maximum Score (Points)
1. General Education	10
2. Major Field Assessment	15
3. Academic Programs	35
o Accreditations	15
o Program Evaluations	20
4. Institutional Satisfaction	10
5. Student Equity	10
6. Job Placement (Community Colleges Only)	-
7. Student Access & Success	20
TOTAL	100

Tennessee was the first state to utilize quality metrics in state funding; for over 40 years, QAF has provided incentives for all public colleges and universities to measure student learning and institutional effectiveness as part of the continuous improvement process. Universities may earn an additional 5.45 percent over operating budgets based on their performance on the QAF standards, with a maximum score of 100 correlating to a full additional 5.45 percent of funding.

The following pages of this report include a high-level explanation of each standard followed by Tennessee Tech University's results (score-card) for that standard.

Standard 1: General Education Assessment

Possible points: 10

Purpose: This standard is designed to provide incentives to institutions for improvements in the quality of undergraduate general education programs as measured by the performance of graduates on an approved standardized test of general education.


Evaluation: Success is measured by the overall performance (mean score) of an institution as compared to national peers of similar size and type.

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 1: General Education Assessment

The General Education standard is designed to provide incentives to institutions for improvements in the quality of undergraduate general education programs as measured by the performance of graduates on an approved standardized test of general education.

Tennessee Technological University

Assessment: California Critical Thinking Skills Assessment	
Sampling Plan: Test all Graduates	
Total Eligible Graduates: 1828	Maximum Points: 10
Total Graduates Tested: 1744	Points Earned: 10
Percent Graduates Tested: 95%	
Graduates in Score Report: 1722	

Year: 2023-24

Year	Institutional Mean	National Mean	Difference	Percent Attained	Points
2020-21	74.5	74	0.5	100%	10
2021-22	75.17	73.3	1.87	100%	10
2022-23	74.48	73.3	1.18	100%	10
2023-24	74.35	72.82	1.53	100%	10
2024-25					

Institutional Comments

A total of 84 graduates did not take CCTST. Of those 84: 21 had a previous bachelor's degree, 39 were English as a Second Language, 5 were 2+2 campus graduates, 1 had been out of high school for over 15 years (see exemption granted in email) and 27 had tested in a previous year going back as far as fall 2020. Total exemptions show 9 extra students completed CCTST in a semester before they will graduate. Twenty-two students scores were not included in the score report because they took less than 15 minutes - the minimum required by Insight Assessment to complete the exam.

Standard 2: Major Field Assessment

Possible points: 15

Purpose: This indicator is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations.

Evaluation: A major field assessment will be considered successful if the assessment score is within 97 percent of the comparison score (national or institutional average). All undergraduate programs will be reported once during the 2020-25 cycle with the exception of licensure programs to be reported annually.

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 2: Major Field Assessment

The Major Field Assessment standard is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations.

Tennessee Technological University



Maximum Points: 15
Points Earned: 15

Year: 2023-24

Licensure Programs Reported Annually											
2020 CIP	Academic Program	Degree	Year	Test	% Grads	Grads	Grads Tested	Grads Passed	Comp Pass Rate	Inst Pass Rate	Percent Attained
08.13.1001.00	SPECIAL EDUCATION	BS	2022-23	edTPA	100%	13	13	13	97.2%	100%	100%
08.13.1202.00	ELEMENTARY EDUCATION	BS	2022-23	edTPA	92%	101	93	93	97.2%	100%	100%
08.13.1205.00	SECONDARY EDUCATION	BS	2022-23	edTPA	100%	34	34	34	97.2%	100%	100%
08.13.1206.00	MULTIDISCIPLINARY STUDIES	BS	2022-23	edTPA	100%	7	7	7	97.2%	100%	--
08.13.1210.00	EARLY CHILDHOOD EDUCATION	BS	2022-23	edTPA	100%	17	17	17	97.2%	100%	100%
22.31.0501.00	EXERCISE SCIENCE, PHYSICAL EDUCATION & WELLNESS	BS	2022-23	edTPA	100%	6	6	6	97.2%	100%	--
31.51.3801.00	NURSING	BSN	2023	NLCEX	90%	133	119	115	88.6%	97%	100%

Programs Reported Once During 2020-25 Cycle											
2020 CIP	Academic Program	Degree	Year	Test	% Grads	Grads	Grads Tested		Comp Score	Inst Score	Percent Attained
18.26.0101.00	BIOLOGY	BS	2020-21	ACAT	42%	84	35	--	500.0	472.9	94.6%
25.40.0501.00	CHEMISTRY	BS	2020-21	ETS	64%	28	18	--	147.6	145.9	98.8%
05.09.9999.00	COMMUNICATION	BS	2020-21	ACAT	100%	29	29	--	500.0	548.3	100.0%
19.27.0101.00	MATHEMATICS	BS	2020-21	ETS	78%	9	7	--	155.8	156.6	--
01.03.0601.00	WILDLIFE & FISHERIES SCIENCE	BS	2020-21	ACAT	34%	50	17	--	500.0	484.9	97.0%
06.11.0701.00	COMPUTER SCIENCE	BS	2021-22	ETS	84%	115	96	--	145.1	140.1	96.5%
09.15.0000.00	ENGINEERING TECHNOLOGY	BSET	2021-22	ATMAE	91%	69	63	--	76.3	62.8	82.3%
25.40.0601.00	GEOSCIENCES	BS	2021-22	ACAT	111%	9	10	--	500.0	466.0	93.2%
28.54.0101.00	HISTORY	BA/BS	2021-22	ACAT	119%	16	19	--	500.0	533.2	100.0%
26.42.0101.00	PSYCHOLOGY	BS	2021-22	ETS	81%	47	38	--	154.9	190.4	100.0%
32.52.0301.00	ACCOUNTING	BSBA	2022-23	ETS	89%	55	49	--	148.8	158.2	100.0%
32.52.0201.01	BUSINESS MANAGEMENT	BSBA	2022-23	ETS	102%	99	101	--	148.8	147.5	99.1%
32.52.0601.00	ECONOMICS	BS	2022-23	ETS	86%	7	6	--	148.8	154.8	--
01.03.0103.00	ENVIRONMENTAL & SUSTAINABILITY STUDIES	BS	2022-23	local	100%	16	16	--	70.0	64.5	92.1%
32.52.0801.00	FINANCE	BSBA	2022-23	ETS	95%	43	41	--	148.8	152.0	100.0%
32.52.1401.00	MARKETING	BSBA	2022-23	ETS	84%	44	37	--	148.8	148.1	99.6%
	BUSINESS INFORMATION AND TECHNOLOGY	BSBA	2022-23	ETS	93%	41	38	--	148.8	153.3	100.0%
32.52.1201.00	TECHNOLOGY	BSBA	2022-23	ETS							
09.14.0801.00	CIVIL ENGINEERING	BS	2022-23	NCEES	96%	68	65	--	62.0	69.0	100.0%
01.01.0000.00	AGRICULTURE	BSAG	2023-24	ACAT	100%	43	43	--	500.0	492.5	98.5%
09.14.0701.00	CHEMICAL ENGINEERING	BSCHE	2023-24	local	100%	42	42	--	92.0	91.5	99.5%
15.23.0101.00	ENGLISH	BA	2023-24	ETS	64%	11	7	--	151.2	144.7	--
09.14.1901.00	MECHANICAL ENGINEERING	BSME	2023-24	local	100%	125	125	--	92.8	95.1	100.0%
28.45.1101.00	SOCIOLOGY	BS	2023-24	ETS	98%	46	45	--	147.6	142.6	96.6%
09.14.0901.00	COMPUTER ENGINEERING	BSCMPE	2024-25	local	#DIV/0!	0	42	--	0.0		
09.14.1001.00	ELECTRICAL ENGINEERING	BSEE	2024-25	local	#DIV/0!	0	0	--	0.0		
09.14.0101.00	ENGINEERING (JOINT W/ ETSU) Implemented Aug 2016	BSE	2024-25	local	#DIV/0!	0	0	--	0.0		
12.19.0101.00	HUMAN ECOLOGY	BSHE	2024-25	local	#DIV/0!	0	0	--	0.0		
30.50.0901.00	MUSIC	BM	2024-25	ETS	#DIV/0!	0	0	--	0.0		
28.45.1001.00	POLITICAL SCIENCE	BS	2024-25	ETS	#DIV/0!	0	0	--	0.0		
01.01.0901.00	Animal Science	BS	2024-25	TBD	#DIV/0!	0	0	--	0.0		
30.50.0499.00	Design Studies	BSBA	2024-25	TBD	#DIV/0!	0	0	--	0.0		
Average Institution pass rate/score to comparison pass rate/score											97.90%

Programs Exempt from 2020-25 Cycle			
2020 CIP	Academic Program	Degree	Exemption
30.50.0702.00	FINE ARTS	BFA	Exempt, per request
10.16.0101.00	FOREIGN LANGUAGES	BA	Exempt, per request
16.24.0101.02	INTERDISCIPLINARY STUDIES	BS	Exempt, Multidisciplinary
21.30.9999.02	INTERNATIONAL BUSINESS & CULTURES	BS	Exempt, low producing
25.40.0801.00	PHYSICS	BS	Exempt, low producing
16.24.0102.01	PROFESSIONAL STUDIES	BS	Exempt, Multidisciplinary

Participation Rate, Non Licensure	
Year 1	84%
Year 2	97%
Year 3	93%
Year 4	92%
Year 5	

Licensure Programs Reported Annually											
2020 CIP	Academic Program	Degree	Year	Test	% Grads	Grads	Grads Tested	Grads Passed	Comp Pass Rate	Inst Pass Rate	Percent Attained
08.13.1001.00	SPECIAL EDUCATION	BS	2019-20	edTPA	100%	9	9	9	98.3%	100%	--
08.13.1202.00	ELEMENTARY EDUCATION	BS	2019-20	edTPA	99%	125	124	124	98.3%	100%	100%
08.13.1205.00	SECONDARY EDUCATION	BS	2019-20	edTPA	100%	26	26	26	98.3%	100%	100%
08.13.1206.00	MULTIDISCIPLINARY STUDIES	BS	2019-20	edTPA	100%	6	6	6	98.3%	100%	--
08.13.1210.00	EARLY CHILDHOOD EDUCATION	BS	2019-20	edTPA	100%	9	9	9	98.3%	100%	--
22.31.0501.00	EXERCISE SCIENCE, PHYSICAL EDUCATION & WELLNESS	BS	2019-20	edTPA	100%	3	3	3	98.3%	100%	--
31.51.3801.00	NURSING	BSN	2020	NLCLEX	75%	185	139	138	86.6%	99%	100%
08.13.1001.00	SPECIAL EDUCATION	BS	2020-21	edTPA	100%	10	10	10	97.7%	100%	100%
08.13.1202.00	ELEMENTARY EDUCATION	BS	2020-21	edTPA	100%	119	119	116	97.7%	98%	100%
08.13.1205.00	SECONDARY EDUCATION	BS	2020-21	edTPA	100%	15	15	13	97.7%	87%	89%
08.13.1206.00	MULTIDISCIPLINARY STUDIES	BS	2020-21	edTPA	100%	7	7	6	97.7%	86%	--
08.13.1210.00	EARLY CHILDHOOD EDUCATION	BS	2020-21	edTPA	100%	18	18	17	97.7%	94%	97%
22.31.0501.00	EXERCISE SCIENCE, PHYSICAL EDUCATION & WELLNESS	BS	2020-21	edTPA	100%	3	3	2	97.7%	67%	--
31.51.3801.00	NURSING	BSN	2021	NLCLEX	90%	145	130	122	82.4%	94%	100%
08.13.1001.00	SPECIAL EDUCATION	BS	2021-22	edTPA	63%	8	5	5	87.7%	100%	--
08.13.1202.00	ELEMENTARY EDUCATION	BS	2021-22	edTPA	99%	112	111	110	87.7%	99%	100%
08.13.1205.00	SECONDARY EDUCATION	BS	2021-22	edTPA	69%	48	33	32	87.7%	97%	100%
08.13.1206.00	MULTIDISCIPLINARY STUDIES	BS	2021-22	edTPA	36%	22	8	8	87.7%	100%	--
08.13.1210.00	EARLY CHILDHOOD EDUCATION	BS	2021-22	edTPA	62%	21	13	12	87.7%	92%	100%
22.31.0501.00	EXERCISE SCIENCE, PHYSICAL EDUCATION & WELLNESS	BS	2021-22	edTPA	100%	9	9	9	87.7%	100%	--
31.51.3801.00	NURSING	BSN	2022	NLCLEX	90%	145	130	126	82.3%	97%	100%

Standard 3: Academic Programs, Accreditation & Program Evaluation

Possible points: 35

Purpose: This indicator is designed to provide incentives for institutions to achieve and maintain program excellence through external evaluation.

Evaluation: For creditable programs, evaluation is based on the percentage of eligible programs which are in good standing with accreditors or making adequate progress toward accreditation. For non-creditable programs, evaluation is based on a set of objective standards; where the process is very similar to accreditation, including self-studies, external evaluators, site visits, etc.

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 3: Academic Programs, Accreditation

This Academic Program standard is designed to provide incentives for institutions to achieve and maintain program excellence through external evaluation. A program is defined as accredited if there is a recognized national agency which accredits programs for that field and degree level.

Institution Name



Total Accreditable Programs: 40
Accredited Programs: 40
Program of Concern: 0
Maximum Points: 15
Points Earned: 15
Programs Seeking Accreditation: 0
Percent Accredited: 100.0%

Year: 2023-24

Accredited Programs									
2020 CIP	Academic Program	Degree	Accrediting Agency	Accreditation Cycle Begin	Accreditation Cycle End	Next Site Visit	Accreditation Letter Date	Status	Notes
32.52.0301.00	ACCOUNTANCY	4.2 MACC	AACSB	2022	2027	2027	05/23/22	Accredited	
32.52.0301.00	ACCOUNTING	2.5 BSBA	AACSB	2022	2027	2027	05/23/22	Accredited	
32.52.0201.00	BUSINESS ADMINISTRATION	4.2 MBA	AACSB	2022	2027	2027	05/23/22	Accredited	
32.52.0201.01	BUSINESS MANAGEMENT	2.5 BSBA	AACSB	2022	2027	2027	05/23/22	Accredited	
32.52.0601.00	ECONOMICS	2.5 BSBA	AACSB	2022	2027	2027	05/23/22	Accredited	
32.52.0801.00	FINANCE	2.5 BSBA	AACSB	2022	2027	2027	05/23/22	Accredited	
32.52.1201.00	TECHNOLOGY	2.5 BSBA	AACSB	2022	2027	2027	05/23/22	Accredited	
21.30.9999.02	INTERNATIONAL BUSINESS AND CULTURES	2.5 BS	AACSB	2022	2027	2027	05/23/22	Accredited	
32.52.1401.00	MARKETING	2.5 BSBA	AACSB	2022	2027	2027	05/23/22	Accredited	
12.19.0101.00	HUMAN ECOLOGY	2.5 BSHE	AAFCS	01/01/18	12/31/28	02/01/27	10/24/18	Accredited	
09.14.0701.00	CHEMICAL ENGINEERING	2.5 BSCH	ABET	2021	2027	2027	09/15/20	Accredited	
09.14.0801.00	CIVIL ENGINEERING	2.5 BSCE	ABET	2021	2027	2027	09/15/20	Accredited	
09.14.0901.00	COMPUTER ENGINEERING	2.5 BSCMPE	ABET	2021	2027	2027	09/15/20	Accredited	
06.11.0701.00	COMPUTER SCIENCE	2.5 BS	ABET-CAC	2021	2027	2027	09/15/20	Accredited	
09.14.1001.00	ELECTRICAL ENGINEERING	2.5 BSEE	ABET	2021	2027	2027	09/15/20	Accredited	
09.14.0101.00	ENGINEERING (JOINT W/ ETSU)	2.5 BSE	ABET	2021	2027	2027	09/29/22	Accredited	
09.15.0000.00	ENGINEERING TECHNOLOGY	2.5 BSET	ABET	2021	2027	2027	09/15/20	Accredited	
09.14.1901.00	MECHANICAL ENGINEERING	2.5 BSME	ABET	2021	2027	2027	09/15/20	Accredited	
05.09.9999.00	COMMUNICATION	2.5 BS	ACA	2022	2027	2027	05/06/22	Accredited	
31.51.3101.00	COMMUNITY HEALTH AND NUTRITION (Fall 2020)	4.2 MS	ACEND	2024	2031	2030	02/09/24	Accredited	
25.40.0501.00	CHEMISTRY	2.5 BS	ACS	2021	2027	2027	July 14 2021	Accredited	
08.13.1101.00	COUNSELING & SUPERVISION	4.4 PhD	CACREP	2022	2032	2031	02/26/24	Accredited	
08.13.1101.00	COUNSELING AND PSYCHOLOGY	4.2 MA	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.1101.00	COUNSELING AND PSYCHOLOGY	4.3 EDS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.0301.00	CURRICULUM & INSTRUCTION	4.2 MA	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.0301.00	CURRICULUM & INSTRUCTION	4.3 EDS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.1210.00	EARLY CHILDHOOD EDUCATION	2.5 BS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.1202.00	ELEMENTARY EDUCATION	2.5 BS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
22.31.0501.00	EX SCIENCE, PHY EDUC & WELLNESS	2.5 BS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
22.31.0501.00	EX SCIENCE, PHY EDUC & WELLNESS	4.2 MA	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.0401.00	INSTRUCTIONAL LEADERSHIP	4.2 MA	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.0401.00	INSTRUCTIONAL LEADERSHIP	4.3 EDS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.1206.00	MULTIDISCIPLINARY STUDIES	2.5 BS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.1206.00	SECONDARY EDUCATION	2.5 BS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
08.13.1001.00	SPECIAL EDUCATION	2.5 BS	CAEP	2020	2025	Spring 2025	Aug 20 2021	Accredited	
31.51.3801.00	NURSING	2.5 BSN	CCNE	02/20/19	12/31/29	02/01/29	10/30/19	Accredited	
31.51.3801.00	NURSING	4.2 MSN	CCNE	2020	2024	2025	June 4 2020	Accredited	
31.51.3805.01	TN JOINT DOCTOR OF NURSING PRACTICE	4.4 DNP	CCNE	2023	2034	2033	05/16/24	Accredited	
30.50.0702.00	FINE ARTS	2.5 BFA	NASAD	06/30/14	06/30/24	02/01/24	05/26/15	Accredited	
30.50.0901.00	MUSIC	2.5 BM	NASM	06/30/15	06/30/25	02/01/25	07/05/17	Accredited	

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Standard 3: Academic Programs, Program Evaluation

This Academic Program standard is designed to provide incentives for institutions to achieve and maintain program excellence through external evaluation. A program is defined as nonaccreditable if there is no recognized national agency which accredits programs for that field and degree level.

Tennessee Technological University



Undergraduate Programs: 10
Graduate Programs: 10

Points Possible: 20
Points Earned: 20

Year: 2023-24

Undergraduate Programs												
2020 CIP	Academic Program	Degree	2015-20 Eval Type	2015-20 Eval Avg	2020-25 Year	Total Standards	"NA" Standards	Rating of 0	Rating of 1	Rating of 2	Rating of 3	Average
01.03.0601.00	WILDLIFE & FISHERIES SCIENCE	2.5 BS	PR	3.0	2020-21	26	0	0	0	11	15	2.58
15.23.0101.00	ENGLISH	2.5 BA	AA	3.0	2020-21	26	0	0	0	5	21	2.81
18.26.0101.00	BIOLOGY	2.5 BS	PR	3.0	2020-21	26	0	0	0	12	14	2.54
10.16.0101.00	FOREIGN LANGUAGES	2.5 BA	AA	3.0	2021-22	26	0	0	0	1	25	2.96
19.27.0101.00	MATHEMATICS	2.5 BS	AA	3.0	2021-22	26	0	0	0	1	25	2.96
26.42.0101.00	PSYCHOLOGY	2.5 BS	AA	3.0	2021-22	26	0	0	0	2	24	2.92
01.03.0103.00	ENVIRONMENTAL & SUSTAINABILITY STUDIES	2.5 BS	AA	2.2	2022-23	26	0	0	0	2	24	2.92
28.45.1101.00	SOCIOLOGY	2.5 BS	PR	2.0	2022-23	26	0	0	0	0	26	3.00
28.54.0101.00	HISTORY	2.5 BA/BS	PR	3.0	2022-23	26	0	0	0	0	26	3.00
01.01.0000.00	AGRICULTURE	2.5 BSAG	PR	2.3	2023-24	26	0	0	0	5	21	2.81
25.40.0801.00	PHYSICS	2.5 BS	PR	2.9	2023-24	26	0	0	0	2	24	2.92
28.45.1001.00	POLITICAL SCIENCE	2.5 BS	PR	3.0	2023-24	26	0	0	0	0	26	3.00
16.24.0101.02	INTERDISCIPLINARY STUDIES	2.5 BS	PR	2.9	2024-25							
16.24.0102.01	PROFESSIONAL STUDIES	2.5 BS	PR	3.0	2024-25							
25.40.0601.00	GEOSCIENCES	2.5 BS	PR	3.0	2024-25							
30.50.0499.00	Design Studies	2.5 BS	--	--	2024-25							
01.01.0901.00	Animal Sciences (elevated 2023)	2.5 BS	--	--	2024-25							
Undergraduate Programs Total						312	0	0	0	41	271	2.869

Graduate Programs												
2020 CIP	Academic Program	Degree	2015-20 Eval Type	2015-20 Eval Avg	2020-25 Year	Total Standards	"NA" Standards	Rating of 0	Rating of 1	Rating of 2	Rating of 3	Average
18.26.0101.00	BIOLOGY	4.2 MS	PR	3.0	2020-21	28	1	0	0	7	20	2.74
25.40.0501.00	CHEMISTRY	4.2 MS	PR	3.0	2020-21	28	1	0	0	7	20	2.74
15.23.0101.00	ENGLISH	4.2 MA	PR	1.4	2021-22	28	1	0	1	4	22	2.78
19.27.0101.00	MATHEMATICS	4.2 MS	PR	2.7	2021-22	28	1	0	0	5	22	2.82
09.14.0701.00	CHEMICAL ENGINEERING	4.2 MS	PR	3.0	2022-23	28	1	0	0	1	26	2.96
09.14.0801.00	CIVIL ENGINEERING	4.2 MS	PR	3.0	2022-23	28	1	0	0	2	25	2.93
09.14.1001.00	ELECTRICAL & COMPUTER ENGINEERING	4.2 MS	PR	3.0	2022-23	28	1	0	0	1	26	2.96
09.14.1901.00	MECHANICAL ENGINEERING	4.2 MS	PR	2.9	2022-23	28	1	0	0	1	26	2.96
01.03.0103.00	ENVIRONMENTAL SCIENCES	4.4 PhD	PR	3.0	2023-24	28	1	0	0	1	26	2.96
08.13.0301.00	EXCEPTIONAL LEARNING	4.4 PhD	PR	3.0	2023-24	28	0	0	0	0	28	3.00
21.30.1501.00	PROFESSIONAL SCIENCE	4.2 PSM	PR	2.9	2023-24	28	0	0	0	4	24	2.86
06.11.0701.00	COMPUTER SCIENCE	4.2 MS	PR	2.9	2024-25							
09.14.0101.00	ENGINEERING	4.4 PhD	PR	2.9	2024-25							
09.15.1501.00	ENGINEERING MANAGEMENT	4.2 MS	--	--	2024-25							
16.24.0102.01	PROFESSIONAL STUDIES	4.2 MPS	PR	2.8	2024-25							
Graduate Program Totals						308	9	0	1	33	265	2.88

Program Review (PR) Rubric		Program Review Standards	
Poor	0 Points	Level	Standards
Fair	1 Point	Baccalaureate	26
Good	2 Points	Graduate	28
Excellent	3 Points		

*Average calculated by multiplying the count of standards with a Rating of 0, 1, 2 and 3 by the number of points attributed to each rating divided by the total number of applicable standards.

Standard 4: Institutional Satisfaction

Possible points: 10

Purpose: This indicator is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of undergraduate students and alumni.

Schedule:

Cycle Year	Satisfaction Study
Year 1: 2020 – 21	National Survey of Student Engagement (NSSE)
Year 2: 2021 – 22	Qualitative Analysis Report
Year 3: 2022 – 23	PEG Alumni Survey
Year 4: 2023 – 24	National Survey of Student Engagement (NSSE)
Year 5: 2025 – 25	Institutional Satisfaction Comprehensive Study Report

Evaluation: In Year 3, success is measured on the university's performance against the means of public universities in their same Carnegie classification that participated in PEG Alumni Survey in either 2021-22 or 2022-23.

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Standard 4: Institutional Satisfaction

This Institutional Satisfaction standard is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of undergraduate students and alumni.

Tennessee Technological University



Year 1: National Survey of Student Engagement
Year 2: Qualitative Report
Year 3: PEG Alumni Survey
Year 4: National Survey of Student Engagement
Year 5: Cumulative Qualitative Report

Maximum Points: 10
Points Earned: 8

Year: 2023-24

National Survey of Student Engagement									
NSSE Item	Theme	First Year Students Mean				Senior Year Students Mean			
		Institution	Peer Group*	NSSE Calculation	Points**	Institution	Peer Group*	NSSE Calculation	Points**
1b. Asked another student to help you understand course material	Collaborative Learning	2.7	2.5	▲	1	2.66	2.42	▲	1
1c. Explained course material to one or more students	Collaborative Learning	2.6	2.5	▲	1	2.83	2.62	▲	1
1d. Prepared for exams by discussing or working through course material with other students	Collaborative Learning	2.5	2.3	▲	1	2.65	2.33	▲	1
1e. Worked with other students on course projects or assignments	Collaborative Learning	2.7	2.6	▲	1	3.03	2.79	▲	1
2a. Combined ideas from different courses when completing assignments	Reflective & Integrative Learning	2.5	2.6		1	2.97	2.92		1
2b. Connected your learning to societal problems or issues	Reflective & Integrative Learning	2.4	2.6	▼	0	2.49	2.78	▼	0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Reflective & Integrative Learning	2.4	2.6	▼	0	2.23	2.63	▼	0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	Reflective & Integrative Learning	2.7	2.8	▼	0	2.69	2.86	▼	0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Reflective & Integrative Learning	2.8	2.9	▼	0	2.76	2.99	▼	0
2f. Understood an issue or concept	Learning	2.8	2.9		1	2.85	2.98	▼	0
2g. Connected ideas from your courses to your prior experiences and knowledge	Reflective & Integrative Learning	3.0	3.0		1	3.16	3.21		1
3a. Talked about career plans with a faculty member	Student-Faculty Interaction	2.4	2.3	▲	1	2.62	2.40	▲	1
3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Student-Faculty Interaction	2.0	1.8	▲	1	2.14	1.95	▲	1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	Student-Faculty Interaction	2.1	2.0	▲	1	2.35	2.12	▲	1
3d. Discussed your academic performance with a faculty member	Student-Faculty Interaction	2.2	2.1		1	2.25	2.19		1
4b. Applying facts, theories, or methods to practical problems or new situations	Higher Order Learning	2.8	2.9		1	3.09	3.07		1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Higher Order Learning	2.9	2.9		1	3.01	3.05		1
4d. Evaluating a point of view, decision, or information source	Higher Order Learning	2.8	2.9		1	2.75	2.96	▼	0
4e. Forming a new idea or understanding from various pieces of information	Higher Order Learning	2.9	2.9		1	2.91	3.00	▼	0
5a. Clearly explained course goals and requirements	Effective Teaching Practices	3.1	3.0		1	3.08	3.16	▼	0
5b. Taught course sessions in an organized way	Effective Teaching Practices	3.0	3.0	▲	1	3.02	3.06		1
5c. Used examples or illustrations to explain difficult points	Effective Teaching Practices	3.0	3.0		1	3.13	3.10		1
5d. Provided feedback on a draft or work in progress	Effective Teaching Practices	2.7	2.8	▼	0	2.68	2.84	▼	0
5e. Provided prompt and detailed feedback on tests or completed assignments.	Effective Teaching Practices	2.7	2.7		1	2.74	2.84	▼	0
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Quantitative Reasoning	2.6	2.6		1	2.84	2.68	▲	1
6b. Problem or issue (unemployment, climate change, public health, etc.)	Quantitative Reasoning	2.3	2.4		1	2.45	2.48		1
6c. Evaluated what others have concluded from numerical information	Quantitative Reasoning	2.4	2.4		1	2.54	2.47		1
8a. People of a race or ethnicity other than your own	Discussions with Diverse Others	2.9	3.0		1	2.88	3.01	▼	0
8b. People from an economic background other than your own	Discussions with Diverse Others	3.0	3.0		1	3.02	3.00		1
8c. People with religious beliefs other than your own	Discussions with Diverse Others	2.9	2.9		1	2.89	2.91		1
8d. People with political views other than your own	Discussions with Diverse Others	2.9	2.7	▲	1	2.91	2.81	▲	1

National Survey of Student Engagement									
NSSE Item	Theme	First Year Students Mean				Senior Year Students Mean			
		Institution	Peer Group*	NSSE Calculation	Points**	Institution	Peer Group*	NSSE Calculation	Points**
32 9a. Identified key information from reading assignments	Learning Strategies	2.9	2.9		1	2.86	3.07	▽	0
33 9b. Reviewed notes after class	Learning Strategies	3.0	2.9		1	3.02	2.91	△	1
34 9c. Summarized what you learned in class or from course materials	Learning Strategies	2.9	2.8		1	2.97	2.91		1
35 13a. Students	Quality of Interactions	5.4	5.3		1	5.71	5.57	△	1
36 13b. Academic advisors	Quality of Interactions	5.6	5.4	△	1	5.57	5.14	△	1
37 13c. Faculty	Quality of Interactions	5.5	5.3	△	1	5.55	5.48		1
38 13d. Student services staff (career services, student activities, housing, etc.)	Quality of Interactions	5.4	5.1	△	1	5.06	5.03		1
39 13e. Other administrative staff and offices (registrar, financial aid, etc.)	Quality of Interactions	5.3	5.0	△	1	5.10	5.00		1
40 14b. Providing support to help students succeed academically	Supportive Environment	3.0	2.9		1	2.87	2.87		1
41 14c. Using learning support services (tutoring services, writing center, etc.)	Supportive Environment	2.9	3.0		1	2.70	2.83	▽	0
42 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Supportive Environment	2.7	2.7		1	2.45	2.64	▽	0
43 14e. Providing opportunities to be involved socially	Supportive Environment	3.1	2.9	△	1	2.86	2.79	△	1
44 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	Supportive Environment	2.9	2.9		1	2.75	2.74		1
45 14g. Helping you manage your non-academic responsibilities (work, family, etc.)	Supportive Environment	2.3	2.3		1	2.02	2.14	▽	0
46 14h. Attending campus activities and events (performing arts, athletic events, etc.)	Supportive Environment	2.9	2.8	△	1	2.62	2.57		1
47 14i. Attending events that address important social, economic, or political issues	Supportive Environment	2.3	2.4		1	2.04	2.29	▽	0
Subtotal					42				31
Total									73

*Peer Group consists of all public institutions of the same Carnegie classification
 **Points are not awarded when the institution's average was significantly lower (p < .05) with an effect size less than .3 in magnitude as determined by NSSE calculation on institutional score reports.

- ▽ Your students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower (p < .05) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude.

Institution Carnegie Classification
 APSU: Master's Colleges & Universities: Large Programs
 ETSU: Doctoral Universities: Moderate Research Activity
 MTSU: Doctoral Universities: Moderate Research Activity
 TTSU: Doctoral Universities: Moderate Research Activity
TTU: Doctoral Universities: Moderate Research Activity
 UOM: Doctoral Universities: Highest Research Activity
 UTC: Master's Colleges & Universities: Large Programs
 UTK: Doctoral Universities: Highest Research Activity
 UTM: Master's Colleges & Universities: Medium Programs

Standard 5: Student Equity

Possible points: 10

Purpose: This standard is designed to incentivize institutions to qualitatively and quantitatively improve outcomes for populations historically underserved in higher education in alignment with the Tennessee Higher Education Master Plan. The standard directs institutions to enhance the quality of student services and institutional support to increase equity in student outcomes.

Evaluation: Through an institutional self-assessment and engagement with students of the target population, institutions will create a plan to address strengths and areas needing improvement in order to develop measurable and achievable objectives to improve the services and experiences of student in the selected population. Institutions will also be evaluated on their success in improving student equity through an increase in undergraduate retention rates for students in the target population.

**Tennessee Higher Education Commission
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Standard 5: Student Equity

The Student Equity standard is designed to incentivize institutions to qualitatively and quantitatively improve outcomes for populations historically underserved in higher education in alignment with the Tennessee Higher Education Master Plan. The standard directs institutions to enhance the quality of student services and institutional support to increase equity in student outcomes.

Tennessee Technological University



Maximum Points: 10
Points Earned: 10

Population: Students of Color (*all less Asian, Unknown and White*) (Years 1-3)
Low Income Students (Years 4 & 5)

Year: 2023-24

Freshmen, Full-time, Fall to Fall Retention							
Year	AY 1	AY 2	AY 3	3 Yr Avg	Reporting AY	Percent	Points
Year 1	2016-17	2017-18	2018-19	3 Yr Avg	2019-20	Percent	Points
	78.4%	74.7%	73.9%	75.7%	77.2%	102.0%	6
Year 2	2017-18	2018-19	2019-20	3 Yr Avg	2020-21	Percent	Points
	74.7%	73.9%	77.2%	75.3%	71.1%	94.5%	5
Year 3	2018-19	2019-20	2020-21	3 Yr Avg	2021-22	Percent	Points
	73.9%	77.2%	71.1%	74.1%	74%	100.1%	6
The state requested institution pivot from any race-based selections going forward.							
Year 4	2019-20	2020-21	2021-22	3 Yr Avg	2022-23	Percent	Points
	74.2%	70.4%	75.0%	73.2%	75.9%	103.7%	6
Year 5	2020-21	2021-22	2022-23	3 Yr Avg	2023-24	Percent	Points
							0

Landscape Report - Year 4 UPDATED

	Max Points	Points Earned
The updated Year 4 Landscape Report is to be an overview of the campus environment and institutional data surrounding the newly selected population and an analysis of current campus initiatives inclusive of the updated population.		
Target Student Environment: Introduction to the campus environment for students of the target population that includes: <ul style="list-style-type: none"> • Definition of the target student population. • Overview of how serving students of the target population is incorporated into the institution's mission. • Explanation of how serving target population students aligns with the state higher education master plan. • Resources and professional development opportunities provided to staff and faculty to better serve target population students. 	1	1
Target Student Data: Multiyear analysis of the following data points for the target student <ul style="list-style-type: none"> • Size and percent of the undergraduate enrollment trends. • First year persistence and year-over-year retention rates. • Completion rates by institution. • Use of campus support services if data are available. • Participation in academic and co-curricular programs and services, provided specifically to target population students and/or used by target student if data are available • Engagement with high impact practices by target group and population as a whole if data are available. 	1	1

<p>Initiative Landscape. Institutions will detail current initiatives aimed at serving the updated population or initiatives that have significant impact on the updated student population particularly around:</p> <ul style="list-style-type: none"> • Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research. • Improving the quality of services, supports, and overall campus climate for the target student population. • Increasing the quantity of graduates from the target student population. 	2	2
Points Earned	4	4

Year 3: Institutional Status Report		
Institutions will submit a progress report that includes all elements of the Year 2 Action Plan in order to assess the implementation status of each of the Action Plan objectives. Year 4 Status	Max Points	Points Earned
<p>Exemplary reports include a comprehensive analysis of each of the strategies and plans in the institutional Action Plan. Detailed evidence is provided for the extent to which objectives have been accomplished. If objectives have not been met, a detailed explanation of potential causes and plan for going forward is provided. Analysis and evidence must address all parts of the Action Plan including:</p> <ul style="list-style-type: none"> • Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research. • Incorporating feedback from the selected student population into current institutional policies and/or practices. • Improving the quality of services, supports, and overall campus climate for the target student population. • Incorporating engagement of diverse perspectives among all students and faculty in course curriculum and across campus. • Increasing the quantity of graduates from the target student population. 	4	4
Points Earned	4	4

Year 2: Action Plan		
	Max Points	Points Earned
Institutions will submit a strategic Action Plan that seeks to increase graduates from an identified target student population by improving the quality of services provided and student experiences along with the overall number of graduates from the target student population.		
Objectives: Institutions will develop objectives with specific details, informed by the Self-Assessment, longitudinal institutional data, and feedback from the target student population from year 1 (2020-21).	1	1
Indicators: Institutions will develop success indicators that are clearly defined and evidence demonstrating progress towards objectives are described clearly.	1	1
Strategy for Achievement: Institutions will develop a Strategic Plan with goals and benchmarks for the following areas that are detailed and intentional with the justification for likelihood of success clearly articulated. <ul style="list-style-type: none"> • Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research. • Incorporating feedback from the selected student population into current institutional policies and/or practices. • Improving the quality of services, supports, and overall campus climate for the target student population. • Incorporating engagement of diverse perspectives among all students and faculty in course curriculum and across campus. • Increasing the quantity of graduates from the target student population. 	2	2
Total	4	4

Year 1: Self Assessment		
	Max Points	Points Earned
Institutions will submit a Self-Assessment that includes the current state of access and success for the target student population including baseline quantitative and qualitative measures.		
Comprehensive introduction to the campus environment for students of the target population	1	1
Thorough analysis of baseline data of the target student population	1	1
In-depth analysis of qualitative measures	2	2
Total	4	4

Standard 7: Student Access and Success

Possible points: 20

Purpose: The Student Access and Success standard is designed to provide incentives for institutions to increase the percentage or number of graduates from select focus populations.

Evaluation: An institution will select those focus populations particularly important to the institution's mission and will measure the graduation outcomes for those students.

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Standard 7: Student Access and Success

The Student Access and Success standard is designed to provide incentives for institutions to increase the percentage or number of graduates from select focus populations.

Tennessee Technological University



Maximum Points: 20
Points Earned: 15

Year 1: 2020-21

Focus Population	2016-17	2017-18	2018-19	3 Yr Avg	2019-20	Percent Attained	Points Earned
1 Baccalaureate Graduates with Assoc Degree	323	439	415	392.3	453	115.5%	5
2 High Need Academic Program: Graduate	139	114	113	122.0	146	119.7%	5
3 High Need Academic Program: Undergrad	831	813	750	798.0	876	109.8%	5
4 Low Income*	25.4	25.3	24.3	25.0	26.3	105.2%	5

*Calculated as awards per 100 FTE

High Need Academic Programs: Graduate	2016-17	2017-18	2018-19	3 Yr Avg	2019-20
03. Natural Resources	6	5	9	6.7	9.0
11. Computer & Information Sciences	8	7	13	9.3	18.0
14. Engineering	59	51	47	52.3	68
26. Biological Sciences	9	7	8	8.0	6
27. Mathematics	6	4	3	4.3	5
40. Physical Sciences	10	5	4	6.3	11
51. Health Professions	41	35	29	35.0	29
Total	139	114	113	122.0	146

Year 1 Graduate counts updated to reflect ONLY Masters and Doctoral awards. Graduate certificates and first-professional are excluded. No change in points occurred.

High Need Academic Program: Undergrad	2016-17	2017-18	2018-19	3 Yr Avg	2019-20
01. Agriculture	69	78	71	73	59
03. Natural Resources	66	53	67	62	44
11. Computer & Information Sciences	56	69	84	70	104
14. Engineering	382	402	322	369	352
15. Engineering Technology	68	71	74	71	62
26. Biological Sciences	105	72	68	82	89
27. Mathematics	16	13	14	14	14
40. Physical Sciences	69	55	50	58	35
51. Health Programs	115	122	132	123	117
Total	831	813	750	798	876

Year 2: 2021-22

Focus Population	2017-18	2018-19	2019-20	3 Yr Avg	2020-21	Percent Attained	Points Earned
1 Baccalaureate Graduates with Assoc Degree	439	415	453	435.7	471	108.1%	5
2 High Need Academic Program: Graduate	114	113	146	124.3	111	89.3%	2
3 High Need Academic Program: Undergrad	813	750	876	813.0	885	108.9%	5
4 Low Income*	25.3	24.3	26.3	25.27	26.083	103.2%	5

*Calculated as awards per 100 FTE

High Need Academic Programs: Graduate	2017-18	2018-19	2019-20	3 Yr Avg	2020-21
03. Natural Resources	5	9	9	7.7	2.0
11. Computer & Information Sciences	7	13	18	12.7	12.0
14. Engineering	51	47	68	55.3	41
26. Biological Sciences	7	8	6	7.0	7
27. Mathematics	4	3	5	4.0	5
40. Physical Sciences	5	4	11	6.7	4
51. Health Professions	35	29	29	31.0	40
Total	114	113	146	124.3	111.0

High Need Academic Program: Undergrad	2017-18	2018-19	2019-20	3 Yr Avg	2020-21
01. Agriculture	78	71	59	69.3	65
03. Natural Resources	53	67	44	54.7	61
11. Computer & Information Sciences	69	84	104	85.7	88
14. Engineering	402	322	352	358.7	337
15. Engineering Technology	71	74	62	69.0	62
26. Biological Sciences	72	68	89	76.3	84
27. Mathematics	13	14	14	13.7	9
40. Physical Sciences	55	50	35	46.7	39
51. Health Professions	122	132	117	123.7	140
Total	813	750	876	813.0	885

Year 3: 2022-23

	2018-19	2019-20	2020-21	3 Yr Avg	2021-22	Percent Attained	Points Earned
Focus Population							
1 Baccalaureate Graduates with Assoc Degree	415	453	471	446.3	427	95.7%	4
2 High Need Academic Program: Graduate	113	146	116	125.0	149	119.2%	5
3 High Need Academic Program: Undergrad	750	876	885	837.0	951	113.6%	5
4 Low Income*	24.3	26.3	26.1	25.5	27.0	105.8%	5

*Calculated as awards per 100 FTE

High Need Academic Programs: Graduate	2018-19	2019-20	2020-21	3 Yr Avg	2021-22
03. Natural Resources	9	9	2	6.7	3
11. Computer & Information Sciences	13	18	12	14.3	25
14. Engineering	47	68	41	52.0	56
26. Biological Sciences	8	6	7	7.0	9
27. Mathematics	3	5	5	4.3	2
40. Physical Sciences	4	11	4	6.3	4
51. Health Professions	29	29	45	34.3	50
Total	113	146	116	125.0	149

High Need Academic Program: Undergrad	2018-19	2019-20	2020-21	3 Yr Avg	2021-22
01. Agriculture	71	59	65	65.0	74
03. Natural Resources	67	44	61	57.3	61
11. Computer & Information Sciences	84	104	88	92.0	115
14. Engineering	322	352	337	337.0	321
15. Engineering Technology	74	62	62	66.0	69
26. Biological Sciences	68	89	84	80.3	117
27. Mathematics	14	14	9	12.3	5
40. Physical Sciences	50	35	39	41.3	44
51. Health Professions	132	117	140	129.7	145
Total	750	876	885	837	951

Year 4: 2023-24

	2019-20	2020-21	2021-22	3 Yr Avg	2022-23	Percent Attained	Points Earned
Focus Population							
1 Baccalaureate Graduates with Assoc Degree	453	471	427	450.3	408	90.6%	3
2 High Need Academic Program: Graduate	146	116	149	137.00	167	121.9%	5
3 High Need Academic Program: Undergrad	876	885	951	904.00	813	89.9%	2
4 Low Income*	26.28	26.08	27.04	26.47	25.55	96.50%	5

*Calculated as awards per 100 FTE

High Need Academic Programs: Graduate	2019-20	2020-21	2021-22	3 Yr Avg	2022-23
03. Natural Resources	9	2	3	4.7	4
11. Computer & Information Sciences	18	12	25	18.3	20
14. Engineering	68	41	56	55.0	65
26. Biological Sciences	6	7	9	7.3	9
27. Mathematics	5	5	2	4.0	3
40. Physical Sciences	11	4	4	6.3	8
51. Health Professions	29	45	50	41.3	58
Total	146	116	149	137.0	167

High Need Academic Program: Undergrad	2019-20	2020-21	2021-22	3 Yr Avg	2022-23
01. Agriculture	59	65	74	66.0	52
03. Natural Resources	44	61	61	55.3	55
11. Computer & Information Sciences	104	88	115	102.3	129
14. Engineering	352	337	321	336.7	261
15. Engineering Technology	62	62	69	64.3	57
26. Biological Sciences	89	84	117	96.7	78
27. Mathematics	14	9	5	9.3	6
40. Physical Sciences	35	39	44	39.3	55
51. Health Professions	117	140	145	134.0	120
Total	876	885	951	904.0	813



Agenda Item Summary

Date: December 5, 2024

Agenda Item: Academic Program Update: Post Approval Monitoring

Review

Action

No action required

PRESENTERS: Provost Lori Bruce

PURPOSE & KEY POINTS: Provost Bruce will provide an update on new academic programs previously approved by the Board, as presented typically at each November/December Board meeting.

Academic Program Proposals Previously Approved

(December 2024)

4.2

Program	LON (Pre-Proposal)* Approved by Board of Trustees	LON (Pre-Proposal)* Approved by THEC	UCC/GSEC** Approvals	Academic Council Approvals	NAPP (Full Proposal)*** Approved by Board of Trustees	NAPP (Full Proposal)*** Approved by THEC	Current Status
PhD Counseling and Supervision	December 2017	February 2018	July 2018	September 2018	September 2018	July 2019	Enrollment initiated Fall 2020 Post-Approval Monitoring Metrics Year 5 Enrollments Projected: 12 Year 5 Enrollments Actual: 16 Year 5 Degrees Conferred Projected: 3 Year 5 Degrees Conferred Actuals: Enrollment Trends Fall 2020: 6 Fall 2021: 8 Fall 2022: 12 Fall 2023: 13 Fall 2024: 16
Master of Science Engineering Management	March 2018	May 2018	July 2018	September 2018	September 2018	July 2019	Enrollment initiated Fall 2020 Post-Approval Monitoring Metrics Year 5 Enrollments Projected: 22 Year 5 Enrollments Actual: 13 Year 5 Degrees Conferred Projected: 20 Year 5 Degrees Conferred Actuals: Enrollment Trends Fall 2020: 14 Fall 2021: 13 Fall 2022: 22 Fall 2023: 18 Fall 2024: 13

*Letter of Notification (LON)
 ***New Academic Program Proposal (NAPP)

**University Curriculum Committee (UCC)/
 Graduate Studies Executive Committee (GSEC)

Post-Approval Monitoring (PAM) Period:
 BS/MS: 5 years; Doctorate: 7 years

Academic Program Proposals Previously Approved

(December 2024)

Program	LON (Pre-Proposal)* Approved by Board of Trustees	LON (Pre-Proposal)* Approved by THEC	UCC/GSEC** Approvals	Academic Council Approvals	NAPP (Full Proposal)*** Approved by Board of Trustees	NAPP (Full Proposal)*** Approved by THEC	Current Status
Master of Science Community Health and Nutrition	March 2019	May 2019	October 2019	October 2019	June 2020	July 2020	Enrollment initiated Fall 2021 Post-Approval Monitoring Metrics Year 4 Enrollments Projected: 19 Year 4 Enrollments Actual: 14 Year 4 Degrees Conferred Projected: 10 Year 4 Degrees Conferred Actuals: Enrollment Trends Fall 2021: 13 Fall 2022: 21 Fall 2023: 20 Fall 2024: 14
Bachelor of Science Animal Science			October 2021	November 2021	December 2021	January 2022	This was an academic program modification to establish a free-standing academic program from two existing concentrations Enrollment initiated Fall 2022 Enrollment Trends Fall 2022: 50 Fall 2023: 107 Fall 2024: 119

4.2

*Letter of Notification (LON)
***New Academic Program Proposal (NAPP)

**University Curriculum Committee (UCC)/
Graduate Studies Executive Committee (GSEC)

Post-Approval Monitoring (PAM) Period:
BS/MS: 5 years; Doctorate: 7 years

Academic Program Proposals Previously Approved

(December 2024)

4.2

Program	LON (Pre-Proposal)* Approved by Board of Trustees	LON (Pre-Proposal)* Approved by THEC	UCC/GSEC** Approvals	Academic Council Approvals	NAPP (Full Proposal)*** Approved by Board of Trustees	NAPP (Full Proposal)*** Approved by THEC	Current Status
Bachelor of Science Design Studies			February 2022	March 2022	March 2022	May 2022	<p>This was an academic program modification to establish a free-standing academic program from two existing concentrations</p> <p>Enrollment initiated Fall 2022</p> <p>Enrollment Trends Fall 2022: 76 Fall 2023: 119 Fall 2024: 144</p>
Bachelor of Science Studio Arts	December 2020	June 2021	October 2021	November 2021	June 2022	July 2022	<p>Enrollment initiated Fall 2022</p> <p>Post-Approval Monitoring Metrics Year 3 Enrollment Projection: 12 Year 3 Actual Enrollment: 17 Year 3 Degrees Conferred Projection: 7 Year 3 Actual Degrees Conferred:</p> <p>Enrollment Trends Fall 2022: 4 Fall 2023: 19 Fall 2024: 26</p>
MA in Learning Design and Technology			February 2023	March 2023		May 2023	<p>This was an academic program modification to establish a free-standing academic program from existing major.</p> <p>Enrollment initiated fall 2023</p> <p>Enrollment Trends Fall 2023: 8 Fall 2024: 6</p>

*Letter of Notification (LON)
 ***New Academic Program Proposal (NAPP)

**University Curriculum Committee (UCC)/
 Graduate Studies Executive Committee (GSEC)

Post-Approval Monitoring (PAM) Period:
 BS/MS: 5 years; Doctorate: 7 years

Academic Program Proposals Previously Approved

(December 2024)

4.2

Program	LON (Pre-Proposal)* Approved by Board of Trustees	LON (Pre-Proposal)* Approved by THEC	UCC/GSEC** Approvals	Academic Council Approvals	NAPP (Full Proposal)*** Approved by Board of Trustees	NAPP (Full Proposal)*** Approved by THEC	Current Status
Bachelor of Science Music	December 2020	September 2021	September 2021	October 2021	October 2022	November 2022	Enrollment initiated Spring 2023 Post-Approval Monitoring Metrics Year 2 Enrollment Projection: 14 Year 2 Actual Enrollment: 55 Year 2 Degrees Conferred Projection: 5 Year 2 Actual Degrees Conferred: Enrollment Trends Fall 2023: 38 Fall 2024: 55
PhD Higher Education	June 2021	January 2022	March 2022	March 2022	June 2023	July 2023	Enrollment initiated fall 2023 Post-Approval Monitoring Metrics Year 2 Enrollment Projection: 20 Year 2 Actual enrollment: 23 Year 2 Degrees Conferred Projection: 0 Year 2 Actual Degrees Conferred: Enrollment trends: Fall 2023: 16 Fall 2024: 23
Bachelor of Science Nuclear Engineering	Approval is not needed for ELON	April 2023	February 2024	March 2024	March 2024	May 2024	Enrollment initiated fall 2023 Post-Approval Monitoring Metrics Year 1 Enrollment Projection: 10 Year 1 Actual enrollment: 18 Enrollment trends: Fall 2024: 18

*Letter of Notification (LON)
***New Academic Program Proposal (NAPP)

**University Curriculum Committee (UCC)/
Graduate Studies Executive Committee (GSEC)

Post-Approval Monitoring (PAM) Period:
BS/MS: 5 years; Doctorate: 7 years

Academic Program Proposals Previously Approved

(December 2024)

Program	LON (Pre-Proposal)* Approved by Board of Trustees	LON (Pre-Proposal)* Approved by THEC	UCC/GSEC** Approvals	Academic Council Approvals	NAPP (Full Proposal)*** Approved by Board of Trustees	NAPP (Full Proposal)*** Approved by THEC	Current Status
Master of Science Agriscience Technology	Approval is not needed for ELON	August 2022	April 2024	April 2024			Proposal in Progress: Site visit: 9/13/24
Bachelor of Science Interdisciplinary Computing	Approval is not needed for ELON	August 2024	September 2024	October 2024			Proposal in Progress: LON approved by THEC 08/2024 NAPP approved by Academic Council 10/24
Master of Science Child Life	November 2023	Submitted February 2024	July 2024	September 2024			Proposal in Progress: LON approved by THEC 04/2024 THEC and Reviewer Site visit: 10/25/24
Master of Science Industrial and Systems Engineering		October 2023					

4.2

*Letter of Notification (LON)

***New Academic Program Proposal (NAPP)

**University Curriculum Committee (UCC)/
Graduate Studies Executive Committee (GSEC)

Post-Approval Monitoring (PAM) Period:
BS/MS: 5 years; Doctorate: 7 years



Agenda Item Summary

Date: December 5, 2024

Agenda Item: TTU Policy 216 (Student Academic Integrity)

Review

Action

No action required

PRESENTERS: Provost Lori Bruce

PURPOSE & KEY POINTS:

This agenda item is a proposal to delete Policy 217 Student Academic Misconduct and create Policy 216 Student Academic Integrity as a replacement for Policy 217.

Policy 217, Student Academic Misconduct, is scheduled for review every four years or whenever circumstances require review, whichever is earlier. Based on the Provost’s recommendation, the policy has recently undergone a major review by a committee of faculty and students resulting in the recommendation of a new policy.

The purpose of the recommendations is to (i) approach the topic in terms of academic integrity rather than academic misconduct, (ii) provide increased education and support to students and faculty, (iii) improve and clarify the process of student misconduct reviews, (iv) ensure consistency of reviews across colleges, (v) improve documentation and record keeping of reviews, and (vi) increase confidentiality for students under review.

Major improvements of the new policy include:

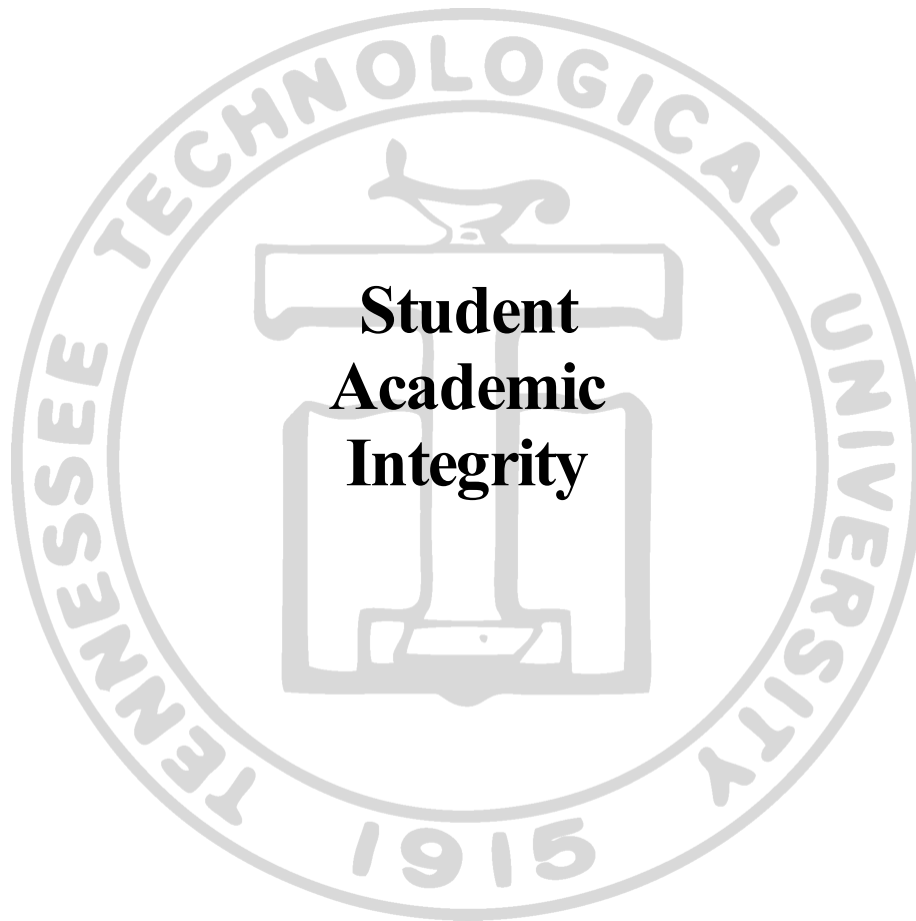
1. New policy name of “Student Academic Integrity”
2. Adding a role of an Academic Integrity Officer (AIO), a neutral person housed in the Volpe Library, to serve as a resource and educator for students and faculty. This role also provides consistency that does not exist in Policy 217 due to the college-based committees.
3. Requirement for faculty to meet with students prior to submitting a charge

4. Alignment of the structure and processes to more closely mirror Policy 302, Student Conduct. This is achieved by replacing college-wide committees with college representation on the University Committee.
5. Strengthen and centralize documentation of the process, including revised forms
6. Creation of a centralized website, email address, and student integrity education plan to better serve students and faculty

The proposed revisions have received all necessary university approvals, including Graduate Studies Executive Committee, Academic Council, and University Assembly.

**Tennessee Technological University
Policy No. 216**

5.2



Original Effective Date: January 1, 2025

Policy No: 216

Policy Name: Student Academic Integrity

I. Purpose

This policy establishes the policies and procedures for addressing Student Academic Integrity at Tennessee Tech.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Associate Provost, with recommendations for revision presented to the Academic Council, University Assembly, and the Board of Trustees.

III. Guiding Principles

- A.** Academic integrity is at the foundation of the educational process. Maintaining high standards of academic integrity is critical to the reputation of Tennessee Tech, its Students, faculty, alumni, and the employers of Tennessee Tech graduates.
- B.** All Students have the right to due process as described in this policy when suspected of an Academic Integrity Violation.
- C.** When an Instructor reasonably believes an Academic Integrity Violation has occurred, it is the Instructor's responsibility to follow this policy.
- D.** Instructors may not penalize Students for an Academic Integrity Violation outside of the Student Academic Integrity Policy.
- E.** Instructors must clearly communicate the following to Students regarding Class Requirements:
 - 1.** which sources and/or materials are allowed and not allowed;
 - 2.** allowable use of generative artificial intelligence; and
 - 3.** the degree of collaboration allowed.

The Instructor has the final say regarding Class Requirements.

- F. Students are responsible for understanding which sources and/or materials are allowed and not allowed for Class Requirements and asking for clarification if necessary.

IV. Definitions

- A. Academic Integrity Expulsion: permanent academic dismissal from Tennessee Tech; the Student is prohibited from applying for readmission.
- B. Associate Provost: the Associate Provost who oversees Academic Integrity.
- C. Academic Integrity Suspension: a specified number of academic terms (Fall, Summer, and Spring) when the Student is prohibited from enrolling in Tennessee Tech courses, after which the Student may apply for readmission.
- D. Academic Integrity Violation: any action or attempted action that may create an unfair academic advantage for oneself or another Student.
- E. Academic Integrity Warning: a formal notification to the Student by the Provost's Office that additional Academic Integrity Violations may lead to Academic Integrity Suspension or Academic Integrity Expulsion.
- F. AIO (Academic Integrity Officer): the Provost's designee who coordinates the academic integrity process and chairs the University Academic Integrity Committee.
- G. Business Days: days when Tennessee Tech University offices are open.
- H. Class-level Penalty: course of action recommended by the Instructor related to the class grade, including, but not limited to, a reduced grade for the Class Requirement, F or zero for the Class Requirement, and F for the final class grade.
- I. Class Materials: materials provided by the Instructor for a specific class.
- J. Class Requirement: any assignment, project, exam, quiz, or assessment, regardless of its name, that is used to evaluate a Student's performance in the class.
- K. Committee Members: Tennessee Tech employees and Students that are members of the University Academic Integrity Committee.
- L. Course Dean: the Dean or designated representative of the College/School where the course is offered.

- M.** Instructor: the person listed as the primary instructor of record for the class.
- N.** Major Dean: the Dean or designated representative of the College/School of the Student's major.
- O.** Student: any person who is admitted and/or registered at Tennessee Tech. This also includes a person completing Class Requirements to clear an Incomplete grade even if he/she is not registered for classes.
- P.** University-level Penalty: course of action beyond a Class-level Penalty recommended by the Associate Provost, including Academic Integrity Warning, Academic Integrity Suspension, and Academic Integrity Expulsion.
- Q.** University Academic Integrity Committee: the committee that works with the AIO to evaluate appeals of Academic Integrity Violations.
 - 1.** There are 12 voting Committee Members: one faculty Committee Member from each College/School and four Student Committee Members.
 - a.** Each College/School Dean annually appoints one faculty Committee Member and one alternate faculty Committee Member to attend in the faculty's absence or if the faculty representative is also the charging Instructor.
 - b.** The four Student Committee Members are appointed annually by the President of the University, selected from a list of names submitted by the President of the Student Government Association. All Student Committee Members must be from different Colleges/Schools. If a Student Committee Member is involved in the events leading to the appeal hearing, he/she cannot attend the appeal hearing as a Committee Member.
 - 2.** There are three non-voting Committee Members: the AIO, the Major Dean, and the Course Dean. In the case of a tie vote, the AIO shall vote by exception to break the tie.
 - 3.** The AIO serves as the chair.
 - 4.** An appeal hearing must have a quorum, which includes at least 7 voting Committee Members: at least 2 Students and at least 5 faculty.

V. Student Academic Integrity Violation Examples

Please note this list is not exhaustive.

- A. Copying or attempting to copy from others during an exam or other Class Requirement.
- B. Communicating exam content or answers with another Student who has not yet completed the exam.
- C. Taking an exam for someone else.
- D. Having someone else take an exam for you.
- E. Obtaining a copy of an exam, assignment, or other Class Materials prior to its approved release by the Instructor.
- F. Using sources and/or materials the Instructor does not allow during an exam or other Class Requirement, including generative artificial intelligence.
- G. Reusing your own paper or project from another class to satisfy a current Class Requirement without prior approval of the current Instructor.
- H. Collaborating with others on an exam or other Class Requirement without prior approval from the Instructor.
- I. Using work that is not yours and claiming it as your own (plagiarism).
 - 1. Copying someone else's work and pasting it into your own Class Requirement without using quotation marks and acknowledging/citing the source.
 - 2. Paraphrasing someone else's views, opinions, or ideas without acknowledging/citing the source.
 - 3. Copying or paraphrasing content created by generative artificial intelligence without acknowledging/citing the source.
- J. Submitting false, misleading, or altered information for a Class Requirement.
- K. Allowing someone else to use your work for his/her Class Requirement.

VI. Procedures for Academic Integrity Violations

- A.** All correspondence related to Tennessee Tech academic integrity and potential violations must be sent to and from @tntech.edu addresses as per Policy 803: Email Use. Students and instructors must check their tntech.edu email addresses frequently to meet all deadlines specified in Policy 216.
- B.** When an Instructor identifies potential Academic Integrity Violation, the Instructor must notify the Student via email of the potential violation.
- C.** Within five Business Days after notifying the Student of a potential Academic Integrity Violation, absent good cause, the Instructor must meet with the involved Student to determine if an Academic Integrity Violation may have occurred. If the Instructor determines at this meeting that no Academic Integrity Violation occurred, no further action is taken.
- D.** After meeting with the Student, if the Instructor still believes the Student committed an Academic Integrity Violation warranting a Class-level Penalty, the Instructor must complete the Academic Integrity Violation Charging Document.
- E.** Within seven Business Days after notifying the student of the potential Academic Integrity Violation, absent good cause, the Instructor must email the Academic Integrity Violation Charging Document to the AIO and Associate Provost at AIO@tntech.edu.
- F.** After emailing the Academic Integrity Violation Charging Document, the Instructor shall not assign a final course grade until the AIO emails the final result of the Academic Integrity Violation charge and the process is complete.
- G.** The Associate Provost will review the Academic Integrity Violation Charging Document and may add a recommended University-level Penalty in cases of repeat or particularly severe Academic Integrity Violations.
- H.** The AIO will forward a copy of the final Academic Integrity Violation Charging Document to the Student, Instructor, Course Dean, Major Dean, the Registrar at registrar@tntech.edu, and Associate Provost.
- I.** Within five Business Days after the AIO forwarded the final copy of the Academic Integrity Violation Charging Document, absent good cause, the Student must meet with the AIO to discuss Policy 216, the Academic Integrity Violation, and the procedures for appeal.

1. If the Student fails to meet with the AIO within five Business Days after the AIO forwarded the final copy of the Academic Integrity Violation Charging Document, absent good cause,
 - a. the Student waives the right to further participate in the process set out in Sections VI and VII, including the right to pursue a Uniform Administrative Procedures Act (UAPA) hearing as described in Policy 112;
 - b. the Student cannot use the Tech Grade Appeal process, as described in Policy 218, to appeal a Class-level Penalty for the Academic Integrity Violation;
 - c. the Student cannot withdraw from the course but may still apply to withdraw from the university under Tennessee Tech Policy 1203; and
 - d. the Class-level Penalty and University-level Penalty detailed on the final Academic Integrity Violation Charging Document go into effect.
 - e. the AIO informs via email the Student, Instructor, Course Dean, Major Dean, the Registrar at registrar@tntech.edu, and Associate Provost that the charge shall be implemented.

2. If the Student wishes to appeal the Academic Integrity Violation charge, the Class-level Penalty, or University-level Penalty, the Student must, within five Business Days after meeting with the AIO, absent good cause, submit an Academic Integrity Violation Charge Appeal Form to AIO@tntech.edu.
 - a. In cases where the University-level Penalty includes Academic Integrity Suspension or Academic Integrity Expulsion, the Student may request a hearing pursuant to Tennessee Tech Appeal Procedures in Section VII, or, in the alternative, the Student may request a Uniform Administrative Procedures Act (UAPA) hearing, in accordance with Policy 112.
 - i. The Student must opt in or opt out of the UAPA process on the Academic Integrity Violation Charge Appeal Form.
 - ii. If the Student opts to pursue a UAPA hearing, the Tennessee Tech appeal process ends, and the UAPA process begins.

- b. A Student who is not facing either Academic Integrity Suspension or Academic Integrity Expulsion does not have the right to request a UAPA hearing.
- 3. If the Student chooses not to appeal or fails to submit the Academic Integrity Violation Charge Appeal form within five Business Days after meeting with the AIO,
 - a. the Student waives the right to pursue a Uniform Administrative Procedures Act (UAPA) hearing as described in Policy 112;
 - b. The Student cannot use the Tech Grade Appeal process to appeal a Class-level Penalty for the Academic Integrity Violation.
 - c. The Student cannot withdraw from the course but may still apply to withdraw from the university under Tennessee Tech Policy 1203.
 - d. The Class-level Penalty and University-level Penalty detailed on the Academic Integrity Violation Charging Document go into effect.
 - e. The AIO informs via email the Student, Instructor, Course Dean, Major Dean, the Registrar at registrar@tntech.edu, and Associate Provost that the charge shall be implemented..

VII. Student Appeal Procedures

- A. The AIO facilitates an appeal hearing within 8 Business Days of receiving the Academic Integrity Violation Charge Appeal Form, absent good cause.
 - 1. Upon selecting a date and time for the appeal hearing, the AIO shares all relevant documentation with the University Academic Integrity Committee.
 - 2. Attendees include only the Student, Instructor, and University Academic Integrity Committee.
 - a. If the Student wants to have an attorney present:
 - i. The Student must complete an Information Release Authorization before the appeal hearing to allow his/her attorney access to his/her education

records. If this release has not been completed, the attorney cannot attend the appeal hearing.

- ii. The Student must email AIO@tntech.edu at least 24 hours before the appeal hearing with the attorney's name and work email address.
 - iii. The attorney may not speak on behalf of the Student during the appeal hearing; the attorney may address questions about procedures to the AIO, provided the questions do not interfere with the proceedings.
3. The Instructor presents his/her case in the appeal hearing. In lieu of attending the meeting, the Instructor may submit his/her case in writing to AIO@tntech.edu at least 24 hours before the appeal hearing.
 4. The Student presents his/her case. In lieu of attending the meeting, the Student may submit his/her case in writing to AIO@tntech.edu at least 24 hours before the appeal hearing.
 5. The University Academic Integrity Committee may ask questions to the Instructor and the Student, if they attend the meeting.
 6. When the appeal hearing ends, only the University Academic Integrity Committee Members stay to deliberate and vote.
 7. If the University Academic Integrity Committee agrees by a majority vote that the evidence does not support an Academic Integrity Violation, the Student is held harmless, and there is no Class-level Penalty or University-level Penalty. The University Academic Integrity Committee's decision is final.
 8. If the University Academic Integrity Committee agrees by majority vote that the evidence supports an Academic Integrity Violation:
 - a. the University Academic Integrity Committee votes for one of two options by majority vote:
 - i. uphold the recommended Class-level Penalty and/or University-level Penalty. The University Academic Integrity Committee's decision is final, and the recommended Class-level Penalty and University-level Penalty go into effect.

- ii. reduce the recommended Class-level Penalty and/or reduce or eliminate the University-level Penalty. The University Academic Integrity Committee decides the new reduced Class-level Penalty and/or reduced or eliminated University-level Penalty by majority vote. The University Academic Integrity Committee’s decision is final, and the reduced penalty goes into effect.
- b. The Student cannot use the Tech Grade Appeal process to appeal a Class-level Penalty for the Academic Integrity Violation.
- c. The Student cannot withdraw from the course but may still apply to withdraw from the university under Tennessee Tech Policy 1203.
- d. Within two Business Days of the appeal hearing completion, the AIO emails the appeal hearing outcome to the Student, Instructor, Course Dean, Major Dean, the Registrar at registrar@tntech.edu, and Associate Provost.

VIII. Interpretation

The Provost or his/her designee has the final authority to interpret the terms of this policy.

IX. Citation of Authority

T.C.A. § 49-8-203(a)(1)(D)

X. Approved by:

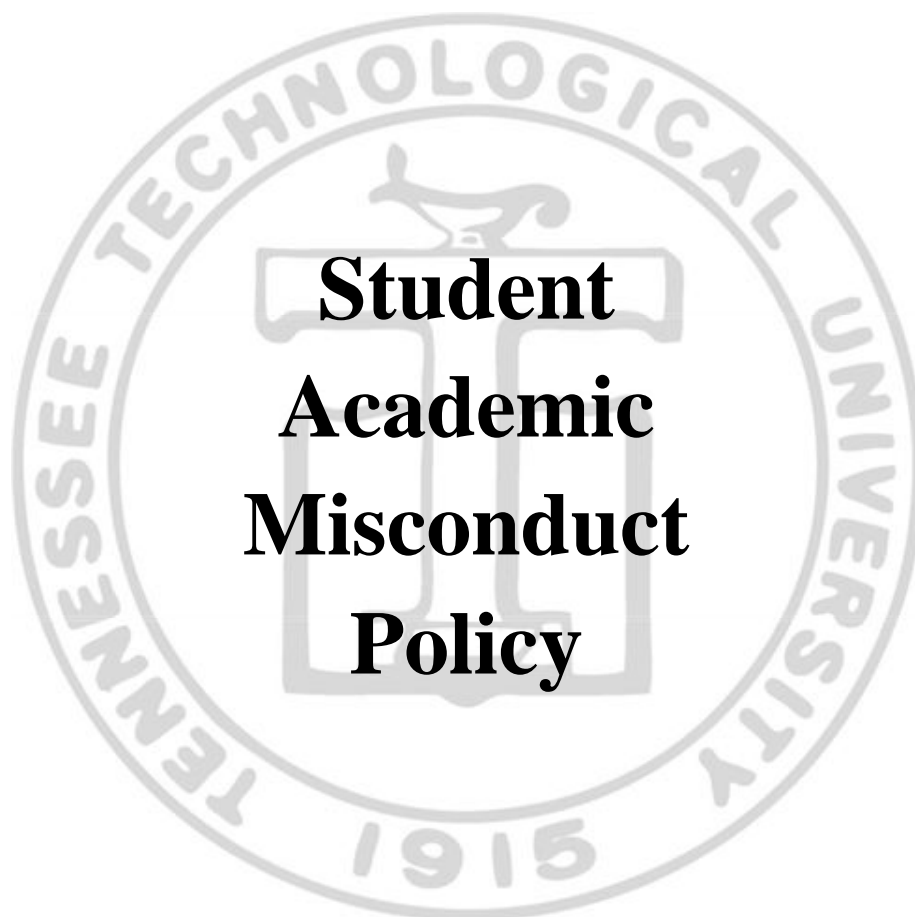
Academic Council: November 13, 2024

University Assembly: November 20, 2024

TTU Board of Trustees:

Tennessee Technological University
Policy No. 217

5.3



Original Effective Date: August 17, 2017

Date(s) Revised: July 31, 2023

Policy No: 217

Policy Name: Student Academic Misconduct Policy

I. Purpose

This policy establishes the policies and procedures for addressing Academic Misconduct at Tennessee Tech.

II. Review

This policy will be reviewed every four years or whenever circumstances require review, whichever is earlier, by the Senior Associate Provost with recommendations for revision presented to the Academic Council, University Assembly, and the Board of Trustees.

III. Guiding Principles in Developing this Policy

- A.** Academic integrity is at the foundation of the educational process.
Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates.
- B.** All Students have the right to due process as described in this policy when charged with Academic Misconduct and may not be penalized with respect to grades or other means without being informed of the right to due process.
- C.** Throughout this document the Instructor of the course has the final say in approving or not approving the sources used for course assignments, including generative artificial intelligence (AI).

IV. ¹Definitions and Examples of Academic Misconduct

- A.** “Academic Misconduct” – any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating,

¹ The definitions of Academic Misconduct in this section are from “Definitions & Examples of Academic Misconduct,” Center for Student Conduct, Division of Student Affairs, University of California, Berkeley and are used with permission.

plagiarism, creating unapproved content using generative artificial intelligence (AI), altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage. Individual departments at Tennessee Technological University may have differing expectations for Students, so Students are responsible for seeking out information when unsure of what is expected.

Below are some basic definitions and examples of academic misconduct.

Please note that this list is not exhaustive.

1. Cheating

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question, such as:

- a. Copying or attempting to copy from others during an exam or on an assignment.
- b. Communicating answers with another person during an exam.
- c. Preprogramming a calculator to contain answers or other unauthorized information for exams.
- d. Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- e. Allowing another person or an unapproved resource, including generative artificial intelligence (AI), to do an assignment or portion of an assignment for oneself, including the use of a commercial term-paper service.
- f. Submitting the same assignment or a substantial portion of the assignment without prior approval of all the Instructors involved, i.e., self plagiarism.
- g. Collaborating on an exam or assignment with any other person without prior approval from the Instructor.
- h. Taking an exam for another person or having someone take an exam for oneself.

2. Plagiarism

Plagiarism is defined as use of intellectual material produced by another person or an unapproved resource without acknowledging its source, for example:

- a. Wholesale copying of passages from works of others into one self's homework, essay, term paper, or dissertation without acknowledgment.

- b. Use of the views, opinions, or insights of another without acknowledgment.
 - c. Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.
 - d. The unapproved use of generative artificial intelligence (AI) to create content that is submitted as one's own.
- 3. Class Materials**
- a. Removing, defacing, or deliberately keeping from other Students library materials that are on reserve for specific classes.
 - b. Contaminating laboratory samples or altering indicators during a practical exam, such as moving a pin in a dissection specimen for an anatomy class.
 - c. Selling, distributing, website posting, or publishing class lecture notes, handouts, readers, recordings, or other information provided by an Instructor, or using them for any commercial purpose without the express permission of the Instructor.
- 4. False Information and Representation, Fabrication or Alteration of Information**
- a. Furnishing false information in the context of an academic assignment.
 - b. Failing to identify oneself honestly in the context of an academic obligation.
 - c. Fabricating or altering information or data and presenting it as legitimate.
 - d. Providing false or misleading information to an Instructor or any other University official.
 - e. Submitting an assignment prepared by another person or resource other than the student responsible for the assignment.
 - f. Creating content utilizing an unapproved resource, including generative artificial intelligence (AI).
- 5. Theft or Damage of Intellectual Property**
- a. Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hardware or software.
 - b. Improper access to, or electronically interfering with, the property of another person or the University via computer or other means.
 - c. Obtaining a copy of an exam or assignment prior to its approved release by the Instructor.

- 6. Alteration of University Documents**
 - a.** Forgery of an Instructor’s signature on a letter of recommendation or any other document.
 - b.** Submitting an altered transcript of grades to or from another institution or employer.
 - c.** Putting one’s name on another person’s exam or assignment.
 - d.** Altering a previously graded exam or assignment for purposes of a grade appeal or of gaining points in a re-grading process.

- B.** “Provost” - the Provost of Tennessee Tech University (or the Provost’s designated representative).

- C.** “Dean” – the Dean (or the Dean’s designated representative) of the College (or School) offering the class in which the academic misconduct is charged to have occurred.

- D.** “Dean of Major”– the Dean (or the Dean’s designated representative) of the College (or School) in which the Student is majoring.

- E.** “Department Chair” – Chair of the Student’s major department.

- F.** “Instructor” – the person listed as the ‘Instructor of Record’ for the class. The instructor has the final say in approving or not approving the sources used for course assignments, including generative artificial intelligence (AI).

- G.** “Student” – for the purposes of this policy, any person who is admitted and/or registered for study at Tennessee Tech for any academic period. This shall also include any period of time that the student may be completing the Class Requirements to clear an “Incomplete” grade, but not otherwise registered for classes.

- H.** “Chairperson” or “Chair” – Chairperson of the College or University Academic Misconduct Committee, as applicable.

- I. “Member” – Faculty or Student appointed as a member or alternate member of a College or the University Academic Misconduct Committee.
- J. “Class Requirement” – Any assignment, project, exam, quiz, or assessment tool regardless of its name, that is used in determining the Student’s grade in the class.
- K. “Business Days” – Days in which the University is open, including the Fall, Spring, and Summer terms, and any intersession days.
- L. “Official TTU Email” – An email sent from an official Tennessee Tech email account to a student’s official Tennessee Tech email account. The subject line should bear the inscription (in capital letters): “ACADEMIC MISCONDUCT CHARGE. TIME SENSITIVE RESPONSE REQUIRED.”
- M. “College Committee” – The Academic Misconduct Committee of the College (or School) in which the class is offered.
- N. “University Committee” – The Academic Misconduct Committee of the University
- O. “Reprimand” – A formal warning to the student issued by the Provost upon the recommendation of the University Academic Misconduct Committee.
- P. “Probation” – Placement of the student in a “warning status” that can lead to automatic suspension or expulsion if additional academic misconduct occurs.
- Q. “Suspension” – Suspension of the student from the University for a specified number of academic terms (Fall and Spring), after which the student may apply for readmission to the University.
- R. “Expulsion” - Permanent dismissal from the University.
- S. “Class-level Sanction” – Sanctions that are related to the grade that a student is awarded in a specific class. Examples include, but are not limited to: Reduced grade for the Class Requirement, “F” or Zero for the Class Requirement, and/or an “F” grade for the class.

- T. “University-level Sanction” – Sanctions that potentially affect a student’s standing at the University. These are: Reprimand, Probation, Suspension, and Expulsion.

V. Responsibilities

A. Instructor Responsibility

1. The Instructor has the primary responsibility for maintenance of academic integrity, including filing a charge of Academic Misconduct when s/he reasonably believes such has occurred.
2. The Instructor shall provide in the class syllabus a definition of what resources are allowed and/or what resources are not allowed for completion of Class Requirements, including any differences between resources for in-class and outside-of-class Requirements. It is particularly important to include items on the list in which uncertainty on the part of the students might reasonably exist.
3. The Instructor may impose additional restrictions/allowances during the class for a specific Class Requirement, but must clearly communicate any changes to the Students.
4. Before penalizing a Student for Academic Misconduct, the Instructor must file a charge of Academic Misconduct as per this policy to ensure that the student is given the due process right to appeal. The University’s Grade Appeal Policy is not to be used in lieu of the Academic Misconduct Policy.
5. In cases where an Instructor reasonably believes that the integrity of a Class Requirement has been compromised, but is unable establish by a preponderance of the evidence the parties involved in the matter, the Instructor may discard the results of the original assignment; but only if the Instructor re-administers the exam or assignment to the entire class.
6. The Instructor has the final say in approving or not approving the sources used for course assignments, including generative artificial intelligence (AI).

B. Student Responsibilities

1. The Student is responsible for understanding and abiding by this policy, including reading Academic Conduct information provided in the class syllabus and asking for clarification if unclear about what is and is not allowed in the production of all Class Requirements.
2. The Student is responsible for following any instructions related to additional restrictions/allowances for a specific Class Requirement provided by the Instructor and asking for clarification if necessary. In the event of a class absence, the burden is on the Student to ask the Instructor what, if any, restrictions/allowances for a specific Class Requirement were provided during the missed class.

VI. Procedures for Filing a Charge of Academic Misconduct

- A. An Instructor must follow the procedures outlined in this policy if s/he believes a charge of Academic Misconduct is warranted. The Instructor cannot impose a grade penalty for academic misconduct without filing a formal charge of academic misconduct.
- B. Step 1 - The Instructor shall document in writing the charge, including details of the evidence of Academic Misconduct, a recommendation related to the appropriate penalty and the Student's right to a hearing [217 Academic Misconduct Charging Document Template](#)
- C. Step 2 - The Instructor must send the Charging Document via Official TTU Email to the Student, the Department Chair, Dean, the Provost's Office, the Registrar, the Dean of Major and to the Office of International Education, when applicable. The Charging Document must be sent within five (5) Business Days of the Instructor's determination that Academic Misconduct has occurred, absent good cause.
 1. For the purposes of this policy, an "Official TTU Email" means an email sent from an official Tennessee Tech email account to a student's official Tennessee Tech email account. The subject line should bear the inscription (in capital letters): "ACADEMIC MISCONDUCT CHARGE. TIME SENSITIVE RESPONSE REQUIRED."

2. Possible sanctions by the Instructor as a penalty for academic misconduct may include, but are not limited to, the following class-level sanctions:
 - a. Reduced grade for the Class Requirement,
 - b. “F” or Zero for the Class Requirement,
 - c. “F” grade for the class,

3. In addition, the Instructor may also recommend that a University-level sanction be imposed, which include:
 - a. Reprimand,
 - b. Probation,
 - c. Suspension,
 - d. Expulsion.

4. If the Instructor recommends a University-level sanction as part of the penalty, the College Academic Misconduct Committee must review and support the recommendation in order for it to proceed to the University Academic Misconduct Committee. Step 7.

5. Once an Instructor files a charge of Academic Misconduct, the Registrar will place a “no-drop” hold on the Student’s registration in the class so that the Student cannot withdraw from the class as an attempt to avoid the charge of Academic Misconduct. If the deadline for submission of grades to the Registrar occurs prior to the resolution of the charge of Academic Misconduct, the Instructor shall enter a grade of "I", which will be updated when the final outcome of the appeal process is known.

D. Step 3 – The Student’s Options after a Charge of Misconduct is Filed

6. Option 1: Student Does Not Dispute the Charge
 - a. If the Student does not file an [217 Academic Misconduct Request for Hearing Form](#) within five (5) Business Days of receipt of the Charging Document, absent good cause, the Dean’s Office shall inform the Instructor, the Provost, the Dean of Major, the Department Chair, and the

Office of International Education, when applicable that the Charge of Academic Misconduct has not been appealed and the Instructor's class-level sanctions stand.

- i. Non-appeal of the Academic Misconduct Charge by the Student does not prevent further review by the College Committee, the College Committee of the Student's Major, or the Provost, for evidence of repeat or particularly egregious cases of academic misconduct. Requests for additional sanctions will be sent to the Provost's Office for possible referral to the University Academic Misconduct Committee for the imposition of University-level sanctions. Likewise, if the Instructor has recommended University-level sanctions in the Charging document, these will be considered by the College Committee (see Step 6), whether or not the student appeals the charge.
- b. A Student who does not file a timely appeal of a Charge of Academic Misconduct will not be allowed to use the TTU Grade Appeal policy to appeal a reduced class grade.
- c. The process either ends here or proceeds either to Step 6 or 7, as previously indicated.

7. Option 2: The Student Disputes the Charge

- a. The Student must file an appeal with the Dean using a [Academic Misconduct Request for Hearing Form](#) within five (5) Business Days after receipt of the Charging Document, absent good cause.
 - b. For the purposes of this policy, "receipt" means the date the Instructor sent the Charging Document via Official TTU Email to the Student's Tennessee Tech email account.
 - c. The Process continues to Step 4.
- E. Step 4 - College Academic Misconduct Committee Procedures -** If the Student files a timely Request for Hearing, the Dean shall notify the College Academic Misconduct Committee of the need to meet to hear the appeal.

- F.** Step 5 - The Dean (or the College Committee Chairperson) shall select a suitable date, time, and location for the hearing and then notify the Committee Members, Instructor, and Student of the time and place of the hearing. Whenever possible, a date and time should be selected that enable the Instructor and Student to attend the hearing in person.
- G.** Step 6 – The appeal hearing shall be held within eight (8) Business Days after the Request for an Appeal Hearing is received, dependent on the availability of the Instructor and the Student, and absent other good cause. A timely hearing is important to the due process of the Student and the Instructor.
1. The Instructor and Student shall appear before the College Committee in person to present their cases. In the event one or the other cannot attend, the Instructor and/or Student may present their cases in writing.
 2. The decision of the College Committee is to be communicated by the Dean’s Office via Official TTU Email to the Student, Instructor, Provost, Registrar, Department Chair, and Dean of Major (if not the same as the Dean), as soon as practical, but not later than two (2) Business Days of the hearing, absent good cause.
 3. In the case that the College Committee finds the preponderance of evidence does not support the charge of academic misconduct, the Registrar removes the “no-drop” hold from the course, and the student may withdraw from the course at that point, if the Student so chooses. If the College Committee supports the Instructor’s Charge, the Student may not withdraw from the class.
 4. If the College Committee finds that the preponderance of evidence supports the charge, the College Committee may then either (1) support the sanctions as originally imposed by the Instructor, or (2) recommend reduced sanctions to the Instructor. In addition, in the case of repeat or particularly egregious misconduct, the College Committee can also recommend that a University-level sanction be added to the charge. The College Committee must include recommendations for reduced or additional sanctions are to be added to the written documentation sent forward to the Provost.
 5. If the College Committee supports the Instructor’s Charge, the Student may not use the TTU Grade Appeal Process to appeal the Charge. If the

Committee does not support the Charge but the Instructor persists, then the Student may appeal the grade using the Grade Appeal Policy.

6. For Class-level sanctions, the decision of the College Committee is final; these cannot be appealed to the University Academic Misconduct Committee.
7. The process ends here or moves to the University Academic Misconduct Committee as described in Step 7, if:
 - a. If the Instructor's recommendation includes a University-level sanction (e.g., reprimand, probation, suspension, or expulsion) and the College Committee supports that recommendation, or
 - b. The College Committee elects to recommend a University-level sanction in addition to the Instructor's class-level sanction.
8. If the College Committee finds the preponderance of evidence does not support the charge of academic misconduct, the College Committee shall recommend to the Instructor that the charge of academic misconduct be withdrawn, and that s/he determine the Student's grade in accordance with the stated class policy without prejudice or penalty associated with the alleged misconduct.

If the Instructor declines to accept the Committee's recommendation, then:

- a. The Student may appeal the Charge to the University Committee; and/or
- b. The Student may elect to withdraw from the class at this time. The withdrawal date will be effective at the date the original hold was placed by the Registrar; and/or
- c. The Student may appeal the Instructor's final grade according to the Grade Appeal Procedure.

H. Step 7 - University Academic Misconduct Procedures

1. The University Academic Misconduct Committee ("University Committee") is the sole committee designated to adjudicate University-level sanctions

(reprimand, probation, suspension, or expulsion) related to charges of Academic Misconduct.

2. Based on the recommendation of the College Academic Misconduct Committee, the Academic Misconduct Committee of the College of the Student's Major (if different than the college in which the charge is filed), or the Provost, an academic misconduct case can be referred to the University Committee via the Provost's Office for University-level sanctions. In cases where the Charging Document does not include information related to additional penalties, the Student must receive written notification of the additional sanctions being recommended to the University Committee.
- I. Step 8 – The Provost shall notify the Student via Official TTU Email of any recommendation to seek additional Penalties, whether from a College Committee or the Provost. The student will also be advised of his/her right of appeal.
 - J. Step 9 – A Student who contests the Charge of Academic Misconduct before the University Committee has two options (1 or 2, below):
 1. In cases where the penalty sought is suspension or expulsion, the Student may elect to have the case disposed of under the Uniform Administrative Procedures Act (UAPA) in accordance with applicable contested case procedures. The Tennessee Tech process ends and the UAPA process begins.
 2. In cases to be heard by the University Academic Misconduct Committee, the process will proceed as per Steps 10-13 below.
 3. A Student charged with Academic Misconduct who elects to have the case disposed of under Tennessee Tech Procedures must execute a written waiver of his/her right to a disposition of the case under the Uniform Administrative Procedures Act and send it via Tennessee Tech email to the Provost. [217 Academic Misconduct Waiver of UAPA Hearing](#)
 - K. Step 10 - The Office of the Provost shall notify the Chairperson of the University Academic Misconduct Committee of the need for the University Committee to meet to hear the appeal.
 - L. Step 11 - The Provost shall, after consultation with the

University Committee Chairperson, notify the Student, the Instructor, the Department Chair, the Dean, the Dean of Major, and University Committee members of the date, time and place of the hearing. Whenever possible, a date and time should be selected that enable the Instructor and Student to attend the hearing in person. In cases where the charge is being brought forward by a College other than the Student's Major, the Dean of the College of Major may elect to attend the University Committee Hearing as an observer.

- M. Step 12** - The University Committee hearing shall be held within ten (10) Business Days from the receipt of the request for an appeal by the Provost's Office, dependent on the availability of the Instructor and the Student, and absent other good cause. A timely hearing is important to the due process of the Student and the Instructor.
4. The University Committee shall require the parties to appear in person, absent good cause, to present their cases. In the event one or more parties cannot attend, the party may present their cases in writing.
 5. The Dean shall present the charge of Academic Misconduct to the University Committee.
 6. If the University Committee finds that the preponderance of the evidence, including any prior incidents of Academic Misconduct, warrants additional penalties, the University Committee may then impose a University-level sanction (reprimand, probation, suspension, or expulsion).
 7. If the University Committee finds that the preponderance of evidence, including consideration of any prior incidents of Academic Misconduct, does not support additional penalties, the recommendation of the College Committee still stands, but additional penalties are not imposed.
 8. The decision of the University Committee is final.
- N. Step 13** - The University Committee shall communicate its decision via Official TTU Email to the Student, the Instructor, the Provost, the Department Chair, the Dean, the Dean of Major, and the Provost's Office, as soon as possible, but no later than two (2) Business Days of the hearing, absent good cause.

VII. Committee Structure

A. College Academic Misconduct Committee

1. A college-level Academic Misconduct Committee shall be established in each of the following academic units:

- a. College of Agriculture and Human Ecology;
- b. College of Arts and Sciences;
- c. College of Business Administration;
- d. College of Education (including ROTC);
- e. College of Engineering;
- f. College of Fine Arts (including Crafts Center);
- g. College of Interdisciplinary Studies; and
- h. School of Nursing.

2. Membership

- a. The College Academic Misconduct Committee of each College/School, with the exception of the School of Nursing, and the College of Agriculture and Human Ecology, shall consist of
 - i. One (1) Faculty Member and one (1) Faculty Alternate from each department within the College, elected for a three (3) year term by the department, and
 - ii. One (1) Student Member and at least one (1) Student Alternate majoring within the College. The Student Members and Alternates are nominated by the President of the Student Government Association (SGA) and appointed by the President of the University for a one (1) year term. At least one Student of the nominated Students should be available during the Summer and/or between terms in case it is necessary to hold meetings of the College Committee during these periods. The Student Members must sign a Confidentiality Agreement indicating that they will abide by FERPA regulations regarding the confidentiality of the academic misconduct proceedings and information provided to them as part of the proceedings.

- b.** The College Academic Misconduct Committees for the School of Nursing shall consist of
 - i** Three (3) Faculty members elected for three (3) year terms, and
 - ii** One (1) Student Member and at least one (1) Student Alternate as described in Section VII.A.2.ii above.

- c.** The College Academic Misconduct Committee for the College of Agriculture and Human Ecology shall consist of
 - i** Four (4) Faculty Members and two (2) Alternates elected for three (3) year terms, and
 - ii** One (1) Student Member and at least one (1) Student Alternate as described in Section VII.A.2.ii above.

3. Administrative Procedures

- a.** The College Academic Misconduct Committee Chairperson and Alternate Chairperson shall be elected annually by the Committee members.

- b.** The required quorum depends on whether or not a University-level sanction is being considered as part of the sanction. (1) If a University-level sanction is being considered, a quorum requires a majority of members on the Committee. (2) If only class-level sanctions are being considered, a quorum requires three members of the Committee. In both cases, the quorum must include a Student Member (or Student Alternate), and the Committee Chair (or Alternate).

- c.** In cases where a Faculty Member of the College Academic Misconduct Committee is the Instructor charging the Student with academic misconduct, the Faculty member recuses her/him-self from the Committee.

- d.** In cases where the Chairperson of the College Academic Misconduct Committee is the Instructor charging the Student with academic misconduct, the Chairperson recuses her/him-self and the Alternate Chairperson serves as the Chair.

- e. The College Dean shall provide the support services for the College Academic Misconduct Committee.

B. University Academic Misconduct Committee

1. Membership

The University Academic Misconduct Committee shall consist of:

- a. The Chairperson or Alternate Chairperson of each College Academic Misconduct Committee, and
- b. One (1) Student Member and at least one (1) Student Alternate majoring within the associated College. The Student Members and Alternates are nominated by the President of the Student Government Association (SGA) and appointed by the President of the University for a one (1) year term. At least one Student of the nominated Students should be available during the Summer and/or intersession terms in case it is necessary to hold meetings of the College Committee during these periods. The Student Members must sign a Confidentiality Agreement indicating that they will abide by FERPA regulations regarding the confidentiality of the academic misconduct proceedings and information provided to them as part of the proceedings.

2. Administrative Procedures

- a. The Chairperson and the Alternate Chairperson of the University Academic Misconduct Committee shall be elected annually by the Committee.
- b. A quorum shall consist of five (5) members, including the Chairperson or Alternate Chairperson, the representative (or alternate) from the College in which the alleged offense occurred, and the Student Member or the Student Alternate.
- c. In cases where the College Chairperson is making the charge against the Student, the Alternate College Chairperson shall serve on the University Academic Misconduct Committee.
- d. In cases where the Chairperson of the University Academic Misconduct Committee is making the charge against the Student, the Alternate

Chairperson of the University Academic Misconduct Committee shall serve as Chairperson.

- e. The Provost shall provide the support services for the University Academic Misconduct Committee.

VIII. Citation of Authority

T.C.A. § 49-8-203(a)(1)(D); Tenn. Comp. R. & Reg. 0240-09-01 et seq.

Approved by:

Academic Council: February 22, 2017
 University Assembly: April 19, 2017
 TTU Board of Trustees: August 17, 2017; September 28, 2023
 President on July 20, 2023, pursuant to Policy 101, Section VII.A.

Received by:

Academic Council: September 6, 2023
 Administrative Council: September 27, 2023
 University Assembly: November 15, 2023



Agenda Item Summary

6.1

Date: December 5, 2024

Agenda Item: Counseling Center Update on Mental Health Services

- Review** **Action** **No action required**

PRESENTER(S): Dr. Cynthia Polk-Johnson

PURPOSE & KEY POINTS:

Dr. Polk-Johnson, Vice President for Student Affairs, will provide an update on mental health services on campus.

Tennessee Tech Center for Counseling and Mental Health Wellness Fact Sheet

Center for Counseling and Mental Health Wellness Location: 3rd Floor Roaden University Center, Room 307, 931-372-3331

Center for Counseling and Mental Health Wellness Mission Statement: The Center for Counseling and Mental Health Wellness's mission is to elevate healthy student development during the college experience as this contributes to the attainment of student educational objectives at Tennessee Technological University.

Center for Counseling and Mental Health Wellness Care Approach: The Center for Counseling and Mental Health Wellness offers brief, short term, solution focused therapeutic approach for students with a flexible care model. The clinical staff have extensive training in suicide prevention and crisis services.

Eligibility for Services: Any student enrolled at Tennessee Tech. Faculty and staff are eligible for consultative services.

Cost of Services: None

Services Available: Eligible students are allotted a flexible 12 individual sessions per academic year. This does not include intake (first time appointments), crisis appointments, rapid access appointments, wellness check-in appointments, workshops, or support groups. Students with more complex, severe or chronic psychological problems or issues related to substance abuse that would be best served through long-term therapy are referred to an outside provider in the community. Services available include:

- Academic Counseling
- Crisis Counseling
- Personal Counseling
- Premarital Counseling
- Couples Counseling
- Group Counseling
- Rapid Access Appointments- (began academic year 2022) These are 30 minute, non-urgent, appointments that are available to students on a walk-in basis at the Center for Counseling and Mental Health Wellness.
- Clinical case management and care navigation via clinical coordinator (began January 2022)
- Prevention Services via educational programming
- Brief and short-term psychiatric services for medication management (began July 2022)
- Workshops/Campus Outreach to include Digital Success Workshops
- *#hopestrongeagles* Suicide Prevention Program-a comprehensive and public health approach to suicide prevention and mental well-being
- Consultation Services (to include referral resources)
- Eagle Eye Crisis Hotline that is available 24/7 and 365 days per year to include afterhours, holidays, and weekends

- Virtual counseling sessions through HIPAA compliant Zoom or in-person counseling sessions (based on student choice)
- Eagle Wellness Portal Online appointment scheduling and secure messaging program.
- WellTrack Self-Guided Interactive Therapy App-Is a suite of online tools and courses that uses aspects of Cognitive Behavioral Therapy to help students identify, understand and address mental health issues they are having.
- Mindwise Mental Health Screeners – for depression, anxiety, eating disorders, PTSD, substance misuse issues
- Graduate Clinician Training Program- for TN Tech graduate level intern counseling students in training
- Community Referrals for students not wanting services at the Center for Counseling and Mental Health Wellness.

Short-term Medication Management: Brief psychiatric services have been available to students since July 2022. This is a service that will help bridge the wait times for students to get the necessary medications to help stabilize their moods and help them with academic success. The wait times for community evaluations can be extensive. Magnolia Mental Health and Wellness is the provider that the Center for Counseling and Mental Health Wellness contracts with for these services.

Substance Abuse Prevention and Education: The Center for Counseling and Mental Health Wellness provides outreach programming and education for prevention efforts of substance misuse and abuse. The Center for Counseling and Mental Health Wellness partners with the Power of Putnam, the campus Center for Addiction Prevention and Support Coalition (CAPS), and the Tennessee Coalition for Healthy and Safe Campus Communities (CHASCO) community organizations to coordinate prevention efforts on campus. The Center for Counseling and Mental Health Wellness maintains Mindwise alcohol use, current substance use, and opioid use screeners via the Center for Counseling and Mental Health Wellness website.

Successes for academic year 2023/2024:

1. Sustained a contracted Psychiatric Mental Health Nurse Practitioner provider for brief psychiatric services
2. Filled a counselor vacancy that enabled our department to be fully staffed
3. Sustained Memorandum of Understanding creation and implementation with Cookeville Regional Medical Center (January, 2023)
4. Began the process of initiating and development of a Memorandum of Understanding with Volunteer Behavioral Health Systems in Cookeville, Tennessee.

Opportunities for this academic year:

1. Develop a paid internship program for graduate students to work as crisis specialist in the department under clinical supervision.
2. Initiate and develop partnership with the Appalachian Center for Craft to embed an intern three times in the fall 2024 semester.
3. Develop partnership with Athletics to embed an intern in the fall semester.

Professional Organizations and department standards to which Center for Counseling and Mental Health Wellness team members ascribe:

- The Center for Counseling and Mental Health Wellness clinical staff adheres to the American Counseling Association Code of Ethical and Professional Standards.
- The Center for Counseling and Mental Health Wellness adheres to the statutes, rules and regulations for the Tennessee Board for Licensed Professional Counselors, Licensed and Family Therapists, and Licensed Clinical Pastoral Therapists.
- The clinical staff members of the Center for Counseling and Mental Health Wellness belong to the Tennessee Licensed Professional Counselors Association, American College Counseling Association, Tennessee Suicide Prevention Network, Children and Adults with Attention Deficit/Hyperactive Disorder (CHADD) organization, and National Board of Certified Counselors.
- All professional staff adhere to the Council for the Advancement of Standards in Higher Education(CAS standards) and the International Accreditation of Counseling Services (IACS).

Professional Licensure and/or certification requirements of Center for Counseling and Mental Health Wellness clinical staff members:

- All full-time professional counselors that provide clinical services must maintain the Licensed Professional Counselor/Mental Health Service Provider licensure for the state of Tennessee.
- Associated continuing education hours are required annually to maintain licensure.
- Graduate level clinicians must provide clinical services under the supervision of a state of Tennessee Approved Clinical Supervisor

Center for Counseling and Mental Health Wellness Team: The clinicians at the Center for Counseling and Mental Health Wellness are all independently licensed in the State of TN. The staff are:

Director	Christina Mick, EdD, ACS, CPS, ADHD-CCSP, LPC/MHSP-S
Assistant Director/Clinical Services	Angela Rector, MA, ACS, LPC/MHSP-S
Clinical Coordinator	Ravi Patel, MA, LPC/MHSP
Counselor	Ben Higgins, MA, LPC/MSHP-S
Counselor	Kim Germann, MA, LPC/MHSP-S
Counselor	Tessa Benefield, MA, LPC/MHSP
Administrative Assistant	John Johnson, BS
Clinical Graduate Assistant	Lara Strate, MA, LPC/MHSP-temp
Clinical Graduate Clinician	Falon Baker, MS

Tennessee Tech University Center for Counseling and Mental Health Wellness
 Overview
 for academic year 2023/2024 and fall semester 2024
 as of 10/24/2024

6.4

The Center for Counseling and Mental Health Wellness’s mission is to elevate healthy student development during the college experience as this contributes to the attainment of student educational objectives at Tennessee Technological University. In order to demonstrate student reach and a broader scope of Center for Counseling and Mental Health Wellness services, with regard to the center’s mission, this report will include the number of students seen and appointments scheduled for the last 7 years to include the current academic fall semester.

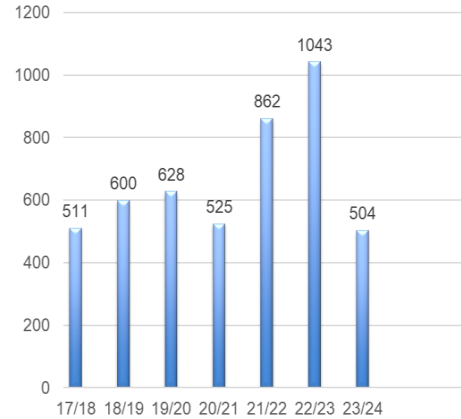
academic year	# of unique students seen	# of counseling sessions
2017/2018	511	1784
2018/2019	600	2524
2019/2020	628	2195
2020/2021	525	907
2021/2022	862	2064
2022/2023	1043	2492
2023/2024	504	2100
Fall 2024 as of October 24	312	965

From fall semester 2017 through spring semester 2024, there has been a consistent increase in the number of unique students that have been seen at the Center for Counseling and Mental Health Wellness as well as an increase in number of sessions per year provided by the counseling department. This has also been a national trend. However, please note that there was a 52% decrease for the academic year 2023/2024 in number of unique students seen from the previous academic year. This appears to demonstrate that average number of clients seen by the counseling department are returning to a pre-COVID number. The Center for Counseling and Mental Health Wellness is projected to continue an increase in appointments as well as number of clients seeking services as students continue to report high levels of anxiety and depression.

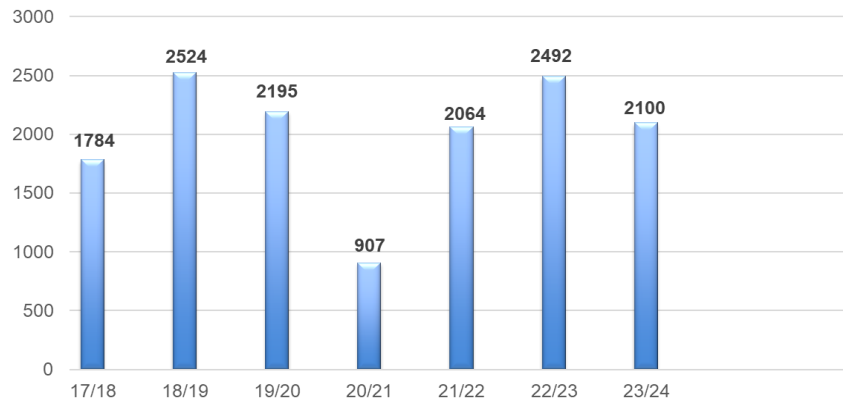
The charts below will provide a visual representation of the Center for Counseling and Mental Health Wellness data regarding the number of unique students and number of counseling sessions. The first two charts below provide a visual representation of the growth that the Center for Counseling and Mental Health Wellness continues to experience.

Number of unique students that received services at the Center for Counseling and Mental Health Wellness per academic year for academic years 2017/2018 through 2023/2024

- Average age of students who utilize services is 18-24
- Seniors utilize services more than any other classification



***Number of counseling sessions per academic year for academic years 2017/2018 through 2023/2024**

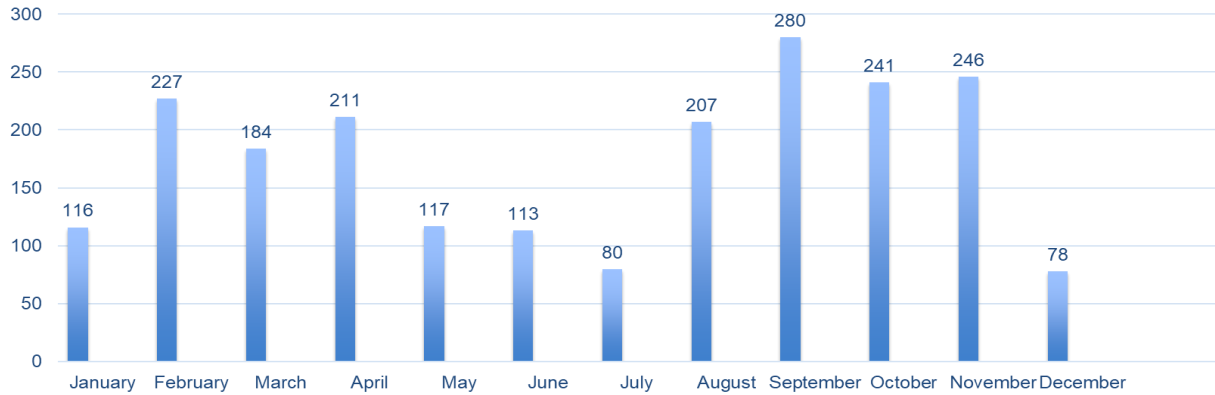


Based on Center for Counseling and Mental Health Wellness data from electronic health records, those students who represent the senior and sophomore academic levels of classification utilize counseling services more than the other academic levels. The average age of students who utilize the counseling department are ages 18-24.

As of fall semester 2024, the counseling department is fully staffed to include 7 full time professional staff members. In addition, the Center for Counseling and Mental Health Wellness supports a doctoral level and clinical Graduate Assistant. The counseling department also provides clinical supervision for our Graduate Clinician (Intern) who is a Master’s Level provider.

The chart below depicts the distribution of client appointments by month.

Monthly distribution of appointments for year 2023-2024



6.4

The monthly distribution chart reflects the trend of less appointments per month based on student breaks from the university. During the summer months, Center for Counseling and Mental Health Wellness staff members are highly involved with SOAR orientation activities in addition to seeing clients.

The chart below reflects the distribution of visit types for academic year 2023/2024 and summer/fall 2024 through October 24, 2024 (partial semester)

Visit Type Academic Year 2023/2024c	Total Number of Visits Academic Year 2023-2024	Visit Type Academic Year 2024/2025 to date	Total number of visits for summer/fall through October 24, 2024
Couples Counseling appointment	4	Couples Counseling Appointment	12
Crisis Walk-in	339	Crisis Walk-in	114
Follow-up counseling appointment	834	Follow-up counseling appointment	388
Intake appointment	234	Intake appointment	148
Mantra Health appointment Telehealth only	144	Mantra Health appointment Telehealth only (service no longer available)	0
Non face-to-face contact time	241	Non face-to-face contact time	113
Psychoeducational appointment	11	Psychoeducational appointment	5
Premarital counseling appointment	12	Premarital counseling appointment	3
Supportive Check-in appointment	315	Supportive Check-in appointment	111

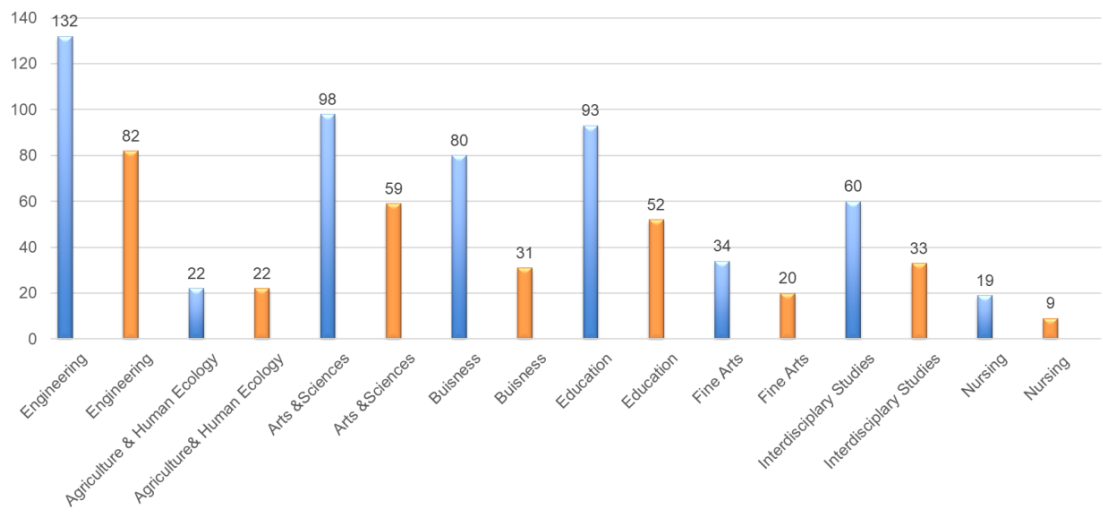
The top four visit types for the last academic year are Follow-up appointments, Crisis Walk-ins, Supportive Check-ins, and Non-Face-to-Face appointments. Non-FTF appointments include collateral contacts or non-face-to-face communication made with the client or on behalf of the client for continuity of care. The top three academic schools that participate in counseling services are Engineering, Arts and Sciences, and Education.

Mantra Health was a telehealth vendor that the counseling department contracted with for one-year to expand the capacity of the counseling department. There were 144 Mantra visits. Due to lack of funding, this service was not renewed.

Approval for a contract only Brief Psychiatric Services Psychiatric Mental Health Nurse Practitioner was given by the Tennessee Tech University Board of Trustees in June 2021. Brief psychiatric services include the prescribing and reviewing of psychiatric medications and their side effects to include psychiatric evaluations. This does not include long-term psychiatric medication services. The academic year 2021/2022 was spent searching for a provider, training the provider on use of our policies, procedures and use of electronic medical records, accessing and purchasing a security division for the Psychiatric Mental Health Nurse Practitioner as well as set up in the electronic medical records. Brief Psychiatric Services began in July 2022. Currently, Magnolia Mental Health and Wellness is the provider that contracts with the counseling department for these services. There were 96 brief psychiatric appointments for the 2023/2024 academic year. There have been 10 brief psychiatric appointments to date for fall semester 2024.

This chart provides a comparison of percent of unique students by total enrollment of academic school for last fall semester (summer/fall 2023 represented by blue) and the current fall semester (May 16, 2024-October 24, 2023 represented by orange) that have had Center for Counseling and Mental Health Wellness appointments

Number of students per total enrollment of academic college that utilize counseling services for fall 2023 (blue) and fall 2024 through October 24 (orange)



The table below lists the top 6 reasons that clients have visited the Counseling Center Academic year 2023-2024 and summer/fall semester 2024

Reason for visit AY 2023-2024	Total Percent AY 2023-2024	Reason for visit fall 2024	Total percent for fall semester 2024 as of October 24, 2024
Supportive/Coping/Life Management	26 %	Supportive/Coping/Life Management	32%
Continuity of Care	25%	Continuity of Care	25%
Mood (anxiety or depression)	24%	Mood (anxiety or depression)	22%
Other/unassigned	6.5%	Relationships	6.1%
Rapid Access Appointments	5.4%	Rapid Access Appointments	2.5%
Relationship Issues	2.7%	Other/unassigned	2.5%
Trauma (an emotional response to an event such as a crime, accident, natural disaster, or other distressing event)	1.7%	Trauma (an emotional response to an event such as a crime, accident, natural disaster, or other distressing event)	2.4%

6.4

The Center for Counseling and Mental Health Wellness has signed 2 Memorandum of Understandings with Cookeville Regional Medical Center and Volunteer Behavioral Health since January 2023. These MOUs will enhance continuity of care and provide more safe transfer of care of our Tennessee Tech University students.

Number of calls to the **Eagle Eye Crisis Hotline** for the 2023-2024 academic year: **128**
 Number of calls to the Eagle Eye Crisis Hotline for summer/fall 2024 is: **142**

Well Track is a self-guided therapy tool provided to all students that utilizes cognitive behavioral therapy techniques to assist students with identifying, understanding, and cope with any mental health issues that they may be experiencing.

Number of total users for **Well Track** for academic year 2023-2024-**659**

Number of **Mental Health Screeners** taken by students from the counseling department website for academic year 2023-2024-**210**

For the academic year 2023/2024, **1** client sought out services at the Center for Counseling and Mental Health Wellness primarily for the reason code **substance misuse**. To date, no clients that have received services at the Center for Counseling and Mental Health Wellness have reported substance abuse as the primary reason for seeking services. Students who may require in-patient or long-term care for substance abuse issues receive referrals for appropriate care via the Center for Counseling and Mental Health Wellness clinical coordinator.

The Center for Counseling and Mental Health Wellness hosted **62 outreach programming workshops/trainings/presentations/events** for prevention support for the campus community for the 2023/2024 academic year.

The number of clients admitted to the **hospital or the Crisis Stabilization Unit** (Volunteer Behavioral Health Center) for the 2023-2024 academic year was 24

The number of clients admitted to the **hospital or the Crisis Stabilization Unit** for summer/fall 2024 to date is 6

The Center for Counseling and Mental Health Wellness is aware of 4 suicide attempts and 1 student who died by suicide for the 2023-2024 academic year

The Center for Counseling and Mental Health Wellness is aware of 1 suicide attempt and 1 student who died by suicide for the summer/fall semester 2024 as of 10-24-2024

Summary:

The Tennessee Tech University Center for Counseling and Mental Health Wellness is now fully staffed since the last report to the Board of Trustees. Students are also seeking more on-demand services. National trends indicate that students seeking mental health counseling will continue to increase. The following summarize the impact of the current national college mental health crisis on the university:

1. The Center for Counseling and Mental Health Wellness has had to decrease the amount of campus workshops and class presentation requests.
2. Our counselors have to cancel campus meetings for committees, non-essential matters, partnerships and collaborations to ensure students are able to receive services. Therefore, our department is not fully engaged with the extended campus community.
3. Our counselors are experiencing burnout and compassion fatigue.
4. There is an increased wait time for a first time or follow-up appointments. Current wait time for a first-time appointment or follow-up appointment is 4 weeks.
5. There is a gap between appointments for students who have completed an intake/first-time appointment or engaged in a follow-up appointment. The current wait time for a regular or follow-up appointment is 4 weeks.
6. There is an increase in referral of students for off campus mental health support which currently has an average wait time of 6 weeks for a first-time appointment.
7. Our center is understaffed and would need to expand space to accommodate more staff.
8. Our center does not meet the standards of care per the International Association of Counseling Services (IACS) due to being understaffed.
9. Underserved students often drop out of college or under perform academically which impacts our university's student retention, graduation, and academic performance.

In order to meet the demand of services, the Tennessee Tech Center for Counseling and Mental Health Wellness has redefined our services. Tennessee Tech Center for Counseling and Mental Health Wellness has instituted new initiatives of establishing session limits (2016), introducing HIPAA Zoom sessions (2020), adding a Psychiatric Mental Health Nurse Practitioner (2021), Clinical Coordinator to the team (2022), and offer Rapid Access Appointments (2022) to expand the capacity of Center for Counseling and Mental Health Wellness services.

The Center for Counseling and Mental Health Wellness has and will continue to sustain the following in order to accommodate the current and anticipated increase:

1. The Center for Counseling and Mental Health Wellness will follow, as much as our current staffing pattern will allow, the International Association of Counseling Services (IACS) standards for university and college Counseling Centers that was used during the 2019 audit process. IACS minimum staff ratios is one full time clinical counselor for every 1,000 to 1,500 students. Please note that according to IACS standards, the Center for Counseling and Mental Health Wellness director and student trainees, do not count as one of the full-time counselors needed to meet minimum IACS standards. The Center for Counseling and Mental Health Wellness has the following ratios:

Fall Semester	# of full-time counselors	Student Enrollment	Counselor to Student Ratio	Number of additional counselors needed to meet minimum IACS Standards
2019	5	10,140	1:2028	2
2020	5	10,177	1:2035	2
2021	2	9,840	1:4920	5
2022	5	9,902	1:1980	1.5
2023	5	10,117	1:2023	1.5
2024	5	10,487	1:2097	2

2. The Center for Counseling and Mental Health Wellness will utilize a solution-focused, brief treatment approach and flexible-care model.
3. The Center for Counseling and Mental Health Wellness will continue to utilize a Clinical Coordinator to provide referral to community providers for who have more chronic, long term, or specialized treatment care needs. This includes students who have chronic suicidal ideation or suicide attempts. The Clinical Coordinator will provide care navigation, case management, and follow-up and tracking, for those students being followed by the Care Team, psychiatric mental health nurse practitioner and the counseling department. This will provide appropriate care for those students who need support other than regular counseling appointments including continuity of care.
4. The Center for Counseling and Mental Health Wellness will utilize a Psychiatric Mental Health Nurse Practitioner to provide brief and short-term medication management services to students.
5. Limit counseling sessions to 12 per student per academic year. Students will be referred to our Center for Counseling and Mental Health Wellness Clinical Coordinator and/or community providers if their counseling needs exceeds the 12 sessions limit.
6. In addition to the 12-session counseling session limit, the Center for Counseling and Mental Health Wellness will provide Rapid Access Appointments. These are 30-minute non-urgent and focused drop-in sessions.
7. The Center for Counseling and Mental Health Wellness will offer students single session appointments to students who are not interested in longer term counseling.
8. The Center for Counseling and Mental Health Wellness will provide psycho-education groups to assist the student in developing coping and resiliency skills. These groups would teach coping skills to deal with anxiety, depression, stress and life management.
9. The Center for Counseling and Mental Health Wellness will continue to limit outreach programs and workshops due to staffing numbers and the increase number of students seeking services.
10. The Center for Counseling and Mental Health Wellness will utilize Well Track, Eagle Wellness Portal, mental health screeners, and the Eagle Eye Crisis hotline to expand services to students who need services after hours, or prefer a self-guided approach.