

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE
NOVEMBER 2023 MEETING

8:00–9:30 a.m. EST
Friday
November 17, 2023

East Tennessee Room
D.P. Culp Student Center
412 J.L. Seehorn Road
Johnson City, TN

COMMITTEE MEMBERS

Janet Ayers, Committee Chair
Charles Allen, Jr.
Dr. Steph Frye-Clark
Dr. Linda Latimer
Tony Treadway
—

AGENDA

- I. Call to Order
- II. Roll Call
- III. [Approval of the Committee Minutes from September 15, 2023](#)

INFORMATION AND DISCUSSION ITEMS

- IV. [Quality Assurance Funding Update – *McCorkle, Hoff* \(15 minutes\)](#)
- V. [ETSU Research Update: Sponsored research projects in the field of secondary special education and transition – *Rowe* \(20 minutes\)](#)
- VI. [Overview of EQUIP \(Extending Quillen to Underserved through an integrated Program\) – *Block, Kincer* \(15 minutes\)](#)
- VII. [Student Life and Enrollment Update – *Byrd, Adinolfi, Levesque* \(20 minutes\)](#)

GENERAL INFORMATION ITEMS

- VIII. Committee Discussions
 - General Discussion

IX. Other Business

X. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 17, 2023

ITEM: Approval of the Minutes from September 15, 2023

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Adam Green
Board Secretary

The minutes of the September 15, 2023 meeting of the Academic, Research, and Student Success Committee are included in the meeting materials.

MOTION: I move that the Board of Trustees adopt the resolution, approving the minutes as outlined in the meeting materials.

RESOLVED: The reading of the minutes of the September 15, 2023 meeting of the Academic, Research, and Student Success Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE

MINUTES

September 15, 2023
Johnson City, Tennessee

The East Tennessee State University Board of Trustees' Academic, Research, and Student Success Committee met on Friday, September 15, 2023, at 8:00 a.m. in the East Tennessee Room of the D.P. Culp Student Center.

I. Call to Order

Committee Chair Janet Ayers called the meeting to order at 8:00 a.m.

II. Roll Call

Board Secretary Dr. Adam Green conducted the roll call. All committee members were physically present:

Committee Chair Janet Ayers
Trustee Charles Allen
Trustee Dr. Steph Frye-Clark
Trustee Dr. Linda Latimer
Trustee Tony Treadway

III. Approval of the Committee Minutes from April 21, 2023

The minutes from the April 21, 2023, meeting of the Academic, Research, and Student Success Committee were approved as submitted with Trustee Latimer making the motion and Trustee Frye-Clark seconding the motion. The motion passed unanimously.

ACTION ITEMS

IV. Recommendations for Tenure Upon Appointment of Faculty Member

Provost Kimberly McCorkle summarized the qualifications of Dr. Rodney Handy, who was appointed to serve as Professor and Chair in the Department of Environmental Health in the College of Public Health on July 1 of this year. Based on his exceptional qualifications, Dr. McCorkle requested that he be granted tenure upon appointment. Trustee Allen made the

motion that tenure be granted, and Trustee Treadway seconded the motion. It passed unanimously.

INFORMATION AND DISCUSSION ITEMS

V. Academic Notification for Period of January 1, 2023, through July 21, 2023

This agenda item, presented by Provost McCorkle, consisted of two parts: curriculum actions that require Tennessee Higher Education Commission notification and ETSU academic approval items that do not require such notification.

Changes submitted to THEC include:

- Six revisions in student credit hours, most involving a reduction of credits, with the goals of keeping content relevant and avoiding repetition.
- Plans to establish new certificate programs in Healthcare Spanish; Child Advocacy Studies Training; Interprofessional Pediatric Feeding; Educator Job Embedded; Student Affairs; and Child Advocacy Studies.
- Five concentration name changes.
- Four new concentrations within existing programs
- One academic program name change and the termination of the academic concentration in Counselor Leadership.

ETSU approval items include several program policy revisions as well as the establishment of two minors: Synthetic Biology and Forensic Science.

General discussion took place about the length of time required by THEC for program reviews. The consensus was that, in many cases, reviews at the state level are taking far too long. Chair Ayers requested that Provost McCorkle provide a list of curricular actions requiring THEC approval and the status of those approval processes.

VI. Provost's Update

Provost McCorkle's report to the committee consisted of six parts: Academic Administration, Academic Programs and Curriculum, Research and Scholarship, Faculty Affairs, Going Beyond, and Student Success Initiatives.

Her report included the following highlights:

- The Academic Structure Task Force continues its work in designing an academic structure that will more efficiently serve the students, faculty, staff, community, and mission of ETSU.
- This year, ETSU will complete the review of 79 academic policies.

- Accreditation reviews for 2023-24 include Music and Physical Therapy. The review of Nursing included a site visit last week, and Provost McCorkle indicated that it resulted in many positive comments and special praise for ETSU's seven nurse-managed clinics.
- A summary of the status of three new academic programs: Synthetic Biology, Bio-Engineering, and Mechatronics.
- An update on the general education redesign with an expected implementation in the spring of 2024.
- A \$70 million award for sponsored projects for fiscal year 2022 at ETSU with federal awards for the fiscal year totaling over \$22 million, while research and development expenditures topped \$23 million.
- Information on events to promote research participation and foster interdisciplinary collaboration including the ETSU Trailblazer Series and the New Faculty 3-Minute Mixer.
- The welcoming of 120 new faculty who were provided the first of four challenge coins they earn throughout their career at ETSU.
- The launch of a new Campus Read program and that the first book, selected for this year is *The War for Kindness: Building Empathy in a Fractured World*, by Jamil Zaki.
- A new Community-Engaged Learning (CEL) designation for courses that provide students with community-engaged learning experiences.
- A report from Trent White, President of the ETSU Student Government Association, who spoke about the administration's student-focused approach.
- A report from Dr. Joe Sherlin, Vice President for Student Life and Enrollment That highlighted the success of ETSU's Academic Coaching initiative, which pairs incoming students with a trained peer mentor.

President Noland thanked and commended Provost McCorkle and her staff for their efforts to lead some of the most significant academic changes in decades at the university.

VII. Tennessee Climate Office Presentation

The Tennessee Climate Office (TCO), which is part of the ETSU Department of Geosciences, is the official climate office for the state of Tennessee. The committee heard a report on the office's work from Dr. Andrew Joyner, Associate Professor of Geosciences and Tennessee State Climatologist. He was assisted by Wil Tollefson, Lecturer in Geosciences and Tennessee's Assistant State Climatologist.

Dr. Joyner informed the committee that state climate offices provide state-specific products, data, event histories, and archiving. In addition, they coordinate with state agencies on extreme events, hazard mitigation, and other priorities.

Among the office's goals is the creation of a statewide mesonet, which is a weather network that can provide data to a variety of stakeholders, including agriculture, education, emergency management, the energy industry, environmental research, management of prescribed burns

and wildfires, transportation, and weather forecasting. The mesonet proposal involves \$2.7 million for the first year and \$750,000 annually in recurring costs.

Dr. Joyner reviewed several grants currently being administered through his office, including two from FEMA, one from TEMA, and one from the Tennessee Department of Transportation, totaling more than \$1 million.

Discussion by the committee centered around the value of the work being done for the entire state and the need to inform more people about the existence of the Tennessee Climate Office at ETSU.

VIII. Annual ETSU Research Corporation Update

David Golden, Chief Executive Officer of the ETSU Research Corporation, presented an update to the committee on recent accomplishments related to building connections between the university and industry partners to advance regional prosperity and entrepreneurialism. Golden described current initiatives including the RC Content Studio, StoryCollab, the Center for Bioindustrial Manufacturing, the Innovation Lab, the Center for Innovation, K-12 initiatives and partnerships, and the Regional Higher ED² Council Initiative. Golden described ways in which the ETSU Research Corporation is working to achieve its mission as it helps to expand ETSU's impact in research and innovation across disciplines. Among the highlights of the report:

- Several hundred individuals attended Growing the Future: A Symposium on Innovation and Education for the Bioeconomy, organized by the Center for Bioindustrial Manufacturing and held last October.
- The occupancy of the Innovation Lab is now at 97 percent, with 22 companies on board.
- The Center for Innovation has established its administrative, financial, and working organization, with several programs in the planning stages and in the process of being established. Among its current programs are the Valleybrook Synbio Industrial Manufacturing Facility and Programs; β-Tech Accelerator; and entrepreneurial and academic software.
- The ETSU Research Corporation has convened the Regional Higher ED² Council Initiative to connect regional economic development officers and the innovation/economic development offices of ETSU and other regional higher education entities.

GENERAL INFORMATION ITEMS

IX. Committee Discussions

No further discussions were held.

X. Other Business

There was no other business to come before the committee.

XI. Adjournment

The committee was adjourned by Trustee Ayers at 9:53 a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 17, 2023

ITEM: Quality Assurance Funding Update

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Kimberly D. McCorkle
Provost and Senior Vice President for Academic Affairs

Dr. Michael Hoff
Vice Provost, Planning and Decision Support

Staff will provide an update regarding the status of the Quality Assurance Funding 2020-25 cycle. The update will cover the history of Tennessee Higher Education Commission (THEC) Quality Assurance Funding (QAF) program and ETSU's performance. Tennessee was the first state to utilize quality and academic performance metrics in state funding; for over 40 years, QAF, previously known as Performance Funding, has provided incentives for all public colleges and universities to measure student learning and institutional effectiveness as part of the continuous improvement process. Institutions may earn an additional 5.45 percent over operating budgets based on performance on metrics particular to their sector and aligned to the Tennessee Higher Education Master Plan. The funding from the QAF initiative is beyond that which is provided by the state through the outcomes-based funding formula.



EAST TENNESSEE STATE
UNIVERSITY

ETSU 2022-2023 Quality Assurance Funding Review

Dr. Kimberly D. McCorkle

Dr. Michael Hoff

Overview

- Quality Assurance Funding (QAF), previously known as Performance Funding, provides incentives for public colleges and universities to improve student learning and institutional quality
- Institutions may earn an additional 5.45% beyond Outcomes Formula funding
- QAF Standards are evaluated every five years
 - QAF Advisory Committee is comprised of governing board members, institutional leadership, and THEC staff.
- Final standards approved by the Tennessee Higher Education Commission



History

1974	Planning begins with collaboration between higher education institutions, governing boards, national advisory panel and THEC
1978-1982	Tennessee first state to utilize outcomes for state funding Institutions earn up to 2% over operating budget
1988-1992	Emphasis shifts from process of assessment to performance outcomes Institutions earn up to 5.45% over operating budget
2000-2005	Aligned with THEC and TBR Master Plans
2005-2010	Focus on Articulation and Transfer
2010-2015	Shift retention and graduation rates to Outcomes Based Funding (OBF)
2015-2020	Name change to Quality Assurance Funding (QAF) to distinguish mission from OBF
2020-2025	Strengthen dedication to equity across student populations



General Education Assessment

- **Points Available:** 10
- **Purpose:** This standard is designed to provide incentives to institutions for improvements in the quality of their undergraduate general education program as measured by performance of graduates on an approved standardized test of general education.

Sector	2020-21	2021-22	2022-23	2023-24	2024-25
Institution Mean	16.4	16.88	16.66	TBD	TBD
National Mean	15.4	15.12	15.12	TBD	TBD
Difference	1	1.76	1.54	TBD	TBD
% Institution to National Mean	10%	100%	100%	TBD	TBD
Points Awarded	10	10	10	TBD	TBD



Major Field Assessment

- **Points Available:** 15
- **Purpose:** This standard is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations.

MFT	2020-21		2021-22		2022-23		2023-24		2024-25	
Program Type	N	Points	N	Points	N	Points	N	Points	N	Points
Licensure	6	14	6	14	6	15	6	TBD	6	TBD
Non-Licensure	8		8		8		8		8	



Academic Programs

- **Points Available:** 35
- **Purpose:** This standard is designed to provide incentives for institutions to achieve and maintain program excellence and accreditation.

Evaluation of Standards						
Programs (Level)	Points Available	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate	10	9	9	9		
Graduate	10	7	8	9		
Accreditable	15	15	15	14		



Institutional Satisfaction Studies

- **Points Available:** 10
- **Purpose:** This standard is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of undergraduate students, recent graduates, and faculty.

Cycle Year	Satisfaction Study	Points Earned
2020/21	National Survey of Student Engagement (NSSE)	7
2021/22	Qualitative Report	10
2022/23	PEG Alumni Survey	10
2023/24	National Survey of Student Engagement (NSSE)	
2024/25	Comprehensive Satisfaction Study Report	



Equity

- **Points Available:** 10
- **Purpose:** This standard is designed to provide incentives for institutions to increase the number of graduates from select populations.

Freshmen, Full-time, Fall to Fall Retention								Year 3: Institutional Status Report		
Year	AY 1	AY 2	AY 3	3 Yr Avg	Reporting AY	Percent	Points	Status Report	Max Points	Points Earned
Year 1	2016-17	2017-18	2018-19	3 Yr Avg	2019-20	Percent	Points	Analysis and evidence must address all parts of the Action Plan including: Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research. Incorporating feedback from the selected student population into current institutional policies and/or practices. Improving the quality of services, supports, and overall campus climate for the target student population. Incorporating engagement of diverse perspectives among all students and faculty in course curriculum and across campus. Increasing the quantity of graduates from the target student population.	4	4
	67.9%	70.1%	70.5%	69.5%	73.7%	106.1%	6			
Year 2	2017-18	2018-19	2019-20	3 Yr Avg	2020-21	Percent	Points			
	70.1%	70.5%	73.7%	71.4%	61.8%	86.5%	2			
Year 3	2018-19	2019-20	2020-21	3 Yr Avg	2021-22	Percent	Points			
	70.5%	73.7%	61.8%	68.7%	65.4%	95.1%	5			
Year 4	2019-20	2020-21	2021-22	3 Yr Avg	2022-23	Percent	Points			
	TBD	TBD	TBD	TBD	TBD	TBD	TBD			
Year 5	2020-21	2021-22	2022-23	3 Yr Avg	2023-24	Percent	Points			
	TBD	TBD	TBD	TBD	TBD	TBD	TBD			



Focus Populations

- **Points Available:** 20
- **Purpose:** This standard is designed to provide incentives for institutions to increase the number of graduates from select populations.

Focus Population	Year 3: 2022-23						Points Earned
	2018-19	2019-20	2020-21	3 Yr Avg	2021-22	Percent Attained	
Bachelor Graduates with Associate Degree	588	637	730	651.7	669	102.7%	5
High Need Academic Programs, Graduate	382	405	357	381.33	370	97.0%	5
High Need Academic Programs, Undergraduate	904	1030	1141	1025.00	1097	107.0%	5
Low Income*	23.0	25.6	28.1	25.6	28.3	110.8%	5

*Calculated as awards per 100 FTE

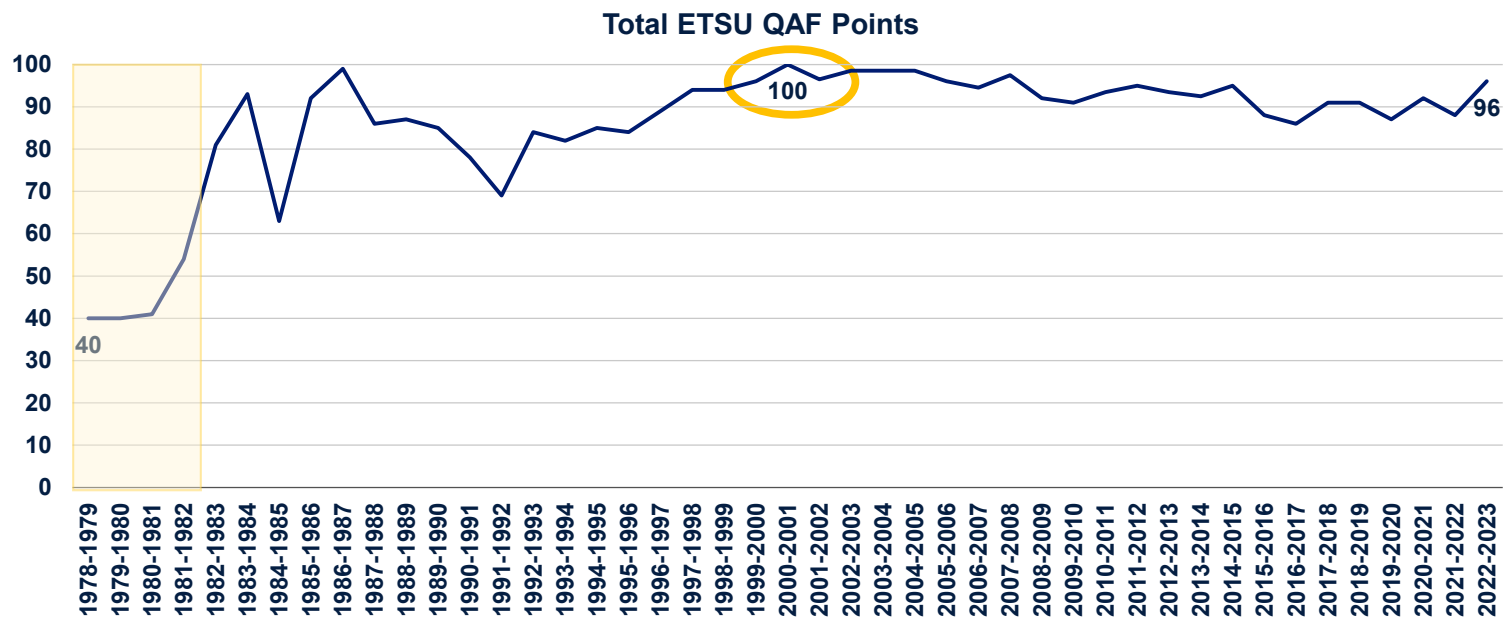


Summary – Year 3 of the 2020-25 QAF Cycle

Quality Assurance Funding Standard	Maximum Points	2020-21	2021-22	2022-23	2023-24	2024-25
1. General Education Assessment	10	10	10	10		
2. Major Field Assessment	15	14	14	15		
3. Academic Programs	35	31	32	32		
<i>Specialty Accreditation</i>	15	15	15	14		
<i>Undergraduate Program Review</i>	10	9	9	9		
<i>Graduate Program Review</i>	10	7	8	9		
4. Institutional Satisfaction	10	7	10	10		
5. Student Equity	10	10	4	9		
<i>Quantitative</i>	6	6	2	5		
<i>Qualitative</i>	4	4	2	4		
7. Student Access and Success	20	20	18	20		
Total	100	92	88	96		



Overall Trend: 1978-2023



Next Steps

- **General Education Assessment**
 - Encourage serious student participation and engage faculty with respect to teaching critical thinking
- **Major Field Assessment**
 - All licensure programs tested every year, and eight non-licensure programs (not previously tested) will participate
- **Academic Programs**
 - Encourage all creditable programs to seek accreditation (87 programs accredited by 25 different accreditors)
 - Five site visits this fall for program review covering two undergraduate programs and six graduate programs
 - December anticipate final approval of our reaffirmation by SACSCOC



Next Steps

- **Institutional Satisfaction Studies**
 - National Survey of Student Engagement (NSSE)
- **Equity**
 - THEC leading process to revise populations of interest for years four and five
- **Focus Populations**
 - Continue to identify and implement strategies that improve the probability of graduation for each population of focus



Questions

**Dr. Kimberly D.
McCorkle**
Provost and
Senior Vice President

Dr. Michael Hoff
Vice Provost



EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 17, 2023

ITEM: ETSU Research Update: Sponsored research projects in the field of secondary special education and transition

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Dawn A. Rowe
Professor and Quillen Chair of Excellence
Clemmer College of Education and Human Development

Dr. Rowe currently serves as the Quillen Chair of Excellence in the Clemmer College of Education and Human Development and is the 2023-24 recipient of the ETSU Distinguished Faculty Research Award based on her outstanding and sustained contributions in scholarship. In this presentation Dr. Rowe will present an overview of her sponsored research projects in the field of secondary special education and transition. Over her academic career at ETSU Dr. Rowe has secured more than \$20 million in external funding. During the presentation she will also highlight the Access ETSU Program, which provides support to young adults with intellectual disabilities who seek to increase their educational attainment at the university.

EMPOWERING INNOVATION
UNVEILING THE IMPACT OF SPONSORED
RESEARCH

—● Dawn A Rowe, PhD —

The slide features a light gray background with a thin black border. In the top-left and top-right corners, there are quarter-circles with a dark blue and white diagonal striped pattern. In the bottom-left and bottom-right corners, there are quarter-circles with a solid yellow color. At the top center, there are two overlapping circles, one gray and one yellow. On the left and right sides, there are vertical columns of four gray 'x' marks each. At the bottom center, there is a small cluster of gray dots arranged in a roughly triangular shape. The text is centered in a dark blue, sans-serif font.



VALUES

Education

- Every individual should have the opportunity to engage in high quality educational experiences that align with and expand their interests and aspirations.
- Participation in educational programs and planned outcomes of educational programs, should not be determined by individual characteristics (e.g., skin color, family structure, income, disability status, language, sexual orientation or gender identity).

Research

- Data should be collected, obtained, analyzed and used to identify and address structural and institutional barriers that inhibit equitable participation and outcomes for participants.
- Different research questions require different methods and multiple methods are often needed to understand issues (including issues of equity) more fully.





TRANSITION

- A process to help individuals prepare for a change in their life situation
- Key expectations: Active in Community, Valued in Society

READ MORE

<https://www.etsu.edu/coe/access/>

Active in the community

Actively participating, engaging, and contributing to the well-being, growth, and development of a specific community or group of people

Valued in the society

An individual or a group is recognized, respected, and appreciated for their contributions, qualities, or attributes within a particular community or society at large

PRIMARY RESEARCH AREAS



Evidence-based Practices

identifying evidence-based practices and predictors of postschool success for students with disabilities



Life Skills Interventions

life skills interventions (e.g., goal setting, self-management, communication skills)



Professional Development

professional development (e.g., families, in-service and pre-service educators)

ROLE OF SPONSORED RESEARCH

As it Applies to the Field of Secondary Special Education and Transition

- Sponsored research can be a driving force in finding innovative solutions to the challenges faced by individuals with disabilities.
- It not only enhances the quality of life for people with disabilities but also promotes a more inclusive and equitable society by reducing barriers and stigma associated with disability.



Sample of Current Projects



Brain Injury & Juvenile Services Training

Funded by National Institute for Disability, Independent Living, and Rehabilitation Research (NIDILRR): Total Funding \$600,000



National Technical Assistance Center

Funded by US Department of Education, Office of Special Education and Rehabilitative Services [OSERS]: Total Funding \$4,100,000



RMI Teacher Retention Project

Funded by US Department of Education, Office of Special Education Programs [OSEP]: Total Funding \$1,249,989

Sample of Current Projects



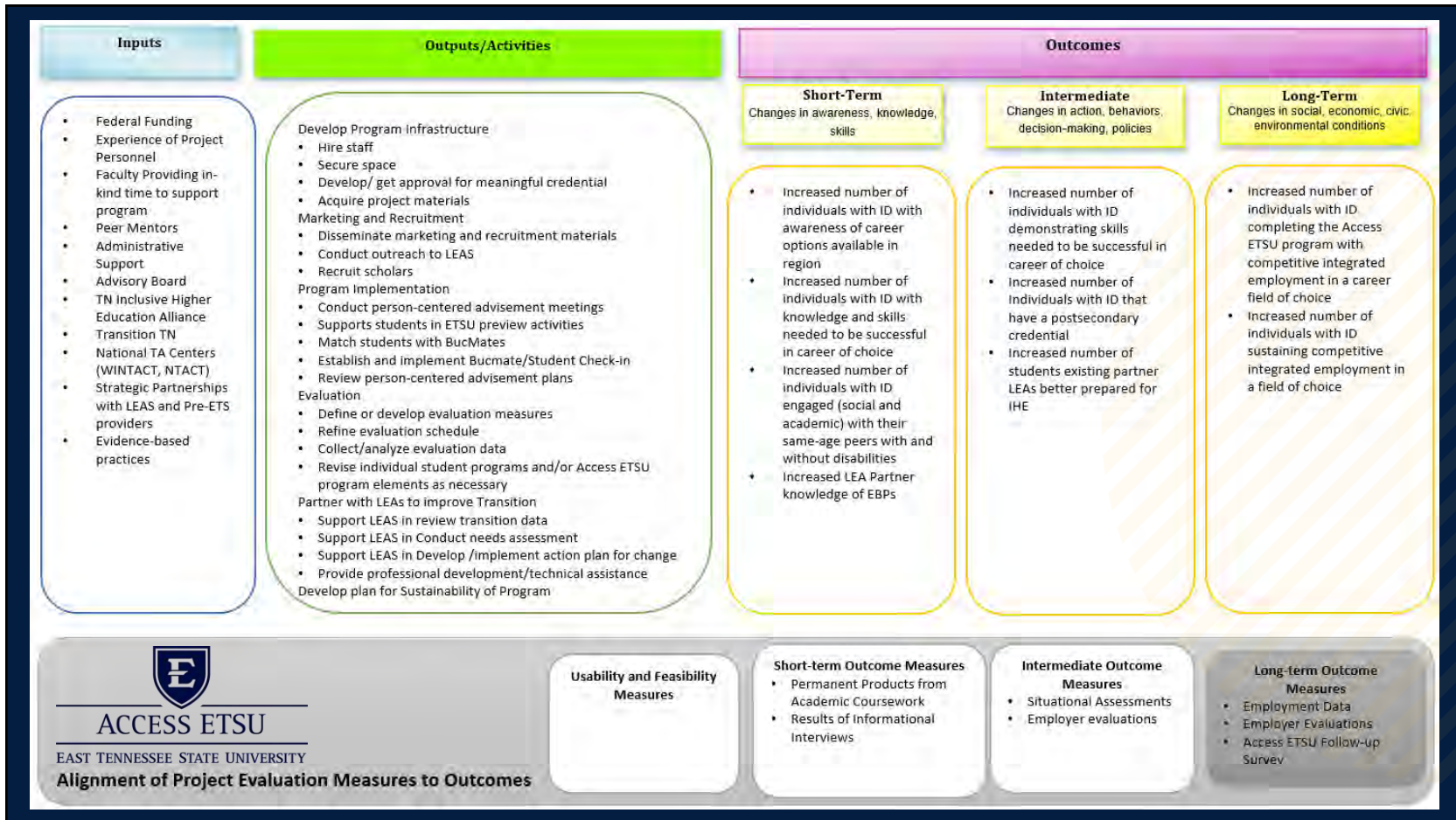
Department of
**Intellectual &
Developmental Disabilities**

Access

Funded by U.S. Department of Education Office of Postsecondary Education Under Transition Programs for Students with Intellectual Disabilities Into Higher Education (TIPSID): Total Funding \$2,500,000

Community Integration Project

Funded by Tennessee Department of Intellectual and Developmental Disabilities, Tennessee Believes Program: Total Funding \$400,000





Impact on Students with an Intellectual Disability



Aaron

<https://www.facebook.com/groups/1199196094148789>

I am

- Determined.
- Can write and draw.
- Can be flexible.
- Can make choices.
- Liked using a calendar to plan each week.
- Organized.
- Liked routines.

What is Important to Me

- I like swimming.
- I like movies.
- I like sports.
- I like adventure.

How to Best Support Me

- It may not seem like I am looking at you, but I am.
- I do not have great balance.
- Sometimes I may not hear you when you speak to me.
- I communicate using a device that speaks for me. You may have to ask me to use it.
- When I become anxious, I may shake or tense or sit on my hand.
- It takes me a little bit to adjust to new people.
- The less problems or words on a page, the better.
- Use Sign Language
- Sit down and allow wait time



Terrell

I am

- I am happy.
- I like helping other people.
- I am good at time management
- I am a hard worker.
- I am good at listening.
- I am good with schedules.

What is Important to

Me

- I like to ride my bike.
- I like working.
- I like shows about state troopers, coast guard, Alaska.
- I like football.

How Best to Support Me

- I am independent.
- I can ask for help.
- I can speak up for myself.

Credentials Earned

- ETSU Program Certificate
- TN Unarmed Security License
- CPR/First Aid Certificate

Competitively Employed!



Jeremy

<https://fb.watch/nKq2UHZTC/>

I am

- thoughtful and friendly
- have a great sense of humor
- have an excellent memory
- am entrepreneurial
- a "sports guru"
- prepared and passionate
- affable
- a leader and enjoy delegating

What is Important to Me

- Involvement in Church
- Meeting new people
- Sports: football, softball, baseball, basketball
- Video production
- Growing my show and selling merchandise
- Maintaining relationships
- Radio announcements

How to Best Support Me

- I like to have a schedule and tasks
- I need help lifting heavy object
- I enjoy having a routine
- I like to work in teams.

<https://easttennessean.com/2023/10/04/meet-jeremy-marlor-the-man-behind-the-jeremy-marlor-sports-show-radio-dj-for-the-edge/>

A Brief Look Into the Classroom



**WILL
GOTT**

and the ETSU
Bluegrass Pride Band



Impact on Peers

SAVANNAH YANKEE

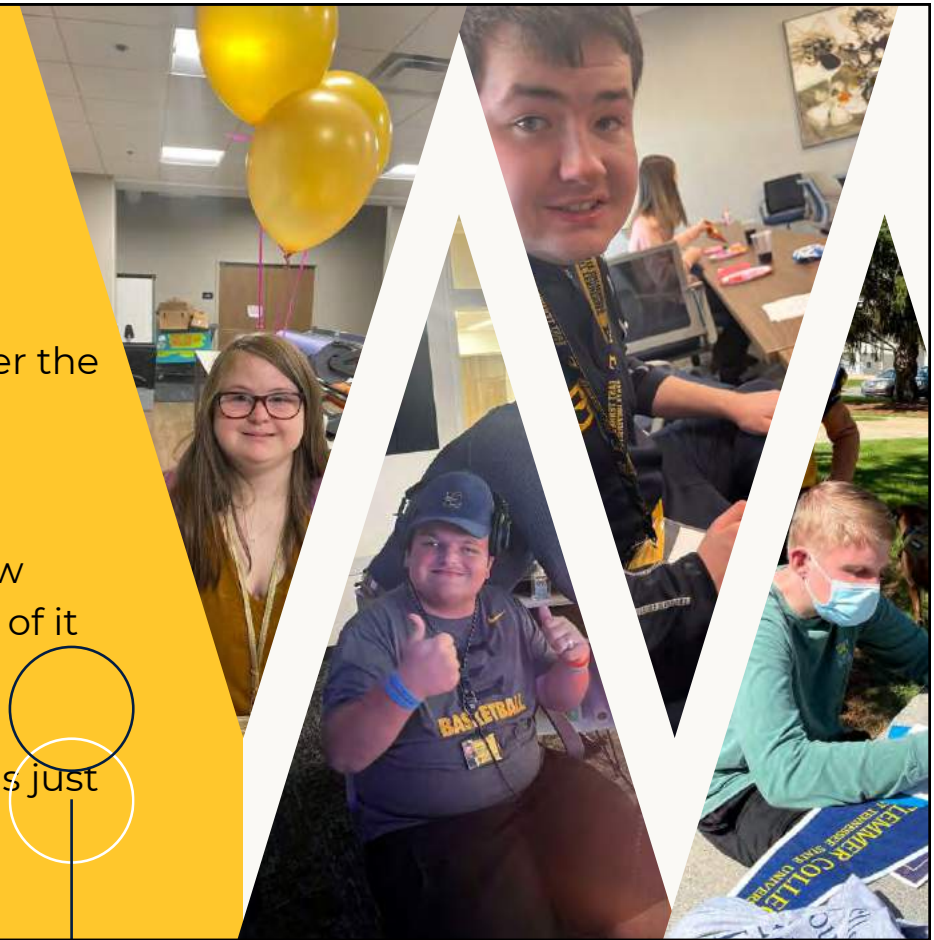
"I quickly learned to never put the students' abilities into a box, because they always exceeded my conceptualized limitations."



DAVID CHAPMAN

“My perception of inclusion and intellectual disability has changed over the course of my time with Access ETSU.

I had a rather ignorant opinion on intellectual disabilities, but I know now that ID is not what I had assumptions of it being. It is important that we try to incorporate these students into developing and growing as individuals just as we do for the general education students.”



JUSTIN DOWNS

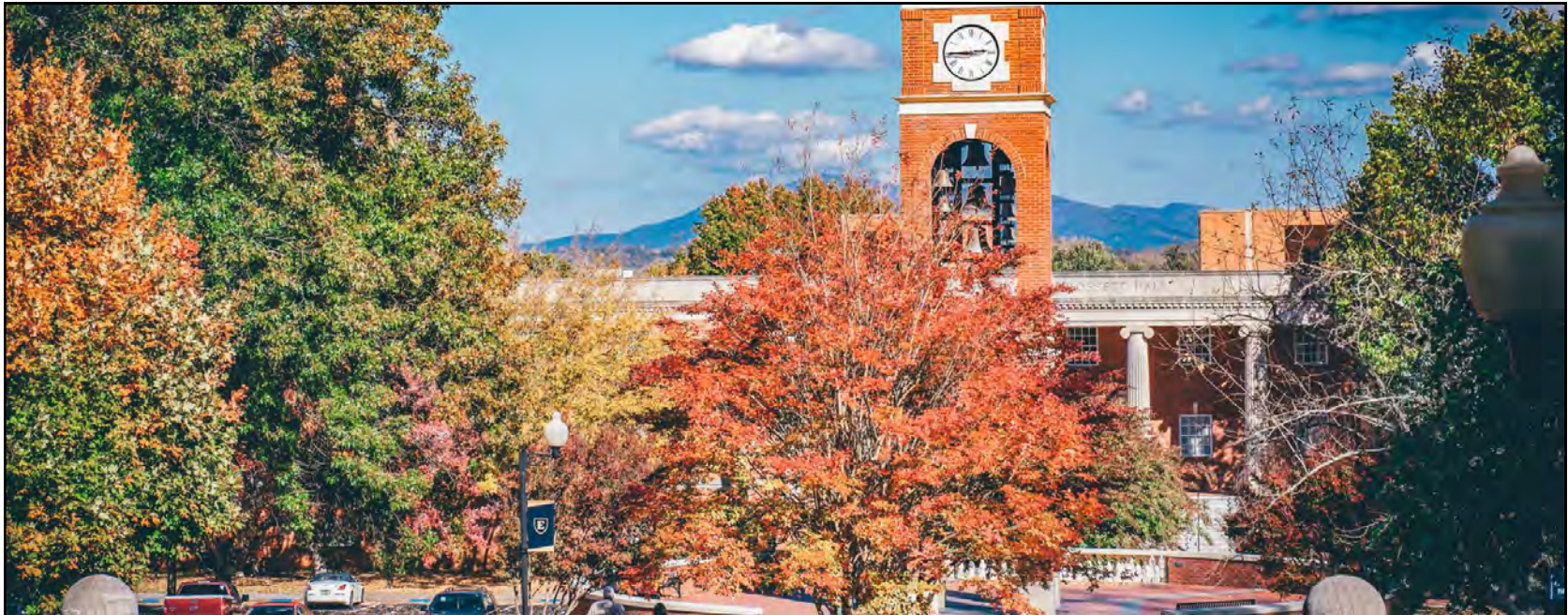
“I feel that I went into this appointment with a solid understanding of, and commitment to, diversity and inclusion on our college campus, but my perceptions of the need for inclusion for students with intellectual disabilities in particular has developed and grown several-fold through my firsthand experiences. It is clear to me that programs such as Access ETSU play an essential role in the inclusive practices of higher education institutions”





KELSEY HURRY

“My role as a BucMate is to squash any preconceived ideas, biases, or perceptions of individuals with intellectual disabilities and educate others that these students are smart, they’re hard workers, and they’re just fun to be with.”



Impact on Faculty/Staff

FACULTY

“I felt that my student added so much to my class. His classmates and I enjoyed having him in class and hearing his perspective and ideas about the coursework. This was a valuable experience for me as well as the class as a whole.”

“Access has made me think more deeply about my assignments and the content I present. I now question the purpose of the assignments and the outcomes I am trying to achieve. I want to ensure my content is accessible to all.”

“Thank you for allowing the students to enroll in my course and I look forward to continuing to learn, grow and expand my skill-set with our Access ETSU students. It brings greater wealth and richness to the classroom space having this population of students to engage with.”

“I thoroughly enjoyed my time working with Nicole and I truly believe that her presence was a positive experience for all students in my class. If there is any support that I can provide on the front end, please do not hesitate reaching out to me. I would appreciate playing a more active role in the program.”





QUESTIONS

Dawn A Rowe, Ph.D
Quillen Chair of Excellence in Teaching and Learning
Professor of SPecial Education
Clemmer College of Education and Human Development
East Tennessee State University



roweda@etsu.edu

https://www.etsu.edu/coe/efse/sped/faculty_staff/roweda.php

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 17, 2023

ITEM: Overview of EQUIP (Extending Quillen to the Underserved through an Integrated Program)

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Bill Block
Vice President for Clinical Affairs
Dean, Quillen College of Medicine

Dr. Tom Kincer
Associate Dean for Rural and Community Programs
Quillen College of Medicine

Staff will provide overview of EQUIP (Extending Quillen to the Underserved through an Integrated Program), a collaborative effort between the Division of Rural and Community Programs and the Admissions Committee for the Quillen College of Medicine. This pathway program targets current ETSU college students from rural communities who aspire to attend the Quillen College of Medicine, become primary care physicians, and return to a rural community to practice. Staff will review the rationale for EQUIP, criteria for acceptance, opportunities provided, and current statistics.



EAST TENNESSEE STATE
UNIVERSITY

Mission

The mission of EQUIP is to identify, mentor and educate undergraduate college students to become primary care physicians committed to rural and underserved medicine.

Why EQUIP

- Less than 5% of medical students nationwide are from rural communities
- Less than 10% of practicing physicians are located in rural communities
- 20% of the population lives in rural communities
- Students from rural communities are much more likely to return to rural communities

Acceptance to EQUIP

- 12 undergraduate students per year
- Uniquely rural from East Tennessee, SW Virginia, Western NC
- Must want to attend Quillen
- Must want to become a primary care physician
- Must have at least a 3.4 GPA
- Must have some experiences in the medical field
- Must be able to spend 2.5 years in EQUIP prior to the start of medical school
- May attend the college of their choice

Benefits of EQUIP

- Mentoring: faculty and medical student
- Programming: monthly meetings
- Appalachian Preceptorship: one month experience
- Volunteer opportunities: RAM, Community events
- MCAT guidance
- Guaranteed Interviews: 3.4 GPA, 503 MCAT
- Guaranteed Acceptance: 3.6 GPA, 508 MCAT

Stats: EQUIP began spring 2021

- 26 total students currently enrolled
- 17 new applications undergoing interviews
- Schools represented:
 - ETSU: 20 (one started at Walters State Community College)
 - UT: 3
 - Carson-Newman: 2
 - UK: 1
- Towns represented: Unicoi, Johnson City, Telford, Newport, Elizabethton, Morristown, Limestone, Gatlinburg, Kingsport, Mt. Juliet, Jonesborough, Greeneville, Parrottsville, Abingdon, Kingston, White Pine, Lebanon, Va., Powell, Kodak

Application Class	Number of Students	Outcomes
2023	9	4 accepted Early Decision to Quillen. 3 decided to apply 2024 1 applying osteopathic- due to low MCAT 1 dropped out
2024	11	All remain in good standing
2025	6	6 accepted as Freshmen Still accepting applications
2026	0	Applications opened September 1 closes Dec 15



Any Questions?
Thank you!



EAST TENNESSEE STATE
UNIVERSITY

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 17, 2023

ITEM: Student Life and Enrollment Update

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Leah Adinolfi
Dean of Student Engagement and Director of Assessment

Dr. Michelle Byrd
Associate Vice President and Dean of Students

Dr. Heather Levesque
Assistant Vice President and Executive Director of
Undergraduate Admissions

The Division of Student Life and Enrollment partners across the campus and the community to support the institution's recruitment, access and success mission. Staff will provide a review of division priorities related to student activities and campus involvement while also presenting updates on progress made over the past several years to enhance the level of student engagement at ETSU. Staff will also provide an overview of the ways in which engagement contributes to success in college and review the strategies and approaches taken to enhance the student experience.

Student Engagement at ETSU

Division of Student Life & Enrollment



EAST TENNESSEE STATE
UNIVERSITY



**Engagement matters
Timing matters
Quality matters
Quantity matters**

What we're building and where we've been . . .



**EAST TENNESSEE STATE
UNIVERSITY**



Engagement Matters

1. Persistence
2. Critical Thinking & Academic Success
3. Belonging, Relationships & Well-Being



EAST TENNESSEE STATE
UNIVERSITY



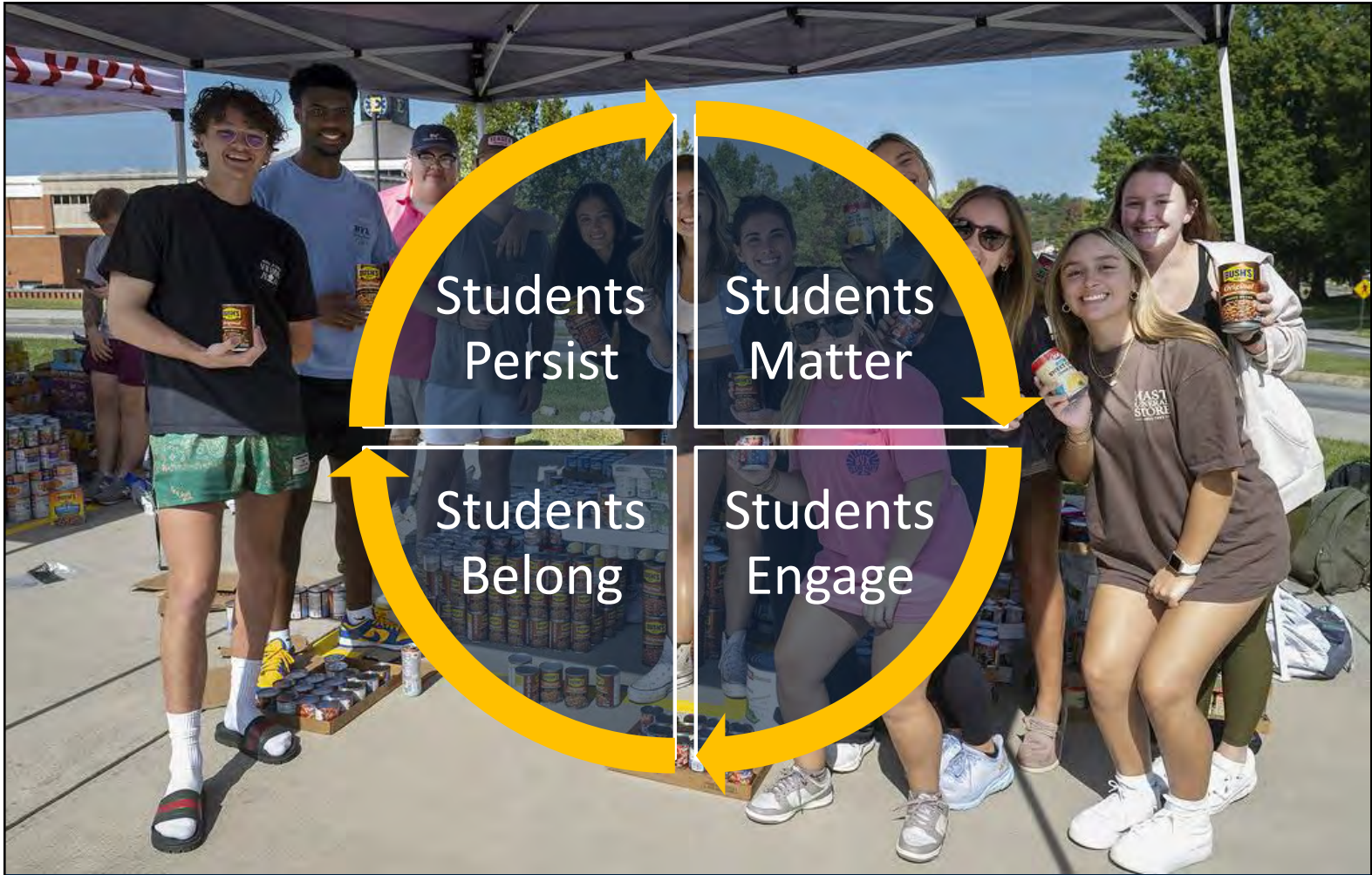
Essential components of belonging:

- (i) a sense of valued involvement and (ii) a sense of fit**

When we find ourselves in situations where we are the “out-group” or in an environment in which we feel like an outsider, we use our mental energy to monitor for threats, leaving fewer resources for higher cognitive processes. When students feel as if they don’t belong in a school setting, the cognitive energy that should be used on social engagement and learning is being used to scan for...barriers. Myra Laldin, Harvard Graduate School of Education



**EAST TENNESSEE STATE
UNIVERSITY**



Students
Persist

Students
Matter

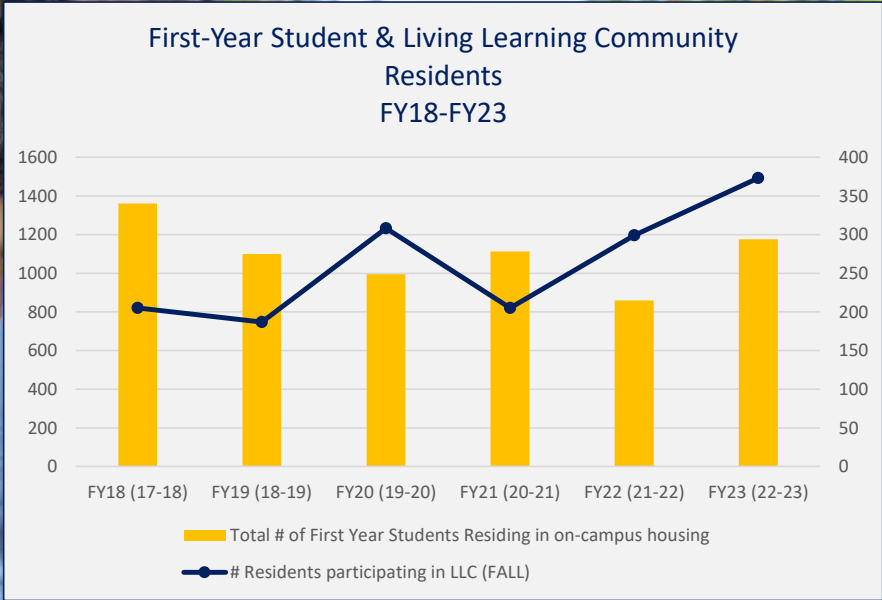
Students
Belong

Students
Engage



EAST TENNESSEE STATE
UNIVERSITY





In FY23, the number of students participating in Living Learning Communities (LLCs) saw a gain of 25% over the previous year and an increase of over 80% from FY18.

The total number of first-year students living on campus increased by 37% between FY22 and FY23.

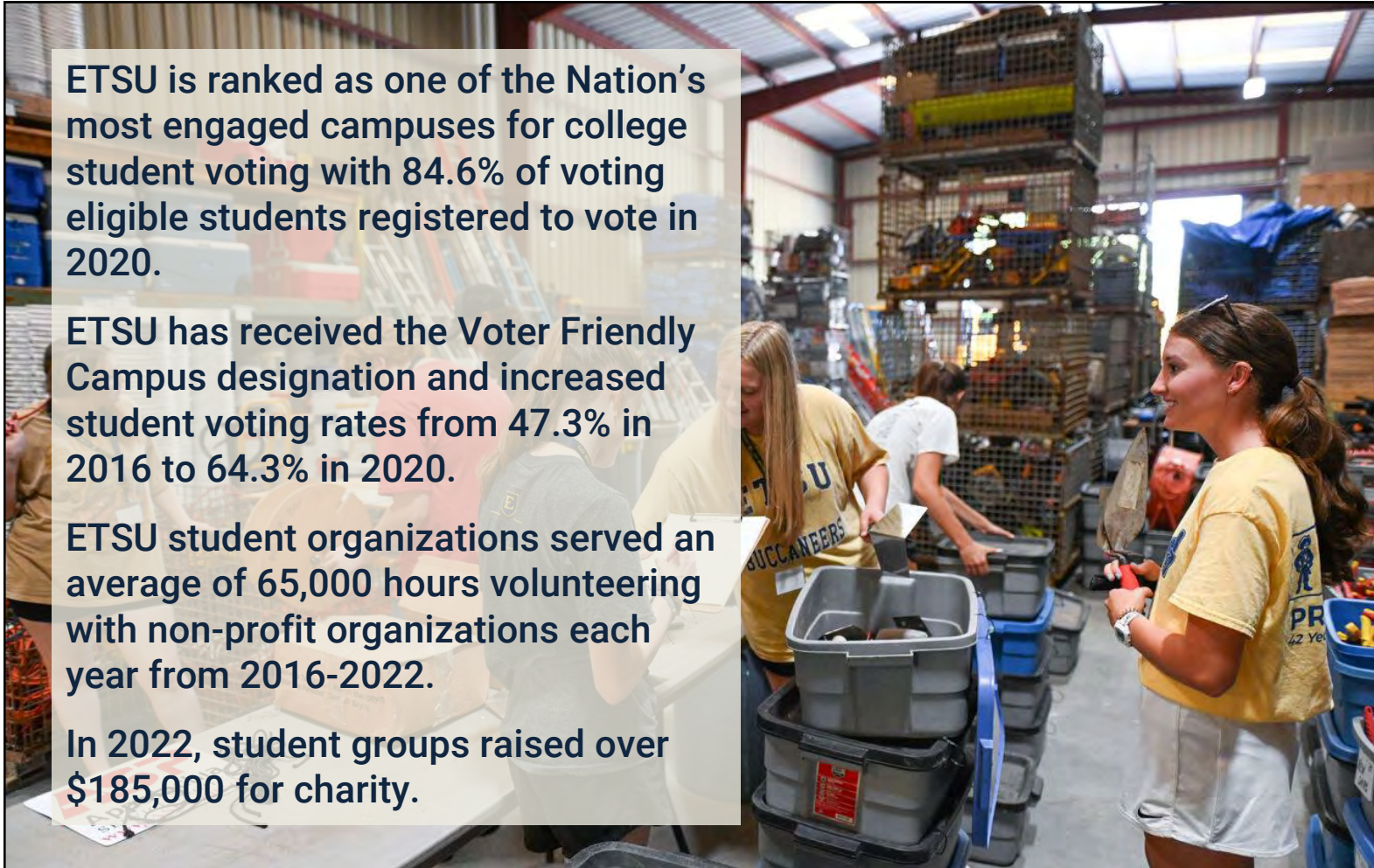


ETSU is ranked as one of the Nation's most engaged campuses for college student voting with 84.6% of voting eligible students registered to vote in 2020.

ETSU has received the Voter Friendly Campus designation and increased student voting rates from 47.3% in 2016 to 64.3% in 2020.

ETSU student organizations served an average of 65,000 hours volunteering with non-profit organizations each year from 2016-2022.

In 2022, student groups raised over \$185,000 for charity.

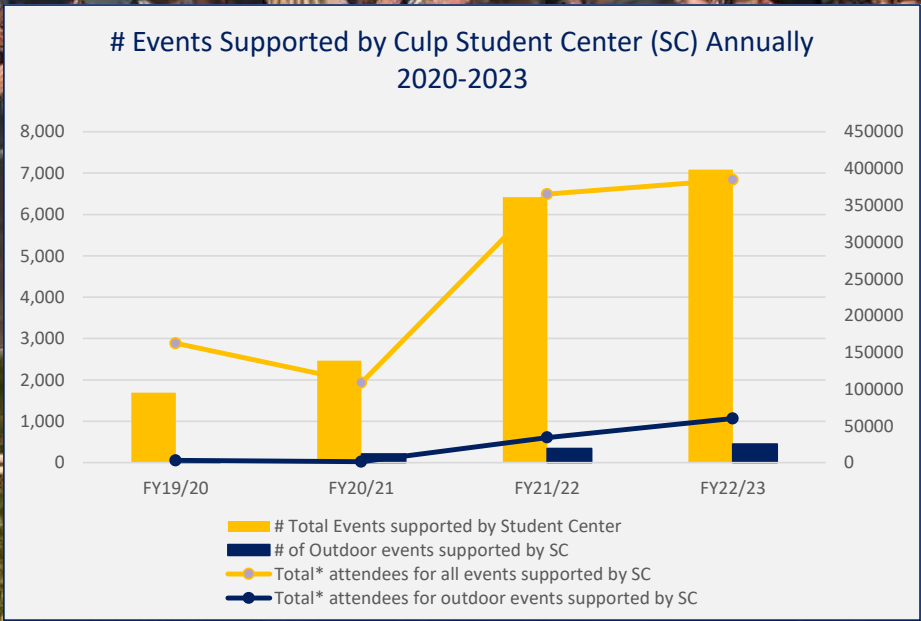


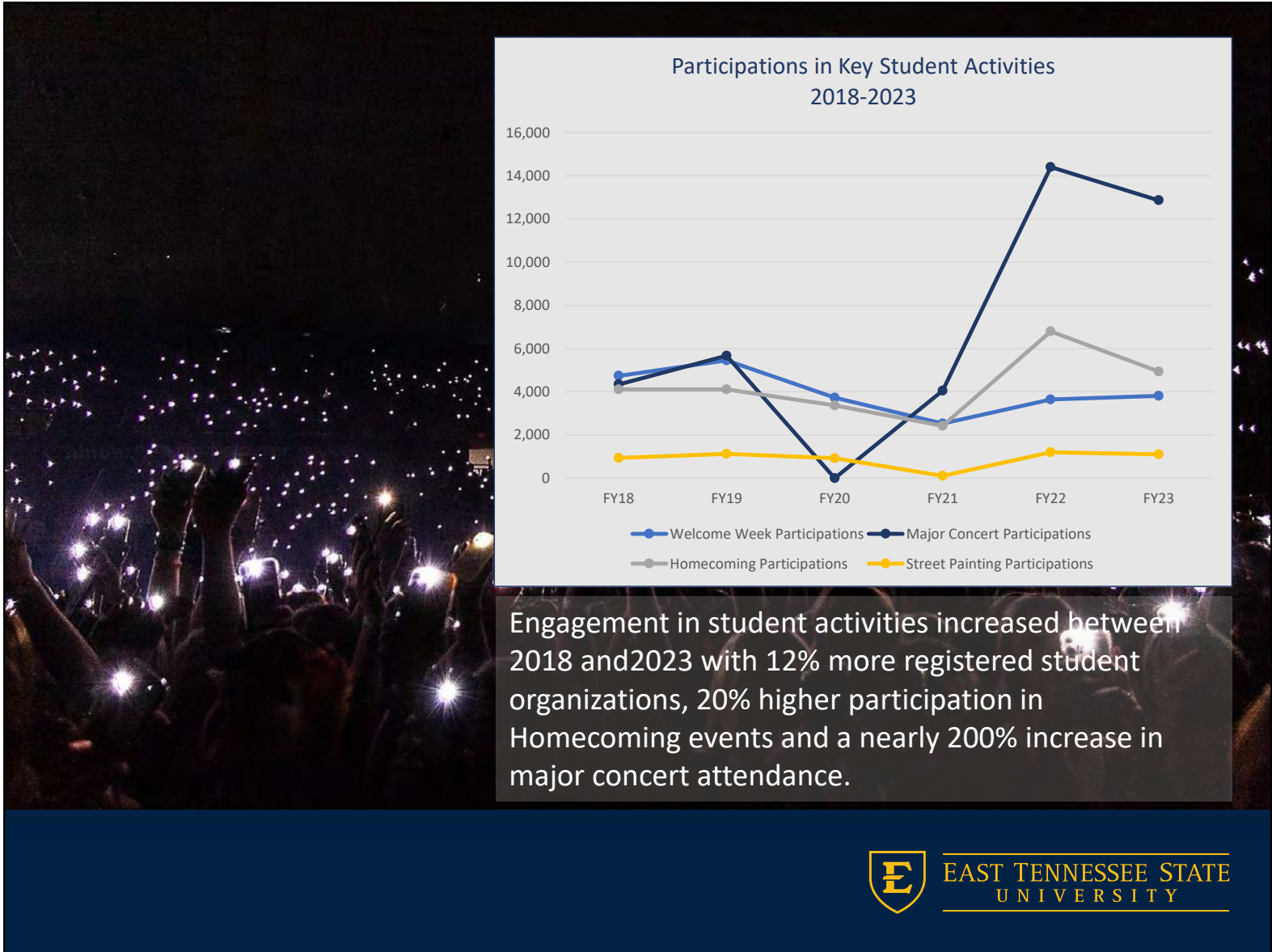
**EAST TENNESSEE STATE
UNIVERSITY**

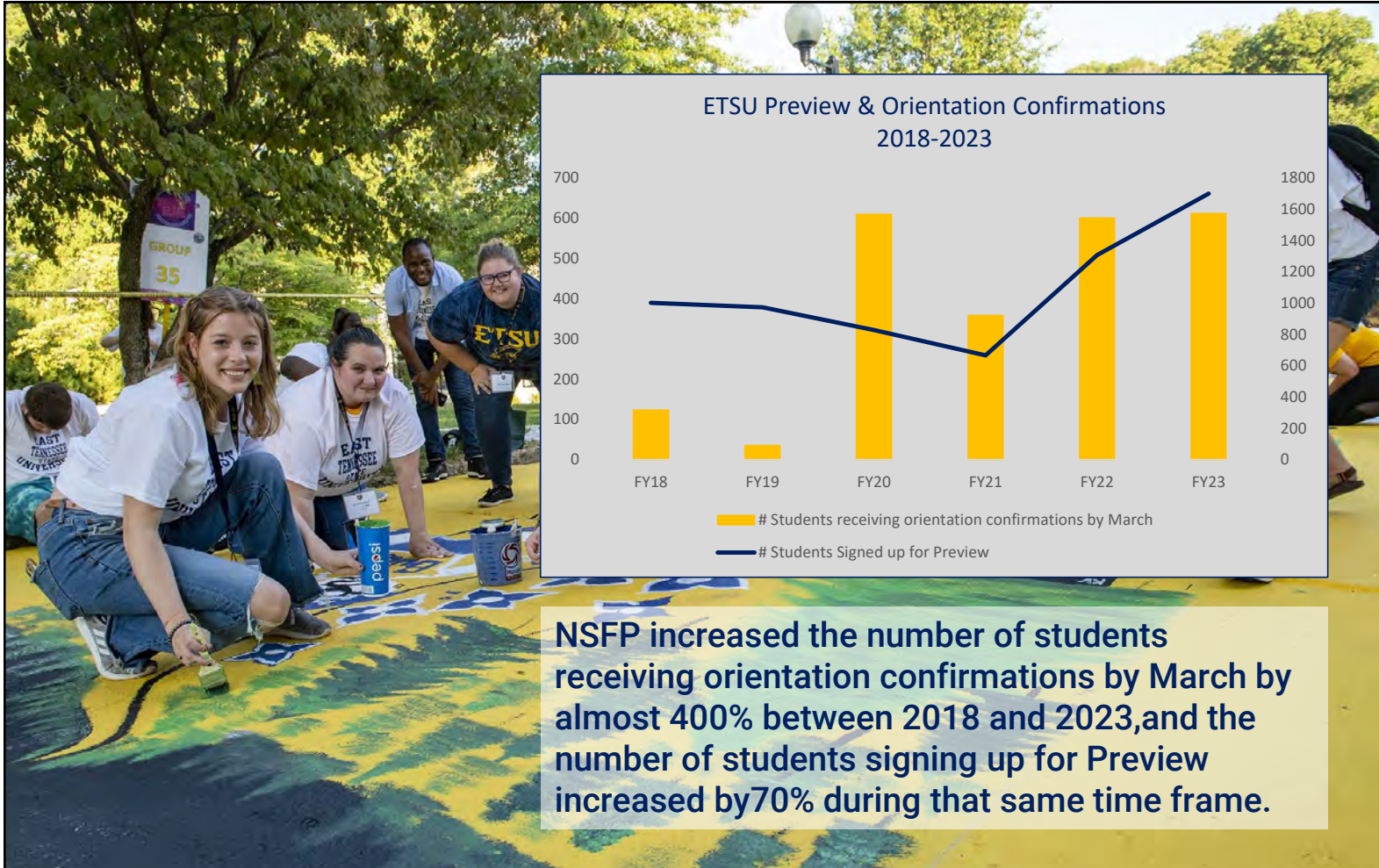


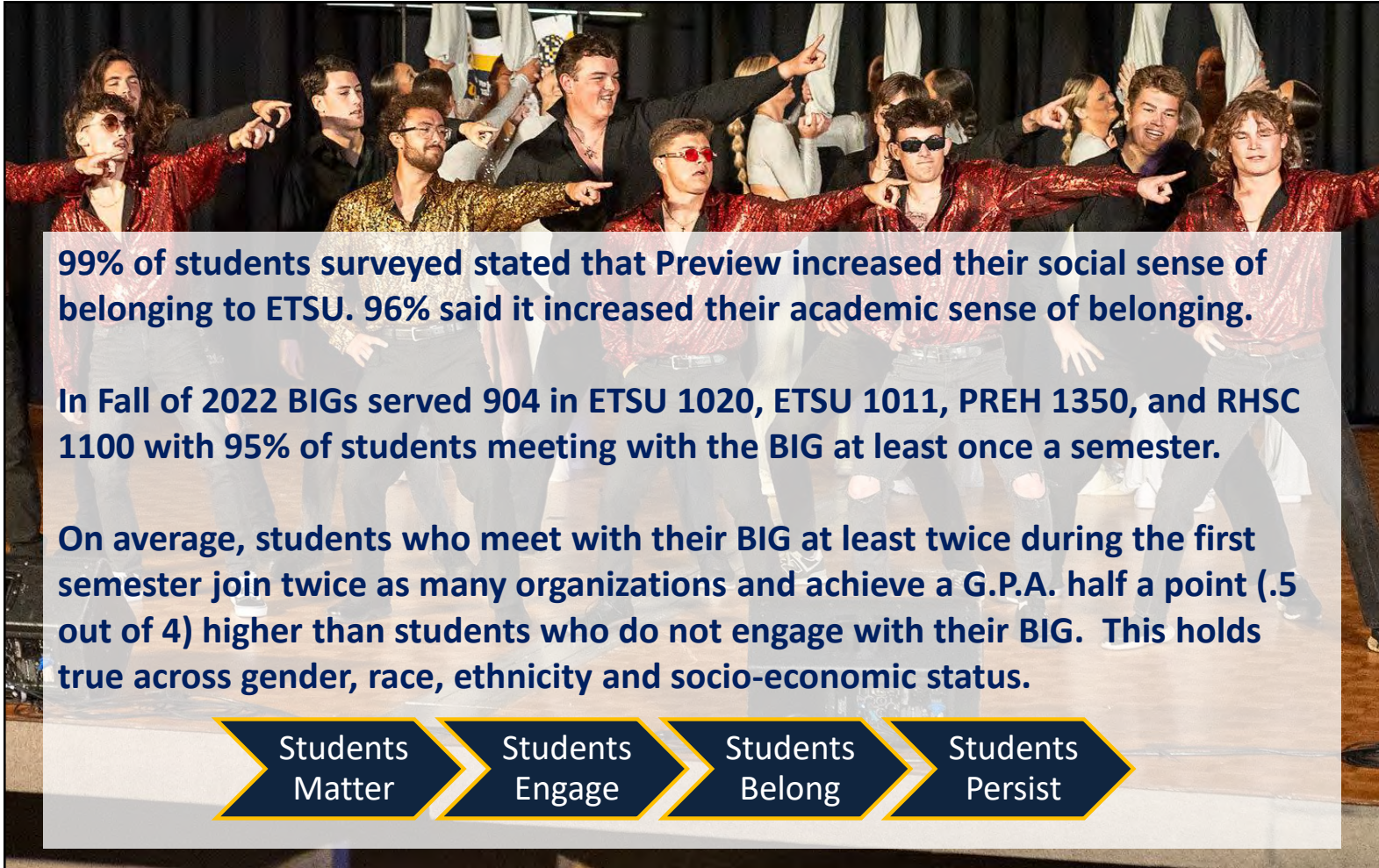
The total number of events, meetings and activities supported by the Culp Student Center has increased more than three-fold since re-opening, and participations in these events have more than doubled.

In FY23, staff supported over 7,000 reservations with more than 384,000 participations.









99% of students surveyed stated that Preview increased their social sense of belonging to ETSU. 96% said it increased their academic sense of belonging.

In Fall of 2022 BIGs served 904 in ETSU 1020, ETSU 1011, PREH 1350, and RHSC 1100 with 95% of students meeting with the BIG at least once a semester.

On average, students who meet with their BIG at least twice during the first semester join twice as many organizations and achieve a G.P.A. half a point (.5 out of 4) higher than students who do not engage with their BIG. This holds true across gender, race, ethnicity and socio-economic status.



Student Engagement at ETSU

Division of Student Life & Enrollment



EAST TENNESSEE STATE
UNIVERSITY