

Minutes
University Planning Committee
November 12, 2021
9:00 AM
Provost's Conference Room

Attended: Nate Callender, Rudy Dunlap, Keith Gamble, Kimberly Evert, Kristi Shamburger, Greg Pitts, Matthew Duncan, John Vile, Mary Hoffschwelle, Kimberly Williams, Tom Wallace, David Foster, Ronda Vaughter, Matthew Hibdon, Nita Brooks, Leah Lyons, Beverly Keel, Chris Brewer, Sarah Sudak, Lisa Bass, Camille Pace, Allison McGoffin

1. Welcome

Mary Hoffschwelle welcomed everyone on behalf of Provost Byrnes, who attended the President's Enrollment Management Committee meeting during this time. Everyone present introduced themselves.

2. [Committee Charge](#)

Dr. Hoffschwelle charged the Committee, noting the breadth of its responsibilities for advising the University about its plans for continuous improvement and monitoring implementation of those plans: the Academic Master Plan, Strategic Plan, and Quest for Student Success 2025, as well as ongoing institutional effectiveness reporting such as THEC Quality Assurance Funding.

3. [Minutes of the Feb. 21, 2021](#) meeting were approved. [Motion made by Vile, seconded by Duncan]

4. University plans and reports (see [MTSU University Planning and Report Timelines](#) and [Planning Goals Integration Chart 2020-2025](#))

- [SACSCOC Fifth-Year Interim Report](#)

Dr. Hoffschwelle gave an overview of the timeline and standards due March 2022.

- [Quality Assurance Funding 2020-2025](#) Chris Brewer/Lisa Bass

MTSU earned 94 points of 100 for 2020-21, the best we have ever performed. Each five-year cycle has different incentives.

Standard 3. *Academic Programs*: We look at all accredited programs and update every step towards reaccreditation. New THEC forms will require more reporting directly from departments. Non-accreditable programs are reviewed every seven years. This academic year, there will be five undergraduate program reviews and five graduate program reviews.

Standard 4. *Institutional Satisfaction* is measured by National Survey of Student Engagement (NSSE). Seniors rated better than Freshmen, perhaps due to Covid and remote teaching. We administer NSSE in the first and fourth year of the five-year QAF cycle as determined by THEC to capture freshman and seniors.

Standard 5. *Student Equity* – we are reporting on African American Students, and our efforts to close the achievement gap. We will administer one survey in consultation with all campus groups working on this. Please report your equity efforts to Chris or Lisa to include in their report for next year.

Lisa Bass sent NSSE 2021 Executive Summary and QAF Standard 5, Student Equity, Report to the Committee after the meeting. They are attached below.

Standard 7. *Student Access and Success* – Our four focus populations are First Generation, Male, Hispanic, and STEM major students. The ongoing work on campus influenced our selection of subpopulations.

If the Legislature fully funds the quality assurance funding program, institutions can earn up to 5.45% over their operating budget.

- [Strategic Plan 2015-2025](#)

Chris Brewer reported that the Strategic Plan has just been updated with new data and will be updated again in January when course pass rates come in for Fall. We didn't meet targets in enrollment, persistence but we did in four and six-year graduation rates. Adjustment to remote learning is a factor.

This Strategic Plan was approved by the Planning Committee in February 2020, so we will continue reporting to this group. Send your comments, questions, concerns to Chris or Mary.

- [MTSU Data Dashboards](#)

Camille Pace gave a demonstration of the Power BI dashboards available via the IEPR website. Many of the data requests submitted to IEPR can be found in the dashboards.

- [Student Achievement at MTSU](#)

We overhauled the way we look at student achievement in the Strategic Plan after SACSCOC changed their standards (core requirement 8.1, Student Achievement). We are in the midst of turning the Strategic Plan into our narrative for that standard in the Fifth-Year Interim Report. We document that we are paying attention and making adjustments. We were making good progress but are showing decreases in enrollment due to Covid. SACSCOC asks how institutions use disaggregated data, for example Dr. Sluder's student success emails in which he breaks down persistence and retention by college, major, different student subpopulations.

- [Institutional Mission Profile](#)

Similar to the Mission Statement, the Institutional Mission Profile distinguishes MTSU from other LGIs and is reviewed annually per statute. Dr. Hoffschwelle asked for volunteers to review for any changes to recommend to the Board of Trustees in the Spring before reporting to THEC. John Vile, Matthew Duncan, Matthew Hibdon, Kristi Shamburger, and Greg Pitts volunteered.

- [Mission Statement](#)

The mission statement is reviewed for currency each year as well. The mission profile volunteers will bring back any proposed changes to the Planning Committee in the Spring to recommend to the Board of Trustees.

- [Academic Master Plan 2015-2025](#)

The text of the *MTSU Academic Master Plan, The Reach to Distinction, 2015-2025* was relatively short, but the [implementation chart](#) is much longer and detailed and is updated annually. Philip Phillips and his team worked on the 2020-2021 Implementation Overview, and Dr. Hoffschwelle presented it for the committee's review, additions, corrections. Much work is being done that we may not be aware of and could be added to the annual implementation overview.

See also [AMP Midpoint Highlights](#) publication.

- [Quest 2025](#)
Vincent Windrow reminded the Committee that much was accomplished through the Quest for Student Success 2013-2016. The Quest 2025 Implementation Committee has set [five strategic priorities](#) led by separate work groups. A campus wide meeting will be held next month to provide an update to Quest 2025.
- Closing Remarks
Much information has been shared. Please send your thoughts and suggestions on this Committee's huge reach to Mary Hoffschwelle.

5. Next Meeting: February 11, 2022, 9:00 am

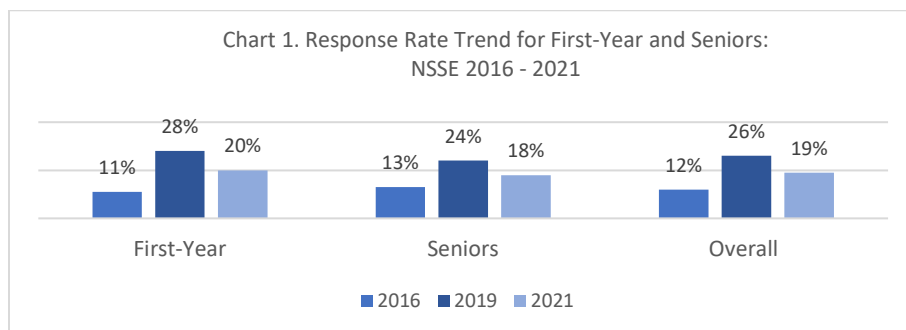
National Survey of Student Engagement (NSSE) Spring 2021 Executive Summary

Middle Tennessee State University (MTSU) participated in the National Survey of Student Engagement (NSSE) in Spring 2021 in accordance with the Tennessee Higher Education Commission (THEC) 2020-25 Quality Assurance Funding (QAF) guidelines; previously, MTSU participated in Spring 2016 and 2019. As part of continuous improvement efforts in higher education, THEC incentivizes institutions to submit annual updates on its efforts to improve the quality of programs and student learning outcomes.

MTSU routinely solicits feedback from its students with surveys. NSSE captures the academic experience of first-year students and seniors attending four-year institutions. NSSE examines the quality of the undergraduate experience as it relates to universities' efforts to engage students and to promote learning and personal development. Thus, NSSE results provide decision-makers insight into how students spend their time as well as students' perception of what they gained from attending the University. MTSU uses NSSE results to evaluate the effectiveness of existing supports and services and to identify and close persisting gaps.

In Fall 2020, the Office of Institutional Effectiveness (IE) provided a student file to the Center for Postsecondary Research (CPR) at Indiana University School of Education. The sample file consisted of students classified as first-year students (FY) and seniors (SR) the following spring. Thus, NSSE surveyed 4,828 students at MTSU: FY (n=2,647), SR (n=2,181). A total of 927 students responded (response rate of 19.2%).

This summary report provides an overview of the latest NSSE results. More detailed analyses and reports for subgroups (e.g., college, department, major, etc.) will be provided in the near future.



The Office of IE launched the NSSE Campaign (2021) to encourage and to increase student participation. Similar efforts in 2019 resulted in a substantial increase in the overall response rate from 2016: an increase of 14 percentage points. NSSE 2021 response rate (19%) fell short compared to Spring 2019 (26%). In part, the response decline is likely due to the COVID-19 pandemic which resulted in the implementation of campus-wide safety protocols. Thus, students were less likely to be on campus to view NSSE reminders and advertisements. According to CPR (2021), the average response rate was 21% for institutions with enrollment of 10,000 or more students (undergraduate), so the University's rate was slightly under by 2 percentage points. Nevertheless, the current overall response rate still exceeded Spring 2016 by 7 percentage points—see Chart 1.

To summarize current NSSE results, they could be described as the tale of two paths traveled. First-year (FY) students and seniors had very different experiences, and the former group fared worse. Figure 1 compares engagement indicator results for both student groups to their peers: Southeast (SE) Public. FY students' means were significantly lower in four of the ten engagement areas compared to the SE in 2021: *Collaborative Learning*, *Discussion with Diverse Others*, *Student-Faculty Interaction*, and *Supportive Environment*. In contrast, the FY students' means were significantly higher on half of the engagement indicators in 2019 compared to the SE: *Reflective & Integrative Learning*, *Collaborative Learning*, *Discussion with Diverse Others*, *Student-Faculty Interaction*, and *Effective Teaching Practices*.

Trends in engagement outcomes for seniors were less extreme. Seniors had a single area where the mean was significantly lower than the SE in 2021: *Collaborative Learning*. Furthermore, means for this group were significantly higher for *Reflective & Integrative Learning*, *Learning Strategies* and *Student-Faculty Interaction* compared to the SE. For the remaining six indicators, there were no significant differences compared to the SE.

Figure 1. National Student Survey of Engagement (NSSE) Engagement Indicators Comparison: MTSU 2019 and 2021

Themes	Engagement Indicators	First-Year		Seniors	
		2019	2021	2019	2021
Academic Challenge	Higher-order Learning	--	--	--	--
	Reflective & Integrative Learning	▲	--	--	▲
	Learning Strategies	--	--	--	▲
	Quantitative Reasoning	--	--	--	--
Learning with Peers	Collaborative Learning	▲	▼	--	▼
	Discussion w/Diverse Others	▲	▼	▲	--
Experience w/Faculty	Student-Faculty Interaction	▲	▼	▲	▲
	Effective Teaching Practices	▲	--	--	--
Campus Environment	Quality of Interactions	--	--	--	--
	Supportive Environment	--	▼	--	--

Comparison Group: *Southeast Public*, $p < 0.05$

▲ significantly higher with effect size less than 0.3 magnitude

▼ significantly lower with effect size less than 0.3 magnitude

▲ significantly higher with effect size at least 0.3 in magnitude

▼ significantly lower with effect size at least 0.3 in magnitude

Satisfaction declines observed for FY students in thematic categories like Learning with Peers, Experience with Faculty, and Campus Environment are unsurprising in the age of COVID-19. The pandemic greatly impacted how this group experienced their first year at MTSU. Figure 2 and Table 1 provide greater context to how FY students navigated the system as most student-faculty interactions at MTSU moved online.

Figure 2. Individual Items Comprising Engagement Indicators and Themes (2021)

	First-Year Students		
	MTSU	Southeast Public	Effective Size Indicator
Learning with Peers			
<i>Collaborative Learning</i>			
Asked another student to help you understand course material	2.2	2.5***	▼
Explained course material to one or more students	2.2	2.6***	▼
Prepared for exams by discussing or working through course material with other students	2.0	2.4***	▼
Worked with other students on course projects or assignments	2.1	2.5***	▼
<i>Discussion with Diverse Others</i>			
People of a race or ethnicity other than your own	2.8	3.0***	▼
People from an economic background other than your own	2.8	3.0***	▼
People with religious beliefs other than your own	2.7	2.9***	▼
People with political views other than your own	2.8	2.9***	▼
Experience w/Faculty			
<i>Student-Faculty Interaction</i>			
Talked about career plans with a faculty member	2.2	2.3***	▼
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.6	1.7***	▼
Discussed course topics, ideas, or concepts with a faculty member outside of class	1.8	1.9*	▼
Discussed your academic performance with a faculty member	1.9	2.1***	▼
Campus Environment			
<i>Supportive Environment</i>			
Providing support to help students succeed academically	2.9	3.0*	▼
Providing opportunities to be involved socially	2.7	2.9***	▼
Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.7	2.9**	▼
Helping you manage your non-academic responsibilities (work, family, etc.)	2.1	2.3***	▼
Attending campus activities and events (performing arts, athletic events, etc.)	2.6	2.8***	▼
Attending events that address important social, economic, or political issues	2.3	2.4*	▼

MTSU's FY students tended to interact less frequently with fellow students compared to their peers at SE as shown in Figure 2. The former group reported collaborating less with peers on course material and assignments. Additionally, this group reported less exposure to and opportunities to interact with diverse others (Learning with Peers).

FY students at MTSU were less likely than their SE peers to report speaking with faculty members about careers or to discuss their academic performance. This group also described the overall environment as less supportive than their SE peers.

At face value, FY students in 2019 had an uninterrupted transition to life on campus with greater access to the many student supports and services provided by the University. From Spring 2020 through Spring 2021, students missed out on establishing connections and relationships that stem from face-to-face contact with peers and faculty/staff. To some degree, seniors endured similar pandemic struggles as FY students, but their familiarity with the University and existing relationships likely aided them in navigating and overcoming their struggles with greater ease.

Figure 3. Individual Items Comprising Engagement Indicator and Themes (2021)

Academic Challenge	Seniors		
	MTSU	Southeast Public	Effective Size Indicator
Reflective & Integrative Learning			
Connected your learning to societal problems or issues	2.8	2.7*	▲
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.7	2.5*	▲
Examined the strengths and weaknesses of your own views on a topic or issue	2.9	2.8*	▲
Learning Strategies			
Reviewed your notes after class	3.0	2.9*	▲
Summarized what you learned in class or from course materials	3.1	2.9*	▲
Learning with Peers			
Collaborative Learning			
Prepared for exams by discussing or working through course material with other students	2.3	2.5**	▼
Worked with other students on course projects or assignments	2.6	2.8***	▼
Experience w/Faculty			
Student-Faculty Interaction			
Discussed course topics, ideas, or concepts with a faculty member outside of class	2.3	2.1**	▲
Discussed your academic performance with a faculty member	2.3	2.2*	▲

MTSU seniors' means were significantly higher than SE peers in the thematic area for Academic Challenge and Experience with Faculty (see Figure 3). Seniors at MTSU were more likely to report connecting their learning to societal problems or issues, or to report re-examining their own views on topics. Additionally, this group also was more likely than their peers to report reviewing class notes after class or to summarizing course material. MTSU seniors interacted more frequently with faculty to discuss course topics and their academic performance than their SE peers.

Table 1 revisits and examines mean scores for MTSU's engagement indicators from Figure 1. The means for FY students were lower in 2021 compared to 2019 for each indicator. Furthermore, the difference was greater than five percentage points for three indicators: *Collaborative Learning* (-12.0), *Discussion with Diverse Others* (-7.5) and *Student-Faculty Interaction* (-6.3).

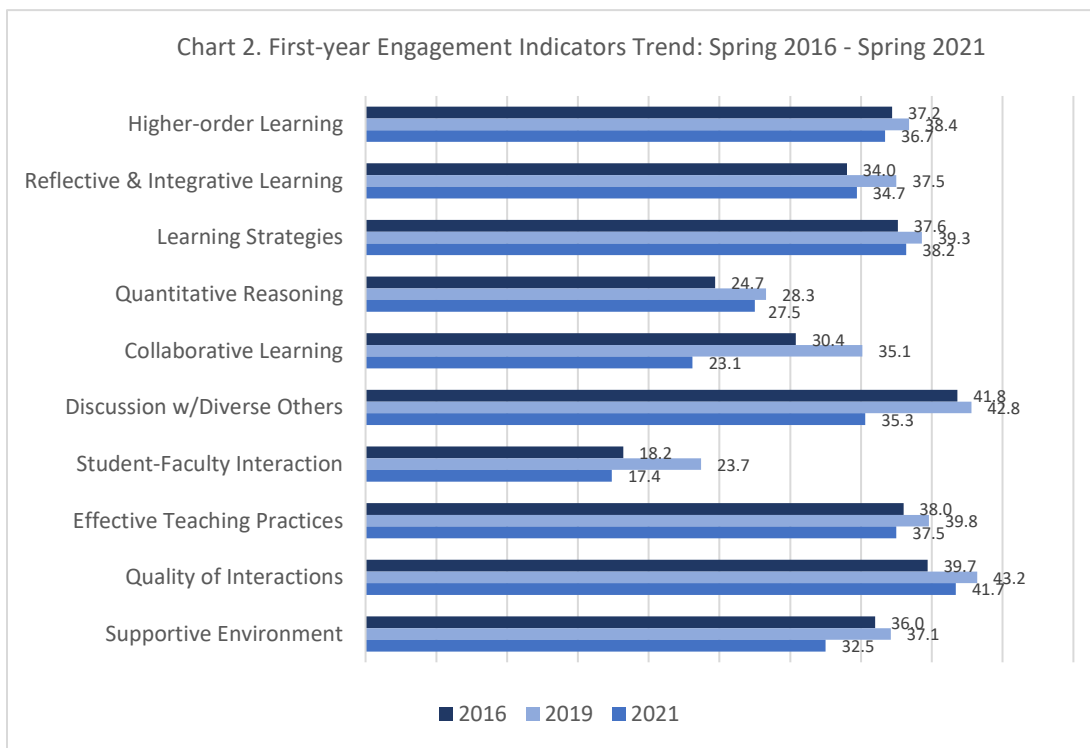
Table 1. Engagement Indicator Trends for First-year and Seniors at MTSU: Spring 2016 – Spring 2021

Themes	Engagement Indicators	First-Year			Seniors		
		2016	2019	2021	2016	2019	2021
Academic Challenge	Higher-order Learning	37.2	38.4	36.7	37.4	39.8	40.8
	Reflective & Integrative Learning	34.0	37.5	34.7	34.7	38.3	39.0
	Learning Strategies	37.6	39.3	38.2	37.5	39.2	41.4
	Quantitative Reasoning	24.7	28.3	27.5	27.0	29.9	31.8
Learning with Peers	Collaborative Learning	30.4	35.1	23.1	29.1	34.3	30.3
	Discussion w/Diverse Others	41.8	42.8	35.3	38.7	43.5	40.7
Experience w/Faculty	Student-Faculty Interaction	18.2	23.7	17.4	22.5	27.4	25.8
	Effective Teaching Practices	38.0	39.8	37.5	38.4	40.1	40.1
Campus Environment	Quality of Interactions	39.7	43.2	41.7	41.7	43.0	42.2
	Supportive Environment	36.0	37.1	32.5	29.0	32.4	34.1

Red font: Mean (2021) at least five points lower than mean in 2019; **Green font:** Mean (2021) greater than or equal to mean in 2019

In contrast, Table 1 shows that MTSU seniors' means increased or did not change for six of the 10 areas in 2021 compared to 2019: *Higher-order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, *Quantitative Reasoning*, *Effective Teaching Practices*, and *Supportive Environment*. The largest gains were for *Learning Strategies* (+2.2) and *Quantitative Reasoning* (+1.9). There were

decreases for *Collaborative Learning* (-4.0), *Discussion with Diverse Others* (-2.8), *Student-Faculty Interaction* (-1.6) and *Quality of Interactions* (-0.8).



Charts 2 and 3 visualize trends for the engagement indicators for the last three NSSE cycles: 2016, 2019 and 2021 for FY students and seniors, respectively. Chart 3 shows the upward trend for seniors with the exception of *Collaborative Learning*, *Discussion with Diverse Others*, *Student-Faculty Interaction* and *Quality of Interactions*. Chart 2 reflects the opposite trend with 2021 means showing a decline compared to 2019 for FY students.

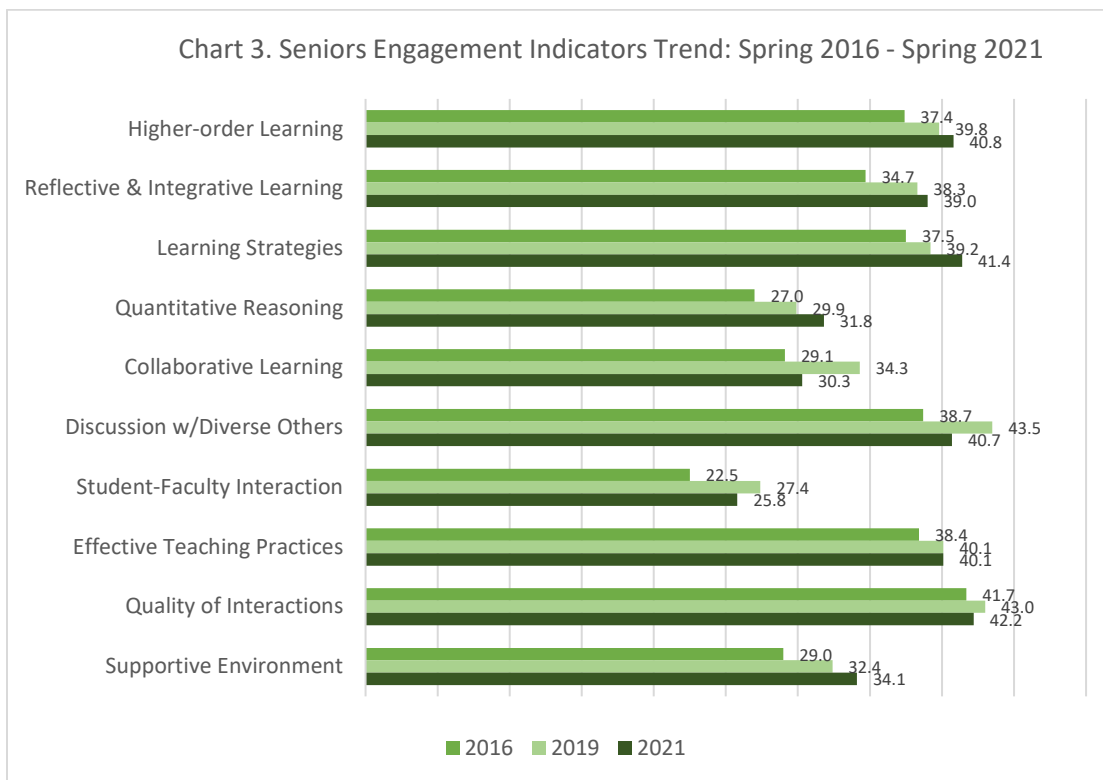
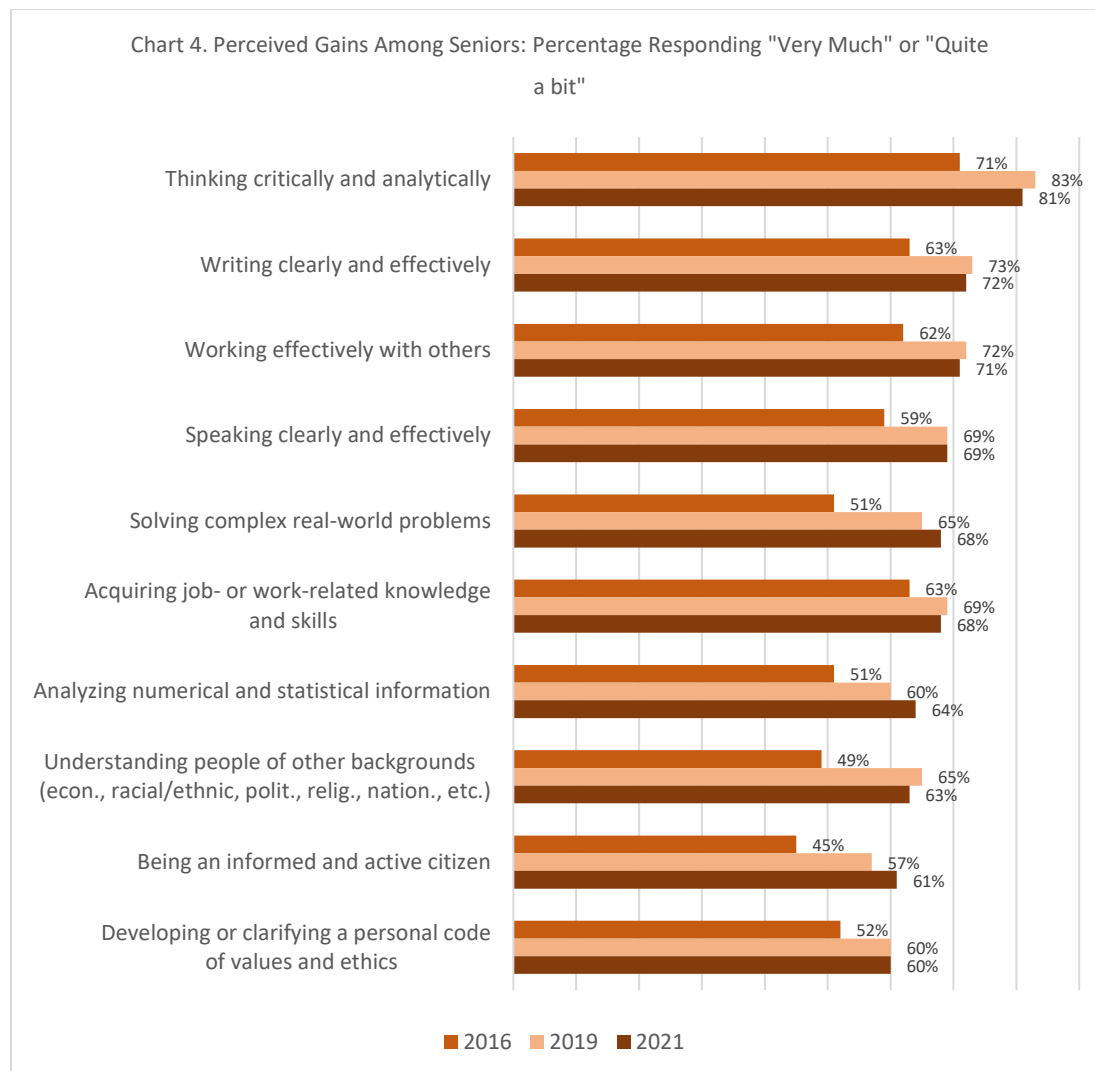
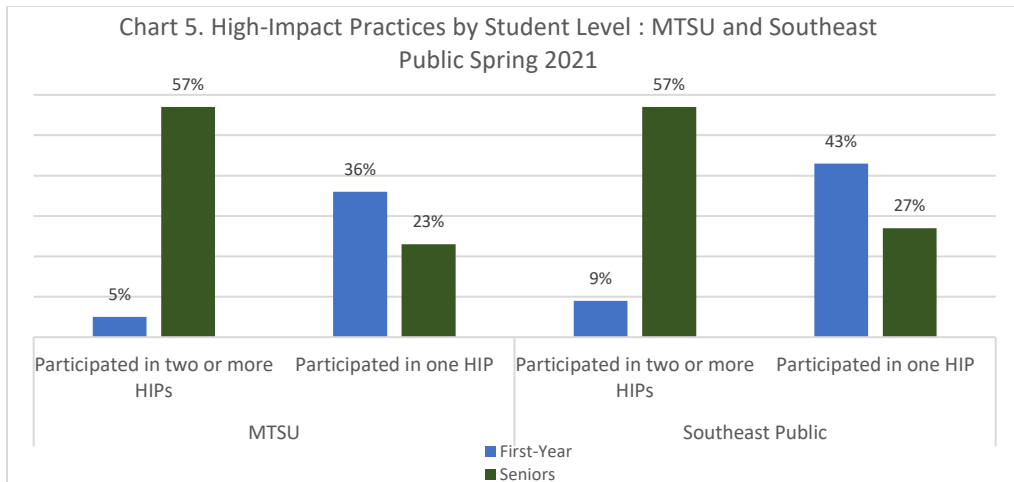


Chart 4 examines how seniors assess their overall academic experience and their perceived cognitive and affective developmental gains while attending the University. Seniors report how their experience at the University contributed to their knowledge, skills, and personal development in ten key areas.

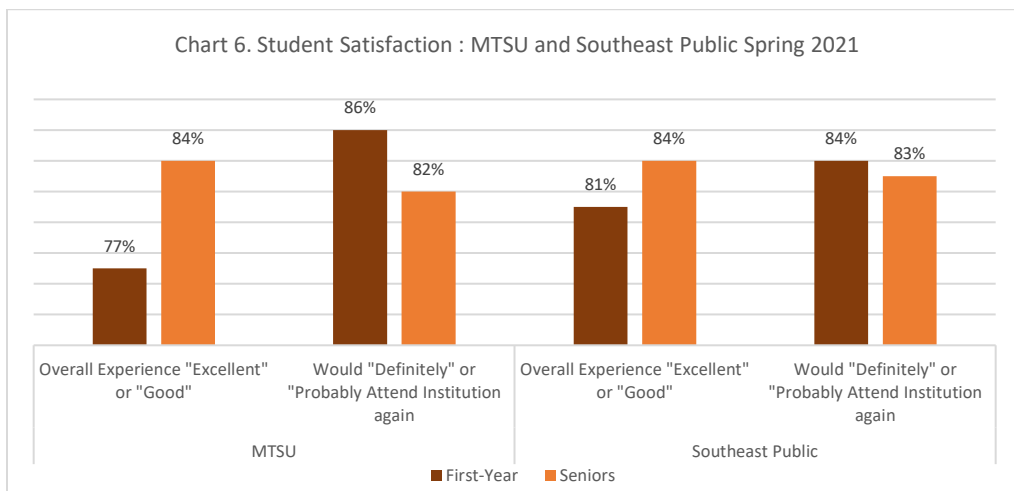


Among the items NSSE uses to measure seniors’ perceived gains, MTSU seniors’ perceived gains have trended upward (or stabilized) since 2016 in 5 of the 10 areas: *speaking clearly and effectively*; *solving complex real-world problems*; *analyzing numerical and statistical information*; *being an informed and active citizen*; and *developing or clarifying a personal code of values and ethics*. Conversely, there were slight drops for the remaining five areas in 2021 compared to 2019: most items dropped no more than two percentage points. Nevertheless, all ten areas for 2021 exceeded 2016 results.

Chart 5 shows that 41% of FY students at MTSU reported having participated in one or more High Impact Practice (HIP) courses compared to 52% of peers at SE. Of the former group, 36% participated in a single HIP course compared to 43% of SE students. Alternatively, MTSU’s seniors participated in HIPs at a similar rate as their SE peers: 80% and 84%, respectively.



On a high note, while FY students were less likely to rate their overall experience at the University as “Excellent” or “Good” (77%) compared to SE peers (81%), the former group was more likely to indicate they would “Definitely” or “Probably attend the same University” (86%) at a slightly higher rate than their peers (84%) as shown in Chart 6: a difference of two percentage points.



The sentiments for seniors were very similar for both MTSU and SE: 84% of seniors described their overall experience as “Excellent” or “Good”. Unlike FY students, seniors at MTSU were slightly less likely than SE peers to respond affirmatively to attending the same university: 82% and 83%, respectively.

In summary, NSSE data suggest that the traditional FY transition from high school was up-ended by the pandemic in Spring 2021, and this negatively impacted this group’s ability to navigate the full range of supports and student services offered at MTSU. Furthermore, FY students’ opportunities to build and enjoy meaningful relationships with their peers and with faculty/staff were limited as life-saving protocols were put in place to protect the University’s community. Seniors’ outcomes offer insight and a counter-perspective in support of the resilience of our students as well as the effectiveness of the University’s efforts to support and foster success for every student. It is likely that post-pandemic outcomes for FY students will return to the positive trends observed in 2019: MTSU is scheduled to participate in the Spring 2023 cycle of NSSE, and this assumption can be tested.

Middle Tennessee State University (MTSU) African American Students and Academic Equity

Locally Governed Institutions (LGI) accounted for 40% (n=86,842) of the 219,567 students enrolled in Tennessee's higher education institutions in fall 2020. A quarter of LGI students enrolled at Middle Tennessee State University (MTSU) to pursue a degree or to further their academic goals (THEC Fact Book, 2019-20). In addition to being the second-largest public university in Tennessee, MTSU's student population is among the most diverse in the state.

Like other institutions across the state, academic outcomes for MTSU's historically underrepresented populations lagged compared to other groups. Acknowledging existing disparities, MTSU is sharpening its focus on the Tennessee Higher Education Commission's Master Plan goal to reduce achievement gaps for low-income students and students of color. As a comprehensive and innovative institution offering distinctive programs (i.e., bachelor, master's, specialist, and doctoral), the University aims to attract and educate future leaders for a competitive world. MTSU's mission underscores the importance of expanding access to address the needs of a diverse student population through unique programs, distance learning, and advising. MTSU attracts, welcomes, and supports many Pell-eligible, first-generation, non-traditional, and minority students. Additionally, the University is the top Tennessee choice for transfer students.

In response to the new Quality Assurance Funding (QAF) standards and institutional review of planning documents and initiatives, the University has elevated commitments to diversity, equity, and inclusion in the Academic Master Plan (AMP) and the Quest for Student Success 2025 (Quest 2025). Several are discussed below, specifically, the MTSU President's Social Justice and Equality Initiative, which focuses on African American concerns. Also, University leadership has analyzed data and services addressing African American students at the behest of MTSU Trustee Darrell Freeman, who chairs the [THEC Black Male Success Initiative](#) (BMSI). The BMSI initiative is discussed in the programs and support services section of this study.

MTSU's commitment to promoting success for every student enrolled at the university is foundational in the Academic Master Plan. The AMP guides and aligns the University's key planning tools: Campus Master Plan, Quest for Student Success 2025, and Strategic Plan. MTSU strives to create and foster an academic community that celebrates the diversity of people and values to promote an inclusive and enriched experience for its students and university community (*Strategic Direction 2, AMP*). The University recognizes that diversity is linked to the quality of educational experience. To that end, a key priority of the University's strategic plan for outreach is to increase the number and diversity of students it serves through programs like [KIPP](#); the University will more aggressively engage those groups who are historically underrepresented and underserved in higher education (*ACCESS, MTSU Strategic Plan*).

The [Quest for Student Success 2025](#) focuses on promoting greater academic equity while encouraging students to be lifelong learners and critical thinkers. Specifically, Quest 2025 aims to eliminate achievement gaps by utilizing analytics, refining, and expanding student support programs, and increasing the [diversity of faculty](#).

In addition to a more diverse faculty, Quest 2025 will invest in a comprehensive faculty development program that includes the integration of high impact practices in key curricula. The LT&ITC was established in 2004, and its mission is to create a community of faculty to develop, improve and integrate creative and effective use of appropriate pedagogy and technologies to enhance student learning. The continuous support and development of faculty align with [Quest 2025](#) strategic plan to invest in a diverse faculty to develop creative curricula embedded with high-impact learning practices to heighten active, collaborative learning and achieve equity in student achievement.

Thus, the University will continue to evaluate and seek out ways to improve the quality of student services and institutional supports for underserved groups. As part of the QAF 2020-25 cycle, MTSU will focus on eliminating disparities for African American students, and like THEC's Black Male Success Initiative (BMSI), MTSU's [Black Male Initiative](#) (BMI, 2019) will focus on eliminating achievement gaps for Black male students. Successfully implemented, MTSU expects to see an increase in retention and graduation rates (Standard 7) as well as overall satisfaction for African American male students.

Black or African American Students at MTSU

MTSU acknowledges the complexity and nuances of race and ethnicity as the country and its student population grow more diverse. Thus, the University’s decision to explore outcomes for Black and African American students both collectively and separately. The University recognizes while there are similarities, deeper insight can be gained by examining differences within this group. A wider lens can provide greater context to understanding the experience of all students identifying as Black or African Americans at MTSU.

For this study, African American refers collectively to Black or African American students as defined in THEC Student Information System (SIS). Subsequent sections will specify which group is being referenced as well as the charts and tables. The main discussion examining differences between African American students and Black students is explored in two sections: [African American students and Black students comparison](#) and [Student Satisfaction](#). Group comparisons will explore outcomes for students self-identified as Black, U.S. citizens, and non-Hispanic who generally identify culturally and historically as black Americans (African Americans). Otherwise, Black students refer to students on the diaspora with permanent U.S. or temporary residency who self-identify as Black.

Data Collection and Methodology

Several sources were used to provide a descriptive portrait of African American students at MTSU and detail pertinent outcomes. The Banner system is the primary source used for student information in this report: both 14th day and end-of-term data. Additionally, secondary data from THEC Fact Book (2020-21), student surveys (e.g., National Survey of Student Engagement (NSSE), Graduating Senior Survey (GSS), Biennial Advising Survey, First Destination Survey), MTSU Fact Book, the National Clearinghouse, Handshake, and other institutional reporting systems (e.g., EAB, NAVIGATE, etc.) were used to track and to evaluate student outcomes. Most reports and surveys used for this study are generated annually or periodically.

Current Enrollment

Overall, MTSU enrollment increased by 1.6% in spring 2021 to 20,216 from the previous spring of 19,897. Undergraduates enrolled declined by 2.3% from 17,705 to 17,297. However, graduate enrollment increased by 3.4 percentage points to 2,919, a 33.2% increase from spring 2020 (2192)—see Table 1.

Table 1. Enrollment by Class Level for Spring 2020 and Spring 2021

Classification	Spring 2021		Spring 2020	
	Headcount	Percent(%)	Headcount	Percent(%)
Undergraduate	17297	85.6%	17705	89.0%
Graduate	2919	14.4%	2192	11.0%
Total	20216	100.0%	19897	100.0%

Female students made up 55.6% of the undergraduate population, and 65% of students were White. A third of the population was classified as a senior (33.3%): junior (25.0%), sophomore (19.2%), freshman (15.6%), and undergraduate special (7.0%). The average age for female students was 24.6 and 24.3 for males. Additional details about the spring 2021 undergraduate class are available in [Appendix A](#).

Fall-to-Fall Enrollment and Outcomes

MTSU fall enrollments for undergraduates have declined consistently since 2015; however, fall 2019 (19461) was the exception where there was an increase from fall 2018 (19251). Table 2 shows the enrollment trends for African American students declined each fall since 2015. In fall 2015, African American students made up 21.0% (4,231) of all undergraduates and dropped to 17.6% (3,379) in 2020: a difference of 3.4 percentage points, or a 20.1% decrease in enrollment.

Fall enrollment trends for African American students were unique due to consistent decline from fall 2015 to fall 2019. Apart from non-resident aliens, all other racial/ethnic groups enrollments increased or stabilized across most of the terms under review—see Table 2.

Table 2. MTSU Undergraduate Fall Enrollment Trend by Race/Ethnicity

Race/Ethnicity	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016		Fall 2015	
	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)
Alaskan Native	1	0	1	0	1	0	2	0	1	0	3	0
American Indian	43	0.2	44	0.2	44	0.2	47	0.2	52	0.3	50	0.2
Asian	759	4	747	3.8	662	3.4	608	3.1	588	3	530	2.6
Black or African American	3379	17.6	3588	18.4	3700	19.2	4009	20.5	4106	20.9	4231	21
Hispanic	1375	7.2	1308	6.7	1156	6	1009	5.2	934	4.7	889	4.4
Native Hawaiian or Other Pac	18	0.1	14	0.1	11	0.1	8	0	11	0.1	19	0.1
Non-Resident Alien	369	1.9	566	2.9	616	3.2	747	3.8	786	4	839	4.2
Not Specified	126	0.7	25	0.1	29	0.2	33	0.2	49	0.2	88	0.4
Two Or More Races	733	3.8	741	3.8	724	3.8	674	3.5	626	3.2	603	3
White	12385	64.5	12427	63.9	12308	63.9	12386	63.4	12540	63.7	12888	64
	19188		19461		19251		19523		19693		20140	

Table 3 illustrates the impact of gender on the declining African American enrollment rates. African American female students’ enrollment dropped more than their male-counterpart. African American females made up 12.3% of the total enrollment in both 2015 and 2016 and dropped to 10.1% in fall 2020. Thus, African American females’ enrollment declined by 2.2 percentage points, or decreased by 17.9%. To a lesser degree, African American males’ enrollment declined by 0.66 percentage points, or fell by 8.7% for the same period: enrollment dropped from 7.59% to 6.93% of total enrollment.

Table 3. Enrollment Trends by Gender for Black or African American Students

	Black or African American Males		Percent (%)	Black or African American Females		Percent (%)
	Count	Count		Count	Count	
Fall 2010	1761	26430	6.66	2518	26430	9.53
Fall 2015	1708	22511	7.59	2774	22511	12.32
Fall 2016	1628	22050	7.38	2714	22050	12.31
Fall 2017	1610	21913	7.35	2631	21913	12.01
Fall 2018	1557	21630	7.2	2412	21630	11.15
Fall 2019	1565	21721	7.21	2260	21721	10.4
Fall 2020	1531	22080	6.93	2240	22080	10.14

*Undergraduate and graduates

The overall retention rates for degree-seeking undergraduates at the University was 86.5% for fall 2019—see table 4. The same table shows that retention rates remained consistent since fall 2015 and increased by 1.3 percentage points in fall 2019. It seems the University’s efforts are working to increase the number of students retained or who to on graduate.

An in-depth examination of Table 5 and Table 6 shows that retention gains were not consistent across racial and ethnic groups. The retention rate for white students in fall 2019 was 87.9% compared to 82.8% for African American students; White students’ retention rate was 1.4 percentage points higher than the University’s retention rate, and 5.1 percentage points higher than African American students. The trends for both White and African American students held true over the six fall terms examined.

Table 4. MTSU Retention Trends for Undergraduate, Full-time, Degree-seeking Students

Fall-to-Fall Retention	Count	Retained/Graduated	Percent(%)
Fall 2010	19682	16024	81.4
Fall 2015	16141	13692	84.8
Fall 2016	15985	13688	85.5
Fall 2017	15778	13414	85.0
Fall 2018	15475	13179	85.2
Fall 2019	15689	13573	86.5

Source: MTSU Fall-to-Fall Retention Dashboard

Table 5. MTSU Retention Trends for Full-time, Degree-seeking Students: Black or African Students and White Students

Fall-to-Fall Retention	White		Black or African American	
	Count	Retained/Graduated	Count	Retained/Graduated
Fall 2010	14254	11715 (82.2%)	3376	2676 (79.3%)
Fall 2015	10351	8886 (85.8%)	3651	2975 (81.5%)
Fall 2016	10134	8792 (86.8%)	3613	2954 (81.8%)
Fall 2017	9933	8649 (87.1%)	3495	2795 (80.0%)

Source: MTSU Fall-to-Fall Retention Dashboard

Table 6 examines retention rate trends for new, full-time freshmen. Generally, Not Specified and Asian students’ retention rates surpassed all other groups based on the same table. In fall 2019, Asian students’ retention rate was 86.3%, and White students had the next highest retention rate at 79.9%; both groups’ retention rates exceeded the University’s overall retention of 78.5%. For the Not Specified group, the retention rates were 100% in fall 2018, 88.9% in fall 2016, and 88.9% in fall 2015; these were among the highest retention rates for period examined.

African American students’ retention rates were lower than the University’s rate for each fall terms under review in Table 6: fall 2019 (75.6%,78.5%), fall 2018 (71.5%,71.5%), fall 2017 (71.7%,71.7%), respectively. Additionally, the retention rates for African Americans dropped in three of the five fall terms between fall 2015 and fall 2020—see Table 6.

Table 6. MTSU Retention Trends for First-time, Full-time, Degree-seeking Students by Race/Ethnicity

Race	Fall 2019			Fall 2018			Fall 2017			Fall 2016			Fall 2015		
	Retained	Cohort	Percent(%)	Retained	Cohort	Percent(%)	Retained	Cohort	Percent(%)	Retained	Cohort	Percent(%)	Retained	Cohort	Percent(%)
Asian	126	146	86.3%	97	122	79.5%	87	103	84.5%	114	138	82.6%	101	113	89.4%
Black or African American	493	652	75.6%	445	622	71.5%	536	748	71.7%	536	727	73.7%	584	782	74.7%
Hispanic	238	305	78.0%	155	215	72.1%	155	217	71.4%	122	159	76.7%	130	165	78.8%
Not Specified	5	9	55.6%	7	7	100.0%	10	16	62.5%	16	18	88.9%	15	16	93.8%
Other	6	10	60.0%	2	3	66.7%	8	12	66.7%	7	7	100.0%	10	14	71.4%
Two Or More Races	95	140	67.9%	97	133	72.9%	85	116	73.3%	82	112	73.2%	63	91	69.2%
White	1614	2020	79.9%	1354	1760	76.9%	1375	1764	77.9%	1325	1706	77.7%	1226	1612	76.1%
	2577	3282	78.5%	2157	2862	75.4%	2256	2976	75.8%	2202	2867	76.8%	2129	2793	76.2%

Graduation Outcomes

Four-year (30.2%) and six-year (51.2%) graduation rates for 2014 improved over fall 2013 when the rates were 25.3% and 46.8%, respectively (see Table 7). Based on Table 7 and Table 8, both African American and White students improved for the period discussed. However, African American students

(22.5%, 44.8%) graduated at a lower rate than White students (33.6%, 53.6%) and the University as a whole.

Table 7. Four and Six-year Graduation Rates for Black or African American Students

	MTSU Overall		4-Year Graduation Rate (%)		MTSU Overall		6-Year Grad Rate (%)	
	Count	%	Count	%	Count	%	Count	%
Fall 2016	2867	35.2	727	24.6	2867	-	-	-
Fall 2015	2793	34.8	782	22.0	2793	-	-	-
Fall 2014	3034	30.2	774	22.5	3034	51.2	774	44.8
Fall 2013	3224	25.3	837	16.0	3224	46.8	837	41.0

*First-time, full-time, degree-seeking students

Table 8. Four and Six-year Graduation Rates for White Students

	MTSU Overall		4-Year Graduation Rate (%)		MTSU Overall		6-Year Grad Rate(%)	
	Count	%	Count	%	Count	%	Count	%
Fall 2016	2867	35.2	1706	40.4	2867	-	-	-
Fall 2015	2793	34.8	1612	41.4	2793	-	-	-
Fall 2014	3034	30.2	1861	33.6	3034	51.2	1861	53.8
Fall 2013	3224	25.3	1996	29.3	3224	46.8	1996	49.5

* First-time, full-time, degree-seeking students

Post-Graduation

For the 2019-2020 academic year, MTSU awarded 4071 undergraduate degrees: 4042 unique graduates, and the was a 0.8% increase from [2018-2019](#). Of the 4042 graduates, 675 (16.7%) graduates enrolled in graduate school or a professional program within one year of graduation. There was a 2.3 percentage points increase in 2019-2020 compared to 2018-19.

The First Destination Survey (fall 2020) results yielded 227 respondents and showed that 40.1% (n=91) of graduates were working either full-time or part-time. The remaining 60% of graduates were engaged in other ventures (e.g., entrepreneurship, temp/contract, freelance, military service, etc.)—see Appendix H.

African American Students and Black Students Comparison

Table 9 through Table 12 examine outcomes for African American students to Black students to emphasize any differences within the collective group (see section [African Americans at MTSU](#)). Table 9 and Table 10 explore retention rates for each group by gender, and there are differences. Overall, African American students had lower retention rates than Black students for each term examined. Specifically, African American males had the lowest retention rates across sub-groups.

Table 9. MTSU Retention Trends for African American (AA) Students by Gender

Term	Overall			Male			Female		
	Cohort	Retained	Percent(%)	Cohort	Retained	Percent(%)	Cohort	Retained	Percent(%)
Fall 2015	757	567	74.9%	283	194	68.6%	474	373	78.7%
Fall 2016	708	520	73.4%	251	166	66.1%	457	354	77.5%
Fall 2017	714	506	70.9%	300	202	67.3%	414	304	73.4%
Fall 2018	605	431	71.2%	272	180	66.2%	333	251	75.4%
Fall 2019	629	470	74.7%	273	188	68.9%	356	282	79.2%

* First-time, full-time, degree-seeking students

Table 10 shows that Black students’ retention rates tended to be high, and this group’s retention rates were among the highest of all racial/ethnic groups (see Table 6). Both male and female students had similar retention outcomes; in contrast, there was greater variance in retention rates for African American males and females.

Table 10. MTSU Retention Trends for Black Students by Gender

Term	Overall			Male			Female		
	Cohort	Retained	Percent(%)	Cohort	Retained	Percent(%)	Cohort	Retained	Percent(%)
Fall 2015	25	19	76.0%	11	9	81.8%	14	10	71.4%
Fall 2016	19	16	84.2%	11	9	81.8%	8	7	87.5%
Fall 2017	34	29	85.3%	19	16	84.2%	15	13	86.7%
Fall 2018	17	14	82.4%	9	7	77.8%	8	7	87.5%
Fall 2019	23	22	95.7%	12	11	91.7%	11	11	100.0%

*Black temporary or permanent U.S. residents

Black students’ 4-year (38.9%) and 6-year (66.7%) graduation rates for the 2014 cohort, were higher than the University’s overall rates (30.2% and 51.2%, respectively)—see Table 11 and Table 12. Black students graduated at a higher rate than their African American counterpart. Contrary to previous trends, African American females’ 4 and 6-year (18.8%, 47.5%) rates were higher than Black females (12.5%, 37.5%) for the fall 2013 cohort. Secondly, for Black students, female students (44.4%) had a higher 4-year graduation rate than Black males (33.3%). However, the reverse was true for 6-year rates where Black males (77.8%) rate outpaced Black females (55.6%)—see Table 12.

Table 11. Four and Six-year Graduation Rates for by Gender: African American Students

Term	Overall			Male			Female		
	Cohort	4-Year	6-Year	Cohort	4-Year	6-Year	Cohort	4-Year	6-Year
Fall 2013	817	16.3	40.9	316	12.3	30.4	501	18.8	47.5
Fall 2014	756	22.1	44.3	248	16.9	36.3	508	24.6	48.2
Fall 2015	757	22.1	-	283	15.5	-	474	25.9	-
Fall 2016	708	24.4	-	251	19.9	-	457	26.9	-

Table 12. Four and Six-year Graduation Rates for by Gender: Black Students

Term	Overall			Male			Female		
	Cohort	4-Year	6-Year	Cohort	4-Year	6-Year	Cohort	4-Year	6-Year
Fall 2013	20	5	45	12	0	50	8	12.5	37.5
Fall 2014	18	38.9	66.7	9	33.3	77.8	9	44.4	55.6
Fall 2015	25	20	-	11	0	-	14	35.7	-
Fall 2016	19	31.6	-	11	27.3	-	8	37.5	-

*Black temporary or permanent U.S. residents

African American students and Black students have very different outcomes, and it is reasonable to conclude that their needs are different as well. Greater research is needed to further understand how these two groups intersect and diverge.

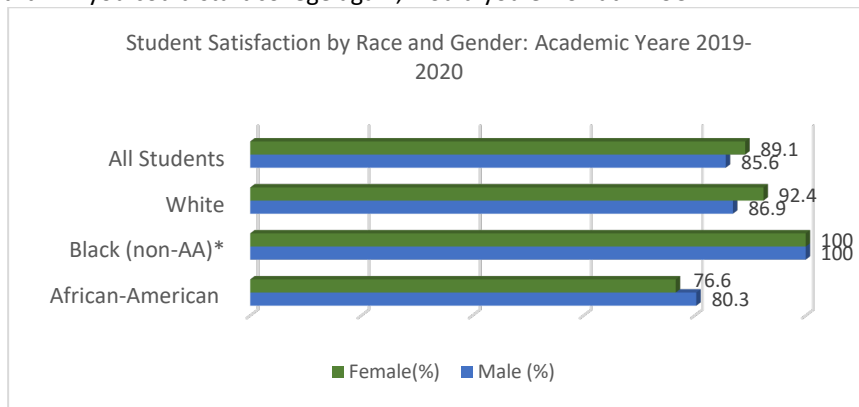
Student Satisfaction

Student surveys provide essential insight into student experiences at the university. MTSU relies heavily on student feedback to identify gaps and to assess the effectiveness of initiatives or programs and the quality of support services. Surveys administered over the span of a student’s academic journey can help add context to outcomes like retention and graduation rate trends.

At the time of this baseline report, MTSU has not carried out a campus climate survey for the targeted population. However, as part of Quest 2025, the Office of Student Success has plans to administer a campus-wide survey to get feedback that will inform the implementation of all five strategic priorities; this will allow an opportunity to explore the experience of African American students and simultaneously support QAF Standard 5.

The Graduating Senior Survey (GSS, 2019-20) and the National Survey of Student Engagement (NSSE, 2019) reflect African American students were less likely than White students to say they would select MTSU again if they had a do-over; African American females reported being less satisfied than their male counterpart. Overall, female students seemed more likely than male students to repeat their academic journey at the university: NSSE (2019) survey yielded similar results (see [Appendix H](#)). Specifically, African American females were less likely to rate their academic as “more than adequate” or “exceptionally well” compared to African American males and White students (male and female)—see Appendix H.

Chart 1. If you could start college again, would you enroll at MTSU



Source: Graduating Senior Survey (n=1998, response rate: 49.1%) *Less than 3 respondents

Faculty and Staff Diversity

In fall 2020, less than 20% of MTSU faculty were persons of color, and slightly over half (51.6%) were female (MTSU Fact Book, 2020). African American faculty accounted for roughly 7.1% of all faculty members: African American students made up 17.6% all undergraduates. While female faculty representation edged male faculty, Black or African American women made up 8% of women faculty and 4% of all faculty members. Representation for Black or African males was even lower at 6.4% and 3%, respectively.

Asian students made up 4.0% of all undergraduate in fall 2020, and 6.5% of faculty members were Asian. In contrast, Hispanic faculty members accounted for 2.2% faculty, while Hispanic students comprised 7.2% of the undergraduate students in the same fall term. A more detailed faculty breakdown is available in [Appendix C](#).

Table 13. Faculty Distribution by Ethnicity/Race and Gender

	Male		Female	
	Count	Percent (%)	Count	Percent (%)
Alaskan Native	0	0	0	0
American Indian	0	0	0	0
Asian	48	7.6	36	5.4
Black or African American	40	6.4	52	7.8
Hispanic	18	2.9	11	1.6
Native Hawaiian or Other Pacific Is	0	0	0	0
Not Specified	6	1	6	0.9

Two Or More Races	8	1.3	5	0.7
White	509	80.9	560	83.6

Like faculty, the executive and administrative members were majority white; however 57% were male. While female members made up 43% of the executives and administrative team, there was more diversity: Asian (3.8%) and Black or African American (19.2%). Asian and Black or African American males had a higher representation as well: 5.9% and 8.8%, respectively.

Support Services and Programs

Tutoring

MTSU made centralized tutoring available to support general education coursework along with other courses that showed substantial need. Tutoring is available in over 200 courses across the curriculum (e.g., biology, history, computer information systems, physics, math, psychology, economics, recording industry, and study skills/learning strategies). Additionally, free online tutoring is available through [Smarthinking](#) to students with at least one online or distance class. In fall 2018, MTSU upgraded its tutoring platform to TutorMe. Additionally, all students have free access to LinkedIn Learning (formerly Lynda.com) and the University Writing Center.

In fall 2019, 8281 students (not unique students) used tutoring services offered through the University, and 7.1% of those students were African American: male (43.6%) and female (56.4%). The benefits of tutoring are extensive: better grades, higher persistence/retention rates, GPA improvement, and better understanding of difficult course material. The Office of Student Success tracks tutor utilization through student ID card swipes in the NAVIGATE advising/student success platform.

Career Development Center

MTSU Career Development Center (CDC) mission is to empower students with the tools and strategies to engage in both purpose-driven work and life. The center provides students with resources and experiences to successfully transition from college.

Students have access to individual career advising, resumes and professional documents assistance, job & internship search resources, and [diversity resources](#) (resource for minorities to search jobs, post resumes, and review articles). *Handshake* and *careershift* allows students to search for job opportunities hosted by companies locally and nationally. With *careershift*, students get in-depth information about contacts and company job posting and can store job listings from various job boards and company postings for easier access.

For the 2020-21 academic year, the CDC interacted with 4037 students (not unique students), of whom 28.4% identified as Black or African American: White (55.4%) and Other (16.2%). Additionally, the center scheduled 2437 career advising appointments, reviewed 2043 resumes (drop-in), and conducted 85 presentations to over 2357 students. Nearly 11000 applications were submitted through the Handshake system.

Academic Advising

[Quality academic advising](#) is intentional, outcome focused, and centered on building meaningful personal and academic relationships. Thus, quality advising helps students understand the value of the curriculum; emphasizes how coursework builds to develop critical learning; and provides a roadmap and tools for integrating academic, social and career goals (McFarlane, 2017). So, the University directed funds to hire 47 new college-level advisors dedicated to academic advising in fall 2014. The Office of Student Success solicits feedback from all undergraduate students biennially regarding the quality of academic advising to identify areas for improvement. The University has surveyed students about the quality of academic advising since spring of 2013, and the most recent cycle was conducted in spring 2021.

University Writing Center

The University Writing Center (UWC) assists writers of various experiences, backgrounds, and skill levels in developing responsible, informed writing practices. The UWC goals also includes promoting professionalism amongst staff through continuous learning and teaching opportunities, and to serve as a resource for community literacy through outreach programs and events.

Targeted Programs

KIPP Liaison

KIPP was initiated in 2017, and aims to develop and expand a partnership between MTSU and KIPP Charter Schools in Nashville and Memphis. In partnering with KIPP, the University's goal was to recruit and enroll 10 qualified KIPP alumni each year. Through the partnership, MTSU would provide KIPP students with assistance navigating financial aid, work to build a peer support network, and offer opportunities for early exposure to the University. KIPP students are generally from low-income families and are often first-generation college students.

Scholars Academy

Scholars Academy is a freshman year experience program designed to serve all students, with emphasis on the needs of first generation and/or Pell-eligible students, by providing them with a quality education in a supportive learning environment. The institute is a two-week for incoming first-time freshmen that begins two weeks prior to the first day of school in August. Study skills workshops, team-building exercises, leadership training, the summer reading program, and service-learning projects are integral aspects of the Scholars Academy.

In 2020, 92 students participated in the institute, and 62% of participants were African Americans compared to 59% (n=349) in 2017. Participation in the institute dipped 2020, likely due to COVID-19 restrictions. Approximately 1,600 students participated in the program 2014 to 2019.

Black Male Initiative (BMI)

BMI assists Black male students in accessing sociocultural capital by providing them with holistic support and encouraging continued academic persistence. The program targets African American male undergraduates. Goals include 1) increasing the participation of students of color in tutoring as both tutors and tutees; 2) reduce the DWF rates for minority students (with a particular focus on Black males) in general education courses; 3) increase students of color participation in dual enrollment. The University obtained from several entities: \$30,000 grant from the Tennessee Board of Regents (TBR) and \$47,400 TBR SERS writing skill grant.

REBOUND

Since 2015, MTSU has hosted the REBOUND program for students who achieve below a 2.0 grade point average their freshman fall semester. Approximately 600 students per fall semester qualify with 120 students on average participating each year. The students who both qualify and participate in the program return to the university at a 50% higher rate than those students who qualify but do not participate in the program.

RECOVER

RECOVER provides support for underrepresented students with an academic status of [probation](#). All students may opt-in, but the program's focus is to aid underclassman probation students academically, socially, and financially. The University obtained a \$50,000 grant from Tennessee Board of Regions (TBR) for this initiative.

Diversity Dissertation Fellowship

The initiative seeks to recruit and host diverse faculty from underrepresented racial/ethnic groups while they are in the dissertation-writing period. The program aims to bring underrepresented doctoral students to the university to complete their dissertations while teaching one course in Fall and one course in the Spring terms began in 2004-05 as the MTSU Underrepresented Minority Dissertation Fellows. This opportunity, which hired four Fellows at \$30,000 for the academic year, was open not only to URM but also to women in male-led fields, like aviation. Once aboard, the goal is to match Fellows with existing faculty line (diverse) or create new ones.

Discussion/Conclusion

The overview provided in this study outlines several program and resources the University has in place to promote equity for all students and African American students, in particular. Considerable detail has gone into identifying ways to track and monitor the effectiveness of programs and services, and to access if they are working as intended. As highlighted in the above discussion, both retention and graduation rates are improving, but the gains are not shared the same across all groups. Thus, MTSU is dedicated to aggressively tackling barriers and unique challenges faced by African American students and other students of color.

Appendix A. Spring 2021 Demographic Breakdown

Table 1. Distribution by Race/Ethnicity

Classification	Count	Percent(%)
Alaskan Native	1	0.0%
American Indian	37	0.2%
Asian	690	4.0%
Black or African American	2917	16.9%
Hispanic	1250	7.2%
Native Hawaiian or Other Pacific Is	15	0.1%
Non-Resident Alien	369	2.1%
Not Specified	126	0.7%
Two Or More Races	660	3.8%
White	11232	64.9%
Total	17297	100.0%

Table 2. Distribution by Classification

Classification	Count	Percent(%)
Freshman	2691	15.6%
Sophomore	3319	19.2%
Junior	4316	25.0%
Undergraduate Special	1204	7.0%
Senior	5767	33.3%
Total	17297	100.0%

Table 3. Distribution by Race/Ethnicity and Gender

Race/Ethnicity	Spring 2021			Spring 2020		
	Female	Male	Total	Female	Male	Total
Alaskan Native	1	0	1	1	0	1
American Indian	21	22	43	24	27	51
Asian	546	453	999	559	518	1077
Black or African American	2030	1398	3428	2077	1481	3558
Hispanic	812	601	1413	767	606	1373

Middle Tennessee State University (MTSU) Student Equity: African American Students

Native Hawaiian or Other Pacific Is	7	43.8%	9	56.3%	16	0.1%	6	37.5%	10	62.5%	16	0.1%
Not Specified	71	39.0%	111	61.0%	182	0.9%	35	29.9%	82	70.1%	117	0.6%
Two Or More Races	438	59.0%	305	41.0%	743	3.7%	430	59.6%	291	40.4%	721	3.6%
White	7288	54.4%	6103	45.6%	13391	66.2%	7016	54.0%	5967	46.0%	12983	65.3%
Total	11214	55.5%	9002	44.5%	20216	100.0%	10915	54.9%	8982	45.1%	19897	100.0%

Table 4. Average Age by Race/Ethnicity

Race/Ethnicity	Spring 2021		Spring 2020	
	Female	Male	Female	Male
Alaskan Native	21.0	-	20.0	-
American Indian	25.8	25.3	27.8	26.4
Asian	24.1	23.7	23.7	23.9
Black or African American	24.4	24.4	23.4	23.5
Hispanic	23.6	22.9	23.5	22.6
Native Hawaiian or Other Pacific Islander	24.4	26.7	24.8	27.5
Not Specified	24.9	24.7	23.3	24.6
Two Or More Races	23.1	24.1	22.8	23.8
White	25.0	24.5	24.5	24.4
Average Age	24.6	24.3	24.10	24.09

Table 5. Distribution by Race/Ethnicity, Full-time Status, and Gender

Race/Ethnicity	Spring 2021					Spring 2020						
	Female		Male		Total	Female		Male		Total		
	Full-time		Full-time			Full-time		Full-time				
Alaskan Native	0	0.0%	0	0.0%	0.0%	1	100.0%	0.0%	1	100.0%		
American Indian	16	37.2%	18	41.9%	34	79.1%	18	35.3%	19	37.3%	37	72.5%
Asian	383	38.3%	336	33.6%	719	72.0%	405	37.6%	391	36.3%	796	73.9%
Black or African American	1478	43.1%	1059	30.9%	2537	74.0%	1663	46.7%	1208	34.0%	2871	80.7%
Hispanic	611	43.2%	459	32.5%	1070	75.7%	570	41.5%	488	35.5%	1058	77.1%
Native Hawaiian or Other Pacific Is	5	31.3%	8	50.0%	13	81.3%	5	31.3%	9	56.3%	14	87.5%
Not Specified	47	25.8%	82	45.1%	129	70.9%	21	17.9%	46	39.3%	67	57.3%
Two Or More Races	320	43.1%	228	30.7%	548	73.8%	328	45.5%	234	32.5%	562	77.9%
White	4913	36.7%	4388	32.8%	9301	69.5%	4868	37.5%	4430	34.1%	9298	71.6%
Total	7773	38.4%	6578	32.5%	14351	71.0%	7879	39.6%	6825	34.3%	14704	73.9%

Middle Tennessee State University (MTSU) Student Equity: African American Students

Table 6. Distribution by Race/Ethnicity, Part-time Status, and Gender

Race/Ethnicity	Spring 2021						Spring 2020					
	Female		Male		Total		Female		Male		Total	
	Part-time		Part-time		Part-time		Part-time		Part-time		Part-time	
Alaskan Native	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	5	11.6%	4	9.3%	9	20.9%	6	11.8%	8	15.7%	14	27.5%
Asian	163	16.3%	117	11.7%	280	28.0%	154	14.3%	127	11.8%	281	26.1%
Black or African American	552	16.1%	339	9.9%	891	26.0%	414	11.6%	273	7.7%	687	19.3%
Hispanic	201	14.2%	142	10.0%	343	24.3%	197	14.3%	118	8.6%	315	22.9%
Native Hawaiian or Other Pacific Is	2	12.5%	1	6.3%	3	18.8%	1	6.3%	1	6.3%	2	12.5%
Not Specified	24	13.2%	29	15.9%	53	29.1%	14	12.0%	36	30.8%	50	42.7%
Two Or More Races	118	15.9%	77	10.4%	195	26.2%	102	14.1%	57	7.9%	159	22.1%
White	2375	17.7%	1715	12.8%	4090	30.5%	2148	16.5%	1537	11.8%	3685	28.4%
Total	3441	17.02%	2424	12.0%	5865	29.0%	3036	15.3%	2157	10.8%	5193	26.1%

Table 7. Distribution by College and Gender: Spring 2021

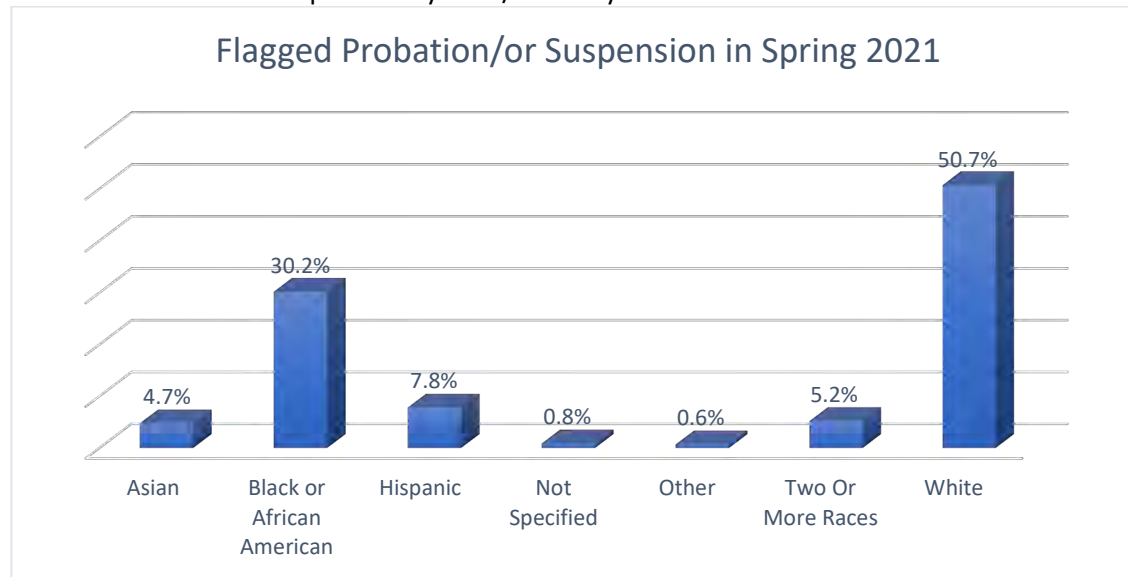
College	Male		Female	
	Count	Percent(%)	Count	Percent(%)
Basic and Applied Sciences	3105	34.5%	1833	16.3%
Behavioral and Health Sci	1046	11.6%	3184	28.4%
Business	1734	19.3%	1449	12.9%
Education	168	1.9%	928	8.3%
Liberal Arts	851	9.5%	1382	12.3%
Media and Entertainment	1185	13.2%	902	8.0%
Non-Degree	473	5.3%	835	7.4%
University College	440	4.9%	701	6.3%
Total	9002	44.5%	11214	55.5%

Middle Tennessee State University (MTSU) Student Equity: African American Students

Table 8. Distribution by Race/Ethnicity and College for Spring 2021

Race/Ethnicity	Basic and Applied Sci		Behavioral and Health Sci		Business		Education		Liberal Arts		Media and Entertain		Non-Degree		University College	
	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)	Count	Percent(%)
Alaskan Native	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	12	0.2%	7	0.2%	9	0.3%	2	0.2%	4	0.2%	4	0.2%	2	0.2%	3	0.3%
Asian	378	7.7%	151	3.6%	245	7.7%	21	1.9%	69	3.1%	53	2.5%	57	4.4%	25	2.2%
Black or African American	672	13.6%	1026	24.3%	610	19.2%	126	11.5%	284	12.7%	351	16.8%	113	8.6%	246	21.6%
Hispanic	386	7.8%	320	7.6%	218	6.8%	47	4.3%	169	7.6%	135	6.5%	71	5.4%	67	5.9%
Native Hawaiian or Other Pacific Is	4	0.1%	5	0.1%	2	0.1%	1	0.1%	0	0.0%	4	0.2%	0	0.0%	0	0.0%
Not Specified	61	1.2%	29	0.7%	31	1.0%	5	0.5%	8	0.4%	11	0.5%	25	1.9%	12	1.1%
Two Or More Races	149	3.0%	170	4.0%	122	3.8%	36	3.3%	85	3.8%	80	3.8%	59	4.5%	42	3.7%
White	3276	66.3%	2521	59.6%	1946	61.1%	858	78.3%	1614	72.3%	1449	69.4%	981	75.0%	746	65.4%
Total	4938	24.4%	4230	20.9%	3183	15.7%	1096	5.4%	2233	11.0%	2087	10.3%	1308	6.5%	1141	5.6%

Chart 1. Probation or Suspension by Race/Ethnicity



n=1081 (5.3%)

Appendix B. Retention and Graduation Outcomes

Chart 1. Fall 2019, Full-time, degree-seeking students

Fall-to-Fall Retention by Race/Ethnicity			
Race	Beg Cohort	Retained/Graduated	F-F Retention
Alaskan Native	1	1	100.0%
American Indian	37	31	83.8%
Asian	760	696	91.6%
Black or African American	3,129	2,591	82.8%
Hispanic	1,147	968	84.4%
Native Hawaiian/Oth Pac Islander	12	10	83.3%
Not Specified	62	53	85.5%
Two Or More Races	632	517	81.8%
White	9,909	8,706	87.9%
Total	15,689	13,573	86.5%

Chart 2. Fall 2018, Full-time, degree-seeking students

Fall-to-Fall Retention by Race/Ethnicity			
Race	Beg Cohort	Retained/Graduated	F-F Retention
American Indian	39	32	82.1%
Asian	726	634	87.3%
Black or African American	3,236	2,638	81.5%
Hispanic	1,017	846	83.2%
Native Hawaiian/Oth Pac Islander	9	6	66.7%
Not Specified	77	67	87.0%
Two Or More Races	593	489	82.5%
White	9,778	8,467	86.6%
Total	15,475	13,179	85.2%

Chart 3. Fall 2017, Full-time, degree-seeking students

Fall-to-Fall Retention by Race/Ethnicity			
Race	Beg Cohort	Retained/Graduated	F-F Retention
Alaskan Native	1	1	100.0%
American Indian	38	34	89.5%
Asian	726	634	87.3%
Black or African American	3,495	2,795	80.0%
Hispanic	912	759	83.2%
Native Hawaiian/Oth Pac Islander	8	6	75.0%
Not Specified	97	83	85.6%
Two Or More Races	568	453	79.8%
White	9,933	8,649	87.1%
Total	15,778	13,414	85.0%

Chart 4. Fall 2016, Full-time, degree-seeking students

Fall-to-Fall Retention by Race/Ethnicity			
Race	Beg Cohort	Retained/Graduated	F-F Retention
Alaskan Native	1	1	100.0%
American Indian	46	34	73.9%
Asian	705	628	89.1%
Black or African American	3,613	2,954	81.8%
Hispanic	840	709	84.4%
Native Hawaiian/Oth Pac Islander	8	7	87.5%
Not Specified	98	88	89.8%
Two Or More Races	540	455	84.3%
White	10,134	8,792	86.8%
Total	15,985	13,668	85.5%

Table 1. Fall-to-Fall Retention by Degree-seeking Student Classification

Student Type	2015-16	2016-17	2017-18	2018-19	2019-20
New Transfer Student	73.8%	74.5%	76.5%	76.3%	80.2%
New Freshmen	75.8%	76.5%	75.6%	75.1%	78.4%
Continuing Freshmen	67.4%	67.7%	67.0%	68.0%	64.8%
Sophomore	80.6%	81.0%	80.6%	82.8%	83.6%
Junior	85.7%	85.7%	86.0%	85.9%	87.5%
Senior	87.1%	87.8%	88.5%	88.3%	89.6%
All Undergraduate	80.3%	80.9%	80.2%	80.0%	81.3%

Chart 5. Fall-to-Fall Retention by Enrollment Status

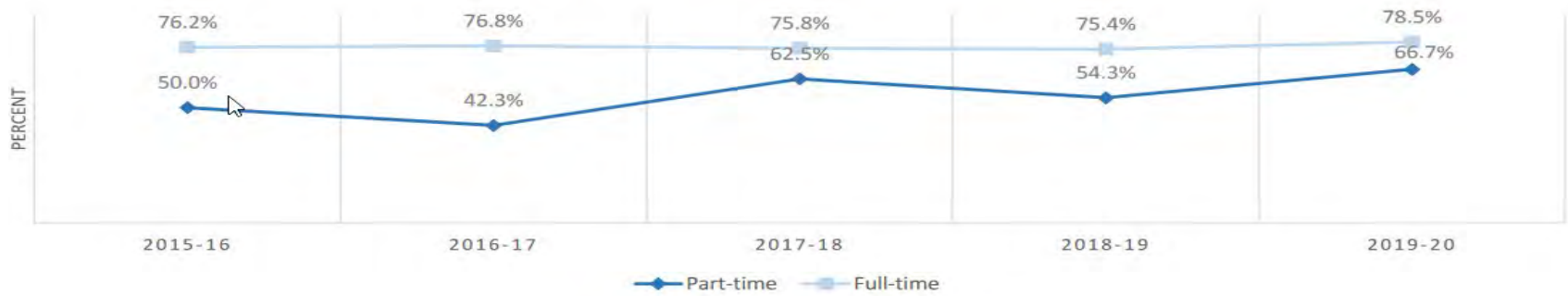
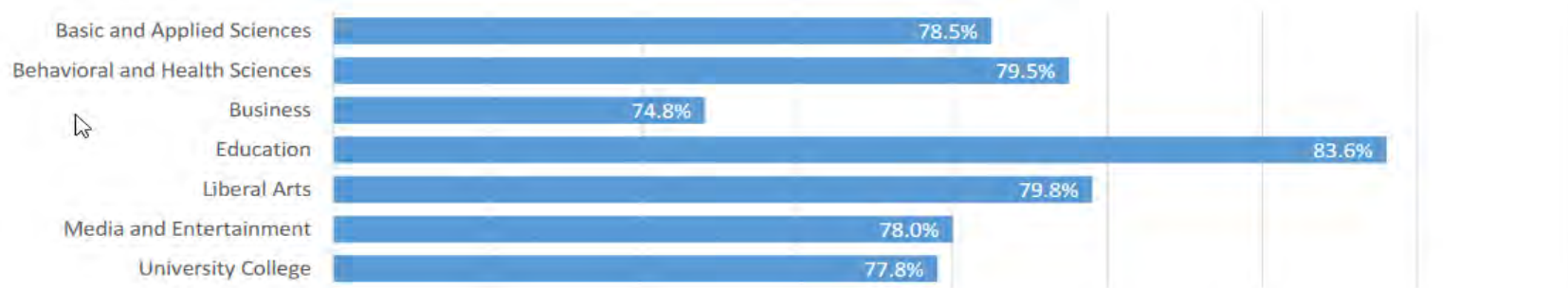


Chart 6. Fall 2019 to Fall 2020 Retention by College



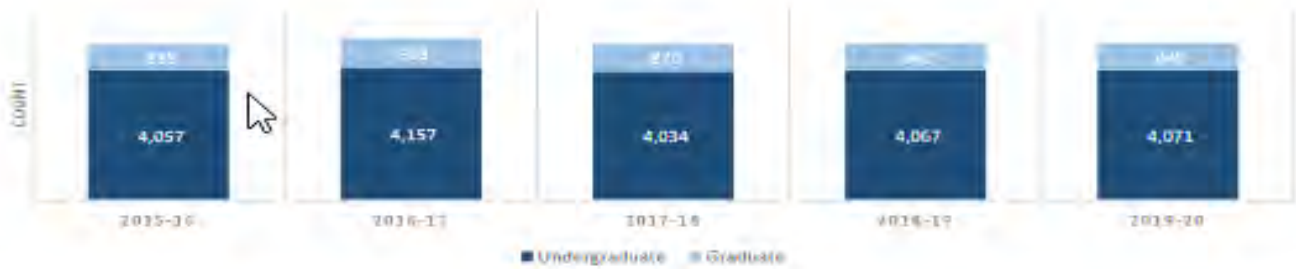
New Freshmen Fall-to-Fall Retention by College

College	2015-16	2016-17	2017-18	2018-19	2019-20
Basic and Applied Sciences	76.4%	75.0%	77.5%	75.0%	78.5%
Behavioral and Health Sciences	75.5%	73.4%	73.0%	73.5%	79.5%
Business	74.2%	81.2%	74.7%	73.6%	74.8%
Education	73.4%	81.2%	77.0%	82.9%	83.6%
Liberal Arts	75.1%	78.8%	73.3%	79.7%	79.8%
Media and Entertainment	77.1%	78.9%	77.4%	73.6%	78.0%
University College	75.9%	75.7%	75.4%	76.6%	77.8%

Table 2. Undergraduate Fall-to-Fall Retention by College and Department

By College and Department	2015-16	2016-17	2017-18	2018-19	2019-20
Basic and Applied Sciences	80.3%	81.5%	81.9%	82.3%	83.3%
Academic Focus	56.0%	52.9%	70.0%	85.7%	75.0%
Aerospace	87.1%	85.3%	87.9%	87.0%	85.6%
Agriculture	85.8%	82.7%	77.9%	80.7%	86.3%
Biology	80.5%	80.0%	81.0%	84.7%	85.6%
Chemistry	75.9%	76.3%	75.4%	76.0%	79.9%
Computer Science	78.0%	79.2%	82.6%	81.1%	78.5%
Concrete and Construction Management	81.4%	86.2%	87.2%	89.2%	85.1%
Engineering Technology	76.0%	82.5%	81.8%	77.8%	81.0%
Geosciences	86.4%	89.0%	93.5%	85.9%	84.5%
Mathematical Sciences	83.0%	86.8%	82.1%	79.5%	81.1%
Physics and Astronomy	82.0%	87.5%	82.5%	76.8%	80.5%
Behavioral and Health Sciences	82.5%	82.7%	82.9%	83.2%	85.2%
Academic Focus	100.0%	50.0%	64.0%	66.7%	0.0%
Criminal Justice Administration	83.5%	83.1%	81.7%	79.9%	81.4%
Health and Human Performance	84.9%	86.2%	83.6%	85.1%	85.5%
Human Sciences	85.6%	82.9%	81.6%	82.1%	89.8%
Nursing	77.4%	80.4%	87.4%	89.1%	88.2%
Psychology	81.6%	79.0%	82.3%	80.9%	83.0%
Social Work	83.5%	85.9%	86.1%	82.8%	85.0%
Business	82.7%	83.8%	83.1%	83.8%	84.8%
Academic Focus	65.2%	70.0%	69.2%	72.4%	62.3%
Accounting	82.0%	83.0%	83.7%	83.2%	86.3%
Economics and Finance	84.9%	87.8%	86.6%	85.5%	84.8%
Information Systems and Analytics	86.4%	85.8%	87.2%	88.0%	86.6%
Management	80.9%	82.0%	81.5%	82.4%	84.6%
Marketing	84.3%	86.1%	82.0%	84.6%	85.6%
Education	86.0%	84.2%	86.1%	86.4%	87.5%
Academic Focus	65.0%	65.4%	74.3%	62.5%	87.5%
Elementary and Special Education	86.6%	84.8%	86.8%	86.8%	87.5%
Liberal Arts	85.0%	84.4%	83.9%	84.8%	86.8%
Academic Focus	82.4%	64.0%	50.0%	70.0%	66.7%
Art and Design	86.8%	81.8%	84.1%	83.3%	86.4%
Communication Studies	91.1%	88.7%	87.3%	88.9%	89.1%
Economics and Finance	97.2%	75.6%	84.6%	84.4%	77.8%
English	83.6%	83.4%	85.4%	85.2%	83.1%
Global Studies and Human Geography	85.7%	90.1%	86.4%	89.1%	90.5%
History	78.8%	82.3%	79.6%	78.4%	81.5%
Music	87.1%	90.0%	89.1%	89.5%	89.8%
Philosophy and Religious Studies	82.9%	70.5%	70.5%	87.8%	92.2%
Political Science and Intl Relations	81.3%	83.6%	83.2%	82.7%	89.0%
Sociology and Anthropology	84.3%	82.8%	89.7%	86.8%	85.2%
Theatre and Dance	83.9%	91.1%	78.9%	85.4%	84.0%
World Lang, Lit and Cultures	85.0%	82.9%	81.8%	83.7%	92.7%
Media and Entertainment	85.4%	86.2%	85.0%	85.8%	85.9%
Academic Focus	50.0%	66.7%	100.0%	---	---
Journalism and Strategic Media	87.1%	87.3%	89.3%	89.5%	89.1%
Media and Entertainment	---	---	---	84.6%	80.2%
Media Arts	87.0%	86.9%	85.0%	85.0%	86.7%
Recording Industry	83.8%	85.4%	82.7%	84.8%	84.7%
University College	75.1%	75.9%	76.1%	75.3%	78.5%
Academic Focus	68.9%	70.3%	67.6%	64.9%	67.7%
University College	79.9%	77.4%	79.1%	79.8%	89.6%
University Studies	74.5%	85.0%	79.2%	75.1%	80.3%
All	82.1%	82.7%	82.6%	83.1%	84.5%

Table 3. Degrees Conferred by Level and College/Department



Undergraduate Degrees by College and Department	2015-16	2016-17	2017-18	2018-19	2019-20
Basic and Applied Sciences	662	715	792	879	899
Aerospace	116	108	137	135	156
Agriculture	102	98	104	94	100
Biology	121	122	136	174	158
Chemistry	96	74	94	94	105
Computer Science	40	53	65	78	73
Concrete and Construction Management	59	69	69	91	114
Engineering Technology	73	92	97	138	106
Geosciences	20	29	22	25	46
Mathematical Sciences	25	56	49	42	32
Physics and Astronomy	10	14	19	8	9
Behavioral and Health Sciences	978	999	935	893	897
Criminal Justice Administration	139	113	145	142	118
Health and Human Performance	245	338	284	287	258
Human Sciences	151	134	126	116	137
Nursing	139	133	115	76	85
Psychology	219	215	200	191	243
Social Work	85	66	65	81	56
Business	597	589	599	574	630
Accounting	114	102	103	76	94
Economics and Finance	80	83	91	103	133
Information Systems and Analytics	86	100	99	90	100
Management	222	215	218	220	204
Marketing	95	89	88	85	99
Education	165	169	124	113	127
Elementary and Special Education	165	169	124	113	127
Liberal Arts	596	611	585	592	492
Art and Design	52	44	76	67	65
Communication Studies	110	133	105	72	70
Economics and Finance	15	9	15	16	8
English	69	77	59	74	63
Global Studies and Human Geography	57	59	50	42	28
History	50	44	52	61	49
Music	42	33	34	47	30
Philosophy and Religious Studies	12	15	14	13	13
Political Science and Intl Relations	72	73	71	73	65
Sociology and Anthropology	50	37	42	46	36
Theatre and Dance	14	24	23	37	29
World Languages, Literatures and Cultures	53	63	44	44	36
Media and Entertainment	503	507	469	538	569
Journalism and Strategic Media	148	157	145	157	128
Media and Entertainment	—	—	—	5	26
Media Arts	134	120	113	142	163
Recording Industry	221	230	211	234	252
University College	556	567	530	478	457
University College	490	493	465	372	121
University Studies	66	74	65	106	336
Total	4,057	4,157	4,034	4,067	4,071

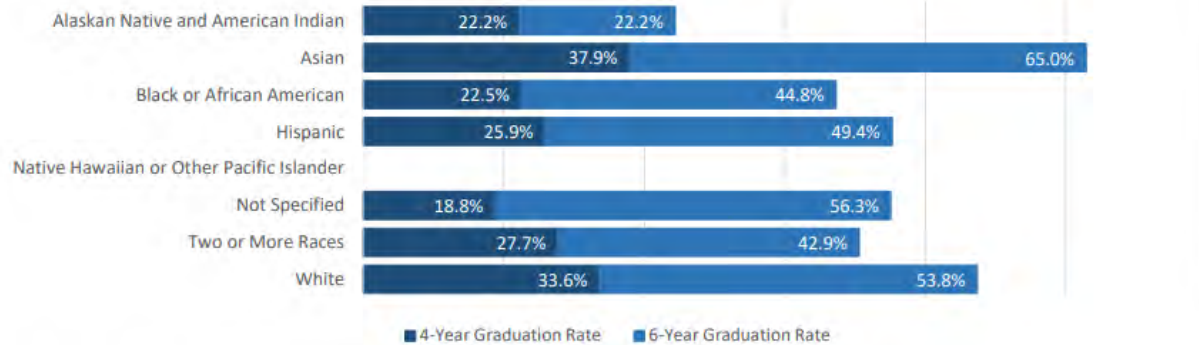
First major degrees included

Chart 7. Institutional Graduation Rates by Academic Year: 4-Year and 6-Year Graduation Rates

Institutional Graduation Rates



Institutional Graduation Rates by Ethnicity



Graduation rates for new full-time degree-seeking freshmen (4-Year Rate: 2014 Cohort; 6-Year Rate: 2014 Cohort)

Table 4. Graduation Rates for Black or African American Compared to White Students by College

College	White			Black or African American		
	Count	4-Year	6-Year	Count	4-Year	6-Year
Basic and Applied Sciences	564	33	54%	233	15.5	41.6
Behavioral and Health Sciences	336	35.4	50.6	235	25.1	44.3
Business	157	36.9	54.8	93	28.0	45.2
Education	74	37.8	64.9	17	35.3	52.9
Liberal Arts	246	35.4	51.2	59	39.0	52.5
Media and Entertainment	225	35.6	56.9	68	26.5	52.9
University College	259	25.9	54.4	69	8.7	40.6
	1861	33.6	53.8	774	22.5	44.8

Append C. Faculty and Staff Representation

Table 1. Faculty and Staff Distribution by Race, Gender, and Employment Status

	Full-time				Part-time				Total			
	Male		Female		Male		Female		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%
Exec./Admin./Mgr.												
White	29	48.3%	20	33.3%	0	0.0%	0	0.0%	29	85.3%	20	76.9%
Black or African American	3	5.0%	5	8.3%	0	0.0%	0	0.0%	3	8.8%	5	19.2%
Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	2	3.3%	1	1.7%	0	0.0%	0	0.0%	2	5.9%	1	3.8%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two Or More Races	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Specified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Exec./Admin./Mgr.	34	56.7%	26	43.3%	0	0.0%	0	0.0%	34	100.0%	26	100.0%
Faculty												
White	394	40.9%	388	40.3%	115	34.2%	172	51.2%	509	80.9%	560	83.6%
Black or African American	28	2.9%	38	3.9%	12	3.6%	14	4.2%	40	6.4%	52	7.8%
Hispanic	16	1.7%	8	0.8%	2	0.6%	3	0.9%	18	2.9%	11	1.6%
Asian	46	4.8%	35	3.6%	2	0.6%	1	0.3%	48	7.6%	36	5.4%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two Or More Races	5	0.5%	4	0.4%	3	0.9%	1	0.3%	8	1.3%	5	0.7%
Not Specified	1	0.1%	0	0.0%	5	1.5%	6	1.8%	6	1.0%	6	0.9%
Total Faculty	490	50.9%	473	49.1%	139	41.4%	197	58.6%	629	100.0%	670	100.0%
Prof./Non-Faculty												
White	252	37.8%	316	47.4%	1	10.0%	9	90.0%	253	86.1%	325	84.9%
Black or African American	26	3.9%	44	6.6%	0	0.0%	0	0.0%	26	8.8%	44	11.5%
Hispanic	6	0.9%	4	0.6%	0	0.0%	0	0.0%	6	2.0%	4	1.0%
Asian	5	0.7%	5	0.7%	0	0.0%	0	0.0%	5	1.7%	5	1.3%
American Indian	1	0.1%	0	0.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%
Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two Or More Races	3	0.4%	5	0.7%	0	0.0%	0	0.0%	3	1.0%	5	1.3%
Not Specified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Professional/Non-Faculty	293	43.9%	374	56.1%	1	10.0%	9	90.0%	294	100.0%	383	100.0%
Clerical/Secretarial												
White	22	6.9%	248	77.7%	0	0.0%	12	80.0%	22	84.6%	260	84.4%
Black or African American	3	0.9%	32	10.0%	0	0.0%	1	6.7%	3	11.5%	33	10.7%
Hispanic	0	0.0%	5	1.6%	0	0.0%	0	0.0%	0	0.0%	5	1.6%
Asian	0	0.0%	3	0.9%	0	0.0%	0	0.0%	0	0.0%	3	1.0%
American Indian	0	0.0%	2	0.6%	0	0.0%	0	0.0%	0	0.0%	2	0.6%
Two Or More Races	1	0.3%	3	0.9%	0	0.0%	2	13.3%	1	3.8%	5	1.6%
Not Specified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Clerical/Secretarial	26	8.2%	293	91.8%	0	0.0%	15	100.0%	26	100.0%	308	100.0%
Tech./Paraprofessional												
White	13	65.0%	2	10.0%	0	0.0%	1	100.0%	13	81.3%	3	60.0%
Black or African American	1	5.0%	1	5.0%	0	0.0%	0	0.0%	1	6.3%	1	20.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	2	10.0%	0	0.0%	0	0.0%	0	0.0%	2	12.5%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two Or More Races	0	0.0%	1	5.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%
Not Specified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Tech./Paraprofessional	16	80.0%	4	20.0%	0	0.0%	1	100.0%	16	100.0%	5	100.0%
Skilled Crafts												
White	29	76.3%	3	7.9%	0	0.0%	0	0.0%	29	82.9%	3	100.0%
Black or African American	5	13.2%	0	0.0%	0	0.0%	0	0.0%	5	14.3%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two Or More Races	1	2.6%	0	0.0%	0	0.0%	0	0.0%	1	2.9%	0	0.0%
Not Specified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Skilled Crafts	35	92.1%	3	7.9%	0	0.0%	0	0.0%	35	100.0%	3	100.0%
Service/Maintenance												
White	67	53.2%	30	23.8%	0	0.0%	0	0.0%	67	78.8%	30	73.2%
Black or African American	15	11.9%	9	7.1%	0	0.0%	0	0.0%	15	17.6%	9	22.0%
Hispanic	1	0.8%	2	1.6%	0	0.0%	0	0.0%	1	1.2%	2	4.9%
Asian	1	0.8%	0	0.0%	0	0.0%	0	0.0%	1	1.2%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two Or More Races	1	0.8%	0	0.0%	0	0.0%	0	0.0%	1	1.2%	0	0.0%
Not Specified	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Service/Maintenance	85	67.5%	41	32.5%	0	0.0%	0	0.0%	85	100.0%	41	100.0%
Total University Employees	979	44.6%	1,214	55.4%	140	38.7%	222	61.3%	1,119	43.8%	1,436	56.2%

Table 2. Executive/Administrative/or Managerial Distribution by Ethnicity/Race and Gender

	Male		Female	
	Count	Percent (%)	Count	Percent (%)
Alaskan Native	0	0	0	0
American Indian	0	0	0	0
Asian	2	5.9	1	3.8
Black or African American	3	8.8	5	19.2
Hispanic	0	0	0	0
Native Hawaiian or Other Pacific Is	0	0	0	0
Not Specified	0	0	0	0
Two Or More Races	0	0	0	0
White	29	85.3	20	76.9

Appendix D. Pell-eligibility for Black or African American Students and White Students

Table 1. Pell-Eligibility by Gender for Black or African American Students: Fall 2015

	Total full-time degree-seeking undergraduate population	Black male full-time undergraduate	Black female full-time undergraduate	Black male Pell-eligible	Black female Pell-eligible
Fall 2015	16141	1409	2242	70.7	75.0
Fall 2016	15985	1365	2248	67.3	73.0
Fall 2017	15778	1323	2172	69.2	74.1
Fall 2018	15475	1279	1957	67.2	73.4
Fall 2019	15689	1300	1829	64.0	72.0
Fall 2020	15498	1178	1672	60.4	68.4

Table 2. Pell-Eligibility by Gender for White Students: Fall 2015

	Total full-time degree-seeking undergraduate population	White male full-time undergraduate	White female full-time undergraduate	White male Pell-eligible	White female Pell-eligible
Fall 2015	16141	5015	5336	36.2	40.2
Fall 2016	15985	4852	5282	35.1	39.0
Fall 2017	15778	4863	5070	34.1	39.4
Fall 2018	15475	4708	5070	32.8	38.0
Fall 2019	15689	4810	5099	30.6	36.5
Fall 2020	15498	4774	5168	28.5	31.0

Table 3. Pell-Eligibility by Gender and College for Black or African American Students: Fall 2015

College	Total full-time degree-seeking undergraduate population	Black male full-time undergraduate	Black female full-time undergraduate	Black male Pell-eligible	Black female Pell-eligible
Basic and Applied Sciences	3995	302	405	14.3	13.3
Behavioral and Health Sciences	3958	318	985	17.9	34.4
Business	2249	263	208	12.8	7.1
Education	705	12	92	0.6	3.0
Liberal Arts	1967	107	164	5.1	5.2
Media and Entertainment	2115	245	209	11.4	5.9
University College	1152	162	179	8.5	6.1

Table 4. Pell-Eligibility by Gender and College for White Students: Fall 2015

College	Total full-time degree-seeking undergraduate population	White male full-time undergraduate	White female full-time undergraduate	White male Pell-eligible	White female Pell-eligible
Basic and Applied Sciences	3995	1685	944	12.3	7.4
Behavioral and Health Sciences	3958	675	1540	5.2	11.7
Business	2249	869	533	5.4	3.5
Education	705	43	509	0.4	4.2
Liberal Arts	1967	598	834	4.9	6.4
Media and Entertainment	2115	847	584	5.7	3.6
University College	1152	298	392	2.2	3.4

Table 5. Pell-Eligibility by Gender and College for Black or African American Students: Fall 2016

College	Total full-time degree-seeking undergraduate population	Black male full-time undergraduate	Black female full-time undergraduate	Black male Pell-eligible	Black female Pell-eligible
Basic and Applied Sciences	4099	310	388	14.6	12.6
Behavioral and Health Sciences	3890	326	1002	17.5	35.1
Business	2221	243	237	12.2	7.2
Education	653	7	100	0.3	3.3
Liberal Arts	1937	110	147	5.3	4.4
Media and Entertainment	2189	241	216	10.9	5.7
University College	996	128	158	6.5	4.7

Table 6. Pell-Eligibility by Gender and College for White Students: Fall 2016

College	Total full-time degree-seeking undergraduate population	White male full-time undergraduate	White female full-time undergraduate	White male Pell-eligible	White female Pell-eligible
Basic and Applied Sciences	4099	1689	1002	12.4	8.0
Behavioral and Health Sciences	3890	614	1470	5.0	10.8
Business	2221	864	510	5.3	3.2
Education	653	35	462	0.3	3.5
Liberal Arts	1937	566	857	4.9	6.5
Media and Entertainment	2189	851	626	5.3	3.9
University College	996	233	355	1.8	3.2

Table 7. Pell-Eligibility by Gender and College for Black or African American Students: Fall 2017

College	Total full-time degree-seeking undergraduate population	Black male full-time undergraduate	Black female full-time undergraduate	Black male Pell-eligible	Black female Pell-eligible
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Middle Tennessee State University (MTSU) Student Equity: African American Students

Basic and Applied Sciences	4194	315	359	15.6	12.0
Behavioral and Health Sciences	3761	315	948	18.2	33.7
Business	2238	238	241	12.2	8.2
Education	581	4	89	0.2	3.2
Liberal Arts	1932	101	165	5.6	5.3
Media and Entertainment	2208	231	227	10.8	6.7
University College	864	119	143	6.5	4.9

Table 8. Pell-Eligibility by Gender and College for White Students: Fall 2017

College	Total full-time degree-seeking undergraduate population	White male full-time undergraduate	White female full-time undergraduate	White male Pell-eligible	White female Pell-eligible
Basic and Applied Sciences	4194	1741	1008	12.3	8.6
Behavioral and Health Sciences	3761	590	1446	4.8	11.2
Business	2238	838	479	5.0	3.5
Education	581	32	410	0.2	3.1
Liberal Arts	1932	596	807	4.9	6.4
Media and Entertainment	2208	860	631	5.4	3.7
University College	864	206	289	1.6	2.8

Table 9. Pell-Eligibility by Gender and College for Black or African American Students: Fall 2018

College	Total full-time degree-seeking undergraduate population	Black male full-time undergraduate	Black female full-time undergraduate	Black male Pell-eligible	Black female Pell-eligible
Basic and Applied Sciences	4172	302	296	15.1	10.3
Behavioral and Health Sciences	3747	326	878	19.2	34.4
Business	2204	229	220	12.4	8.5
Education	543	8	58	0.4	2.6
Liberal Arts	1876	98	161	4.9	5.7
Media and Entertainment	2158	220	205	10.6	7.0
University College	775	96	139	4.5	4.8

Table 10. Pell-Eligibility by Gender and College for White Students: Fall 2018

College	Total full-time degree-seeking undergraduate population	White male full-time undergraduate	White female full-time undergraduate	White male Pell-eligible	White female Pell-eligible
Basic and Applied Sciences	4172	1822	968	13.3	7.6
Behavioral and Health Sciences	3747	534	1473	3.9	11.4
Business	2204	822	481	5.0	3.2
Education	543	30	393	0.3	3.0
Liberal Arts	1876	538	813	4.5	6.4
Media and Entertainment	2158	801	660	4.7	3.9
University College	775	161	282	1.2	2.5

Table 11. Pell-Eligibility by Gender and College for Black or African American Students: Fall 2019

College	Total full-time degree-seeking undergraduate population	Black male full-time undergraduate	Black female full-time undergraduate	Black male Pell-eligible	Black female Pell-eligible
Basic and Applied Sciences	4345	338	289	15.0	10.4
Behavioral and Health Sciences	3762	304	811	16.8	33.7
Business	2302	238	208	12.2	8.2
Education	536	4	59	0.2	2.8
Liberal Arts	1874	93	171	4.8	6.7
Media and Entertainment	2173	235	179	10.2	6.0
University College	697	88	112	4.9	4.0

Table 12. Pell-Eligibility by Gender and College for White Students: Fall 2019

College	Total full-time degree-seeking undergraduate population	White male full-time undergraduate	White female full-time undergraduate	White male Pell-eligible	White female Pell-eligible
Basic and Applied Sciences	4345	1900	982	12.1	7.3
Behavioral and Health Sciences	3762	544	1524	4.1	11.3
Business	2302	854	516	4.8	3.3
Education	536	24	393	0.1	2.9
Liberal Arts	1874	537	785	3.9	5.8
Media and Entertainment	2173	791	658	4.5	3.8
University College	697	160	241	1.1	2.1

Table 13. Pell-Eligibility by Gender and College for Black or African American Students: Fall 2020

College	Total full-time degree-seeking undergraduate population	Black male full-time undergraduate	Black female full-time undergraduate	Black male Pell-eligible	Black female Pell-eligible
Basic and Applied Sciences	4488	321	270	16.0	10.3
Behavioral and Health Sciences	3642	259	729	14.7	31.6
Business	2248	227	202	11.6	7.9
Education	507	4	58	0.2	2.5
Liberal Arts	1867	88	171	4.2	7.1
Media and Entertainment	2090	207	156	9.8	5.6
University College	656	72	86	4.0	3.5

Table 14. Pell-Eligibility by Gender and College for White Students: Fall 2020

College	Total full-time degree-seeking undergraduate population	White male full-time undergraduate	White female full-time undergraduate	White male Pell-eligible	White female Pell-eligible
Basic and Applied Sciences	4488	1978	1055	11.9	6.7
Behavioral and Health Sciences	3642	507	1539	3.2	9.0
Business	2248	817	524	4.6	3.1
Education	507	18	360	0.1	2.1
Liberal Arts	1867	528	787	3.7	4.9
Media and Entertainment	2090	781	644	4.1	3.0
University College	656	145	259	0.9	2.0

Appendix E. Graduate/Professional School Acceptance by Academic Year

		MTSU Undergraduate Degree Recipients Enrolled in Graduate or Professional Program Within One Year	
Academic Year Cohort	MTSU Bachelor Graduates	#	%
2011-2012	3,911	654	16.7%
2012-2013	4,128	599	14.5%
2013-2014	3,985	522	13.1%
2014-2015	4,022	446	11.1%
2015-2016	4,008	514	12.8%
2016-2017	4,102	512	12.5%
2017-2018	3,976	619	15.6%
2018-2019	4,008	579	14.4%

Source: National Student Clearinghouse & MTSU Office of Institutional Effectiveness, Planning, and Research

About the Data

The number of graduates per academic year is established by the number of unique graduating MTSU students receiving a bachelor’s degree.

Graduate program enrollment is based on the reported beginning enrollment date obtained through the National Student Clearinghouse. Students included start a graduate or professional program within one academic year of completing their bachelor’s degree.

Appendix F. Student Life Events and Campus-sponsored Activities

Table 1.

Rep Your Roots 2018 (185 participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	7 participants (3.783%)
Asian	10 participants (5.4%)
Black/African American	95 participants (51.35%)
Hispanic	12 participants (6.486%)
White	60 participants (32.43%)

Table 2.

MLK Vigil 2019 (198 participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	11 participants (5.55%)
Asian	3 participants (1.5%)
Black/African American	143 participants (72.22%)
Hispanic	9 participants (4.545%)
White	31 participants (15.65%)
Unknown	1 participant (.5%)

Table 3.

Black History Month Keynote Speaker 2019 (251 participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	14 participants (5.58%)
Asian	2 participants (.8%)
Black/African American	220 participants (87.65%)
Hispanic	9 participants (3.58%)
White	6 participants (2.4%)

Table 4.

Rep Your Roots 2019 (275 participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	8 participants (2.9%)
Asian	36 participants (13.1%)
Black/African American	125 participants (45.45%)
Hispanic	23 participants (8.36%)
White	82 participants (29.81%)
Unknown	1 participant (.36%)

Table 5.

MLK Vigil 2020 (145 participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	4 participants (2.758%)
Asian	1 participant (.689%)
Black/African American	119 participants (82.06%)
Hispanic	3 participants (2.06%)

White	18 participants (12.41%)
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Table 6.

Black History Month Keynote Speaker 2020 (112 participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	4 participants (3.57%)
Asian	0 participants
Black/African American	94 participants (83.92%)
Hispanic	7 participants (6.25%)
White	6 participants (5.35%)
Unknown	1 participant (.89%)

Table 7.

Community Conversation 2020 (55 participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	6 participants (10.9%)
Asian	3 participants (5.45%)
Black/African American	24 participants (43.63%)
Hispanic	7 participants (12.72%)
White	14 participants (25.45%)
Native Hawaiian or Other Pacific Islander	1 participant (1.8%)

Table 8.

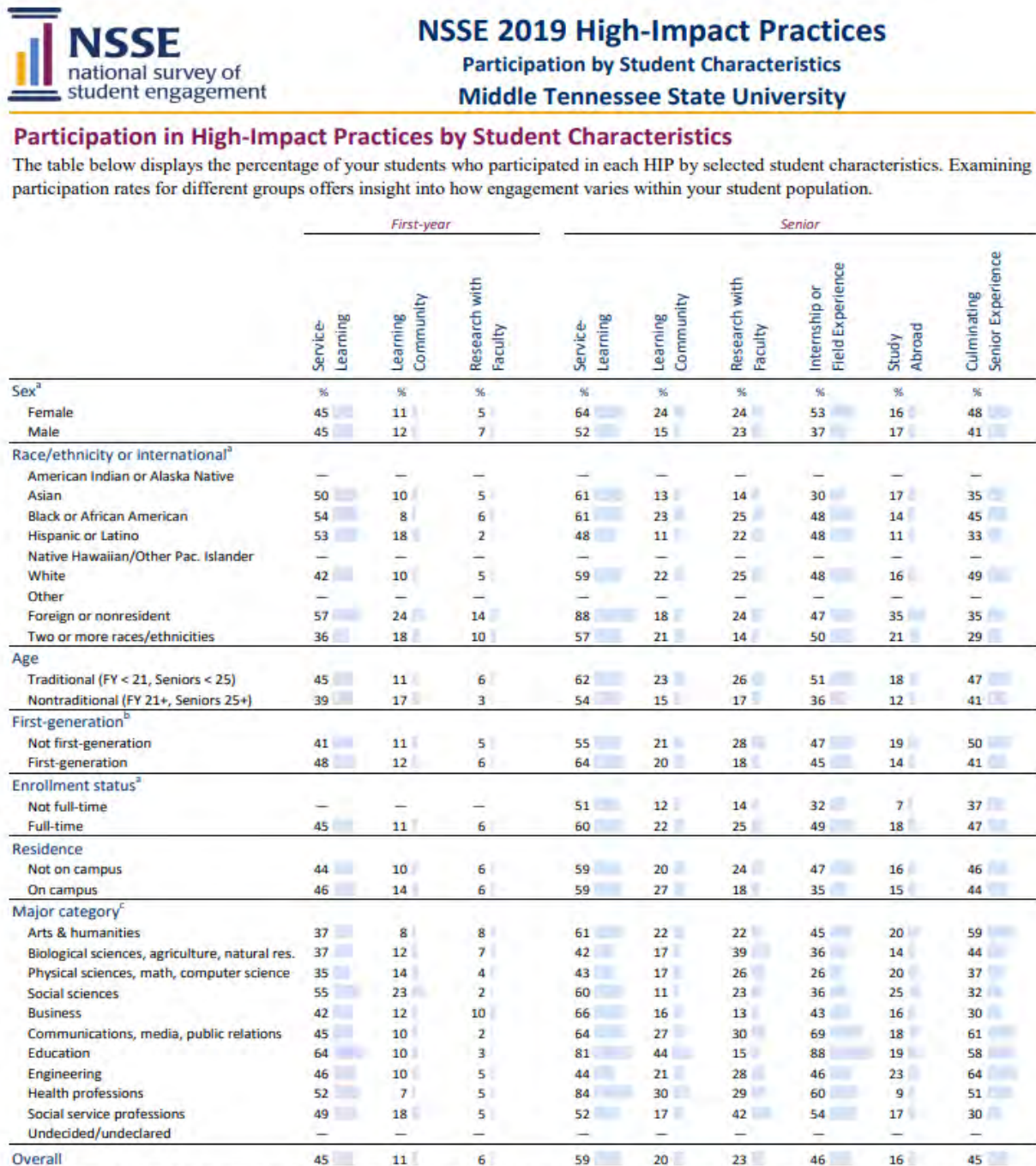
Anita Hill Documentary (39 participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	1 participant (2.56%)
Asian	1 participant (2.56%)
Black/African American	23 participants (59%)
Hispanic	1 participant (2.56%)
White	13 participants (33%)

Table 9.

All Events 2018-2020 (1011 individual participants)	
Race/Ethnicity Indicated:	# of participants (%)
2 or more races	44 participant (4.35%)
Asian	55 participant (5.44%)
Black/African American	631 participants (62.41%)
Hispanic	58 participants (5.73%)
White	217 participants (21.46%)
Native Hawaiian or Other Pacific Islander	3 participant (.29%)
Unknown	3 participant (.29%)

Appendix G. NSE (2019) High-Impact Practices by Race/Ethnicity

Figure 1.



Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the Major Field Report, to be released in the fall. Excludes majors categorized as "all other."

Appendix H. Student Satisfaction (NSSE, Academic Advising, First Destination)

Table 1. How well does academic advising currently offered by MTSU meet your needs

	Male		Female		MTSU overall	
	2017	2019	2017	2019	2017	2019
	Very Poorly	5.14%	6.66%	5.29%	5.05%	5.24%
Less than Adequately	7.75%	8.05%	9.44%	7.22%	8.83%	7.52%
Adequately	21.03%	20.08%	23.73%	24.66%	22.76%	23.04%
More than Adequately	21.71%	19.78%	19.69%	18.63%	20.42%	19.04%
Exceptionally Well	44.38%	45.43%	41.84%	44.43%	42.76%	44.78%

Table 2. How well does academic advising currently offered by MTSU meet your needs

	Black or African American Students				MTSU overall	
	Male		Female		2017	2019
	2017	2019	2017	2019		
Very Poorly	4.44%	3.39%	4.83%	4.33%	5.24%	5.62%
Less than Adequately	5.19%	3.39%	9.12%	6.19%	8.83%	7.52%
Adequately	19.26%	17.80%	22.79%	29.10%	22.76%	23.04%
More than Adequately	20.74%	20.34%	19.03%	16.10%	20.42%	19.04%
Exceptionally Well	50.37%	55.08%	44.24%	44.27%	42.76%	44.78%

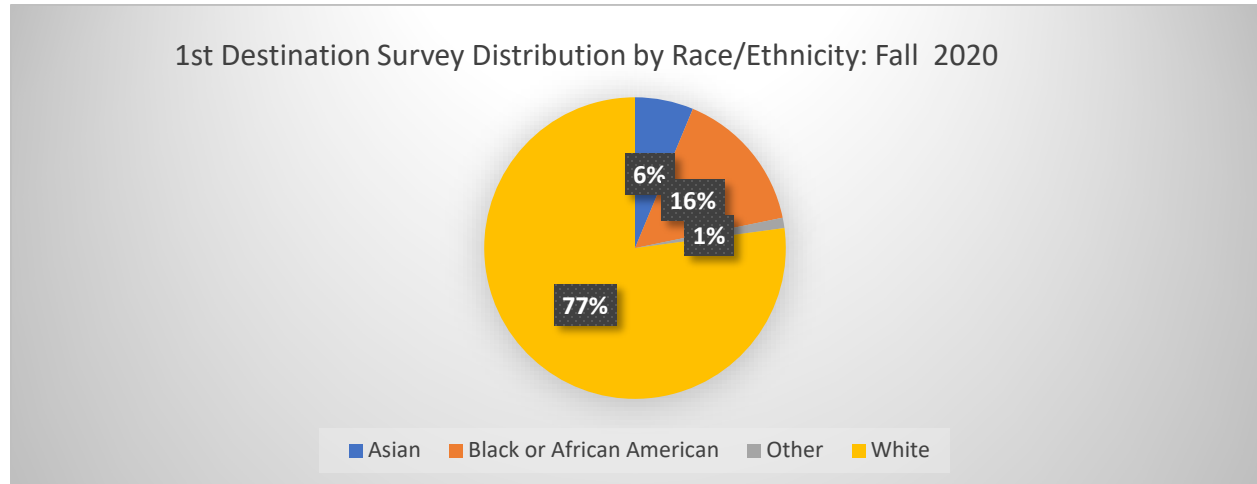
Table 3. How well does academic advising currently offered by MTSU meet your needs

	White Students				MTSU overall	
	Male		Female		2017	2019
	2017	2019	2017	2019		
Very Poorly	5.91%	7.75%	5.38%	5.44%	5.24%	5.62%
Less than Adequately	8.52%	9.30%	9.51%	7.59%	8.83%	7.52%
Adequately	20.60%	19.86%	24.15%	22.62%	22.76%	23.04%
More than Adequately	21.70%	18.31%	19.44%	18.78%	20.42%	19.04%
Exceptionally Well	43.27%	44.79%	41.52%	45.56%	42.76%	44.78%

Table 4. Was the number of academic advising meetings that you indicated sufficient for your needs? (Response of "Yes")

	Male		Female		MTSU overall	
	2017	2019	2017	2019	2017	2019
Black or African American Students	84.90%	90.60%	82.90%	84.70%	84.30%	84.40%
White Students	86.40%	83.20%	83.70%	85.30%		

Chart 1.

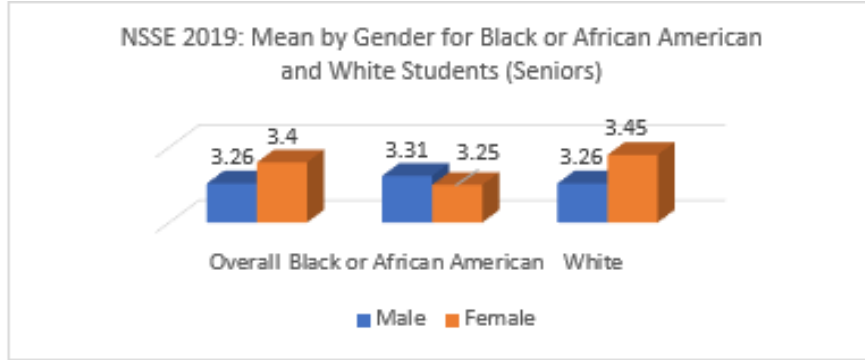


Race/Ethnicity	Count	Percent(%)
Asian	17	6.3%
Black or African American	42	15.5%
Other	3	1.1%
White	209	77.1%

Table 1. First Destination Survey Responses (December 2020)

Response Category (Bachelor's)	Count by Category
Total Number Graduated	1454
Total # Employed FT	81
Total # Employed PT	10
# Entrepreneur FT	3
# Entrepreneur PT	0
# Temp/Contract FT	3
# Temp/Contract PT	1
# Freelance FT	1
# Freelance PT	0
# Post Grad Fellowship/Internship FT	0
# Post Grad Fellowship/Internship PT	0
# Service	1
# Military Service	1
# Continuing Education	32
# Seeking Employment	75
# Seeking Continuing Education	18
# Not Seeking	1
# No Info (non-respondent)	1227
# of Salaries (Full-time Employed)	88
Salary Mean	44224.1
Salary Median	36820
# receiving Bonus	4
Bonus Mean	690
Bonus Median	625

Chart 1. If you could start over again, would you go to the SAME INSTITUTION you are now attending?



Appendix J. Support Services and Targeted Programs

Supplemental Instruction

Supplemental Instruction (SI) is a peer-assisted, group study and discussion methodology that uses regularly scheduled, informal SI sessions to help students develop greater understanding of challenging content, refine study skills, and better integrate course material into their work and lives. SI targets historically challenging courses, and SI leaders coordinate sessions in which students work together to immerse themselves in lecture material and content at a level over and above what is possible in traditional class meetings. These sessions are great ways for students to explore challenging concepts or ideas; review and analyze class notes; deconstruct and discuss difficult reading assignments; learn test-taking strategies; and review for exams. SI leaders are embedded in the courses in which they are responsible for leading group study sessions, and have typically performed at a very high level in those courses. For the fall 2020 semester, the SI program was offered in 11 courses, 52 sections, and 5 academic colleges; roughly 1742 students were served (Student Success).

Student Transition and Academic Readiness Program (S.T.A.R)

S.T.A.R. is a program designed to jump start students' college careers. It is held the week prior to classes beginning and aid students transition to MTSU. All incoming freshmen and transfer students are welcome to participate. Benefits of the program includes positive social and academic impact, enhanced preparation for college-level general education courses, and opportunities for leadership training, service learning and team building.

TRIO Student Support Services

[TRIO](#) Student Support Services (SSS) is a federally funded program designed to work with first generation and income eligible students. SSS assists its students with obtaining a range of services: tutoring (general studies courses), financial advising, academic and career counseling, personal support and encouragement, grant/scholarship awards, cultural and campus

Minorities on the Horizon (M.O.T.H)

MOTH provides mentorship and professional development to Black student leaders through workshops and presentations. The program will target Black student Organization Presidents.

Measuring Digital Learning Equity and Impact

The digital equity initiative seeks to develop concrete plan and tools for measuring equity and impact in courses using digital learning, and to scale the integration of continuous improvement

processes focused on equity. The initiative is being sponsored through a grant from the Bill and Melinda Gates Foundation.

Diversity Dissertation Fellowship

MTSU's program to bring underrepresented doctoral students to the university to complete their dissertations while teaching one course in Fall and one course in the Spring terms began in 2004-05 as the MTSU Underrepresented Minority Dissertation Fellows. This opportunity, which hired four Fellows at \$30,000 for the academic year, was open not only to URM but also to women in male-led fields, like aviation. We offered moving expenses, health and retirement benefits, \$2,000 toward completing their PhDs, e.g., travel to defend their dissertation, an office in the department and/or a carrel at the James E. Walker Library, and a desktop computer. The goal was to offer the Fellows teaching and mentoring opportunities, to facilitate the completion of their dissertations and awarding of their degrees, and to hire them into a tenure-track line. Support for travel and research was available from the Office of Equity and Compliance.

Early in the program, MTSU was able to hire former fellows, but more recently, competition for these new PhDs has been stiff. Furthermore, many institutions now sponsor similar programs. Couple this competition with a lack of available tenure-track lines, and the program has not been able to meet its original goals of using what is now the Diversity Dissertation Fellows Program as a pipeline to secure employment at MTSU.

For academic year 2021-22, we have hired three Fellows: Amanda Martinez, who is completing a PhD in History at UCLA, but who is already a well-known scholar in the development of Hispanic Country Music traditions; Armando Anzellinni, who is completing a PhD in anthropology at University of Tennessee – Knoxville, and Charlesia McKinney, who is completing a PhD in English at the University of Kansas.

Appendix K. Resources and Definitions

McFarlane, Brett. Academic Advising Program Review: University of California, January, 2017

African American students: Students self-identified as Black, U.S. citizens, and non-Hispanic who generally identify culturally and historically as black Americans.

Black students: Students on the diaspora with permanent U.S. or temporary residency who self-identify as Black (not U.S. citizen resident).

Data collection and tracking mechanisms:

National Survey of Student Engagement (NSSE): MTSU participates as mandated by THEC, and the University has participated several cycles (spring 2014, spring 2016, spring 2019, and spring 2021).

Graduating Senior Survey (GSS): Completed every spring and fall semester.

First Destination/Job Placement: Completed each semester.

Academic Advising Survey: Completed biennial (every other year).

Institutional Data: Institutional data used in the Student Enrollment, Student Retention, Graduation Rates, Degrees, Course Enrollment, Course DFWN, Faculty & Staff, and Admissions dashboards comes from Banner tables. Data is updated following every census and end-of-term.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential.

Graduation Rate: Represents the percent of first-time freshmen enrolled in at MTSU in the summer and fall terms of an academic year who subsequently earn a baccalaureate degree within a set number of years (typically calculated for four, six or eight years.)

Fall-to-Fall Retention Rate: Represents the percent of undergraduate students who enrolled in the fall and returned in the subsequent fall term.