Annual Report on Articulation and Transfer

2011

October 1, 2011

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900 | Nashville, TN 34243

TENNESSEE HIGHER EDUCATION COMMISSION

2011 – 2012 COMMISSION MEMBERS

Ms. Sue Atkinson, Nashville, 5th Congressional District

Mr. Charles W. Bone, Hendersonville, 6th Congressional District

Mr. Gregory Frye, University of Tennessee, Martin

Mr. Tre Hargett, Secretary of State

Ms. Sharon Hayes, Brownsville, 8th Congressional District

Mr. Greg Isaacs, Knoxville, 2nd Congressional District

Mr. Cato Johnson, Bartlett, 7th Congressional District

Mr. Jon Kinsey, Chattanooga, 3rd Congressional District

Mr. David Lillard, Jr., State Treasurer

Mr. Charles Mann, Vice Chair, Santa Fe, 4th Congressional District

Dr. Gary Nixon, Executive Director, State Board of Education

Mr. Zack Walden, East Tennessee State University

Mayor A C Wharton, Secretary, Memphis, 9th Congressional District

Mr. Robert White, Chair, Johnson City, 1st Congressional District

Mr. Justin Wilson, State Comptroller

TENNESSEE
HIGHER EDUCATION COMMISSION

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY 1

II. STATUS OF COMPLETE COLLEGE TENNESSEE ARTICULATION AND TRANSFER IMPLEMENTATION 2

III. STUDENT TRANSFER ACTIVITY IN FALL 2010 5

SUMMARY OF MAIN RESULTS 5

TENNESSEE TRANSFER STUDENT PROFILE: FALL 2010 SNAPSHOT 7

(1) STATEWIDE STUDENT TRANSFER ACTIVITY 7

(2) STUDENT TRANSFER ACTIVITY WITHIN TENNESSEE PUBLIC HIGHER EDUCATION 10

(3) STUDENT TRANSFER ACTIVITY BY INSTITUTION 12

(4) ACADEMIC CHARACTERISTICS OF TRANSFER STUDENTS 16

IV. THEC ACADEMIC TRANSCRIPT STUDY 18

APPENDICES

Appendix A. Tennessee Transfer Pathways Completed by Faculty Task Forces 19

Appendix B. Agenda of the Conference "Making the Transfer" 20

Appendix C. Joint Press Release on Transfer Pathways 21

Appendix D. Fall 2010 Enrollment and New Public Transfers by Sector and Institution 24

Appendix E. Fall 2010 Enrollment and New TICUA Transfers by Sector and Institution 25

Appendix F. New Transfers as a Percent of Undergraduate Enrollment, Public Institutions, Fall 2010 26

Appendix G. New Transfers as a Percent of Undergraduate Enrollment, TICUA Institutions, Fall 2010 27

Appendix H. New Transfer Student Activity by Sending Institution and Receiving Public University, Fall 2010 28

Appendix I. New Transfer Student Activity by Sending Institution and Receiving Community College, Fall 2010 29

Appendix J. New Transfer Students by Hours Completed and Degrees at Transfer, Fall 2010 30

LIST OF FIGURES

Figure 1. Student Transfer Patterns, Fall 2010 7
Figure 2. New Transfer Students by Source, Fall 2010.....8
Figure 3. New Transfers into Tennessee Institutions by State of Origin, Fall 2010 9
Figure 4. Transfer and Total Undergraduate Headcount, Public Institutions, Fall 2005-2010 10
Figure 5. Transfer and Native Student Demographics, Fall 2010 10
Figure 6. Transfers into Public Institutions, Fall 2010 11
Figure 7. Public Transfer Activity, Fall 2010 12
Figure 8. New Transfer Students as a Percent of Public Undergraduate Enrollment, Fall 2010.....13
Figure 9. New Transfer Students as a Percent of TICUA Undergraduate Enrollment, Fall 2010.....14
Figure 10. Academic Major at Transfer, New Transfer Students, Fall 2010 16
Figure 11. Credit Hours and Degrees at Transfer, New Transfer Students, Fall 2010.....17

LIST OF TABLES

Table 1. Student Transfer Activity by Sector of Origin, Fall 2010 8
Table 2. Institutional Share of Total Public Transfer Activity, Fall 2010 15

I. EXECUTIVE SUMMARY

The annual Articulation and Transfer report fulfills a statutory requirement of the Tennessee Higher Education Commission (THEC) to evaluate the progress of articulation and transfer policy implementation and transfer student activity. The 2011 report presents an update on the implementation status of the Complete College Tennessee Act (CCTA) of 2010 with regards to the creation of a statewide university parallel track program and provides a snapshot of Tennessee student transfer activity in fall 2010. It also describes a study, currently in the data collection phase, of the relationship between the general education core completion and efficient graduation.

CCTA Implementation Status

The CCTA called for the development of a fully transferrable university parallel track program within the University of Tennessee (UT) and the Tennessee Board of Regents (TBR) systems. The university parallel transfer track was to consist of 60 hours of instruction that could be transferred and applied toward requirements for a bachelor's degree. The implementation date for the universal general education transfer and pre-major pathway articulation was set for fall 2011. After 18 months of collaboration by all the involved parties, this deadline has been met successfully.

At present, 49 transfer pathways, jointly developed by TBR and UT, provide seamless transfer for community college students to any public university in Tennessee across a variety of fields of study. The development of the transfer pathways involved faculty of Tennessee public universities and community colleges, with administrative and research support from TBR, UT, and THEC and financial support from the Gates Foundation. The policy implementation required the following communication efforts: (1) a statewide "Making the Transfer" conference, (2) a website serving as a reference point relative to the transfer pathways, (3) a joint press release to announce the transfer pathway program and launch the website, and (4) organization of conferences for high school guidance counselors.

Snapshot of Student Transfer Activity

The student population in Tennessee is quite mobile. During the fall 2010 semester, more than seven percent of the undergraduate student body transferred into Tennessee public institutions or member institutions of Tennessee Independent Colleges and Universities Association (TICUA). Most new transfers take place within Tennessee, and most of the students transferring from out-of-state institutions are returning Tennessee residents. Transfer activity within the public sector is multidirectional but is mostly vertical, among community colleges and universities. Although quite similar to their non-transfer counterparts, transfer students include more adults. Over one-third of students transfer with more than 60 credit hours, and most of these do so without an associate's degree.

THEC Academic Transcript Study

An upcoming THEC study will examine whether meeting general education requirements by the time of transfer allows transfer students to graduate more rapidly and with fewer "extra" credit hours accumulated. This investigation was prompted by earlier observations that transfer students demonstrate lower degree efficiency than non-transfer students. The study includes the six TBR universities, all of whom volunteered to provide data for the study. The results of this research project will be published as an addendum to the Articulation and Transfer report by the end of 2011.

II. STATUS OF COMPLETE COLLEGE TENNESSEE ARTICULATION AND TRANSFER IMPLEMENTATION

The Complete College Tennessee Act's fall 2011 implementation date for universal general education transfer and pre-major pathway articulation has been met.

Background

The Complete College Tennessee Act (CCTA) of 2010 directs the Tennessee Higher Education Commission (THEC), in cooperation with the University of Tennessee (UT) and the Tennessee Board of Regents (TBR), to ensure that 60 hours of instruction can be fully transferred from community colleges and applied toward the requirements for a bachelor's degree at state universities. The 60 hours shall consist of 41 hours of general education course instruction and 19 hours of pre-major instruction or elective course instruction that count toward a major. The legislation requires that "an associate of science or associate of arts degree graduate from a Tennessee community college shall be deemed to have met all general education and university parallel core requirements for transfer to a Tennessee public university as a junior" [T.C.A. Section 49-7-202(e)(1)(A)].

The eighteen-month process for building and maintaining the transfer tracks has been characterized by the following:

- *Faculty decisions*. Faculty in the disciplines of the degree major pathways have built the 19-hour lower division transfer curricula. For example, the faculty taskforce in Biology was made up of community college and university Biology faculty. The faculty together agreed upon the appropriate 19 hours of requirements at the community college that will count as the same set of requirements toward the bachelor's in Biology at the university. The critically important fact is that faculty in each discipline made these decisions, not system or institutional administration.

- *Data-driven*. The selection of pathways to construct has been data-driven, with full collaboration among THEC, TBR, and UT.

- *Institutional mission distinctions*. The institutional mission differentiation emphasis of the CCTA is underscored in the patterns of 19-hour pathway transfer. Not all universities offer the same array of baccalaureate programs, as their program inventories are mission-specific.

- *Completion agenda*. In improving the efficiency of transfer, the articulated 41-hour and 19-hour tracks should reduce student time to degree and increase graduation rates. Certainly the strategy of universal transfer supports the CCTA's objective and the State's *Public Agenda for Tennessee Higher Education 2010-2015* goal of increasing the number of Tennesseans with a college credential.

Development of Tennessee Transfer Pathways

The joint effort between TBR and UT to develop a comprehensive array of transfer pathways as stipulated in the CCTA was completed in May 2011 when final endorsement of all approving entities in the two systems was achieved. In total, 46 pathways were developed across 28 disciplines. Two pathways in psychology and one in business were completed previously under the auspices of Public Chapter 863, Acts of 2008. Thus, 49 transfer pathways now exist. These pathways provide seamless transfer for community college students to any public university in Tennessee in the fields of study covered.

The process to develop the pathways began in early 2010 with THEC's analysis of students graduating from Tennessee public universities who had transferred from state community colleges. The analysis identified the baccalaureate degree program majors selected most often by transfer students. This list of baccalaureate majors by frequency of student selection represented close to eighty percent of all transferring students and provided the starting point for TBR and UT to develop pathways.

The faculty work in mapping the pathways began on June 4, 2010, with the assembly of the first joint TBR-UT faculty task force and continued through March 3, 2011. The development of the pathways required the assembly of 28 faculty groups and involved 420 faculty members from TBR community colleges and universities and the three universities in the UT System. Funding to support the Tennessee Transfer Pathways initiative came from the Bill and Melinda Gates Foundation in a grant to TBR.

See the transfer pathways completed by faculty task forces in **Appendix A**.

General Education Transfer

Since fall 2004, TBR has had a fully reciprocal agreement for transfer of general education courses among its six universities and thirteen community colleges. The arrangement includes provisions for community college students to fulfill general education requirements through either completing an associate's degree, designed for transfer, or completing blocks of general education categories. The TBR general education requirement consists of 41 semester hours in six subject categories. The reciprocal arrangement is now honored by the UT System, and TBR cooperates by awarding credit for general education courses completed by UT students who transfer to TBR institutions.

Transcript and Student Records Revisions

Ensuing from a joint meeting of TBR and UT admissions and records personnel held on February 23, 2011, an operation has been established to distinguish transcripts of community college students who complete the transfer pathways. Transcripts will clearly state that the record involves a transfer pathway and will denote the specific Area of Emphasis completed (history, psychology, accounting, etc.). Further, through the use of distinct program codes applied to identify students who enroll in the various pathways, tracking of both student headcount and completion rates will be possible for each individual pathway. Common course numbering has been completed for the transfer pathways.

Statewide Conference, "Making the Transfer"

A joint TBR-UT statewide conference featuring an overview of all operations relative to the transfer pathways was held June 14, 2011, at the Avon Williams Campus of TSU. Over 100 conference attendees represented various campus constituencies from TBR and UT and private colleges and universities in Tennessee, as well as high school guidance counselors.

See the agenda of the conference in **Appendix B**.

Development of Joint Website

The two systems collaborated to develop a joint website (www.tntransferpathway.org) that serves as a comprehensive, one-stop reference point relative to the transfer pathways for students, faculty, advisors, and administrators. The website, now fully operative, includes a page of essential information for students concerning the operation of the transfer process, as well as the curriculum for each pathway, progress worksheets for students, and links to relevant information.

Communication Efforts

On August 22, 2011, TBR and UT issued a joint press release to announce the transfer pathway program and launch the website. The release generated interest throughout the state and resulted in extensive television and print coverage, as well as over 3000 hits to the website in the first two days of operation. The University of Tennessee will host conferences in six Tennessee cities to explain the transfer pathways to high school guidance counselors. Over 300 counselors have preregistered for these conferences.

See the joint press release in **Appendix C**.

Continued Efforts

The TBR-UT Articulation Council, established in spring 2010, and composed of TBR and UT faculty and administrators, meets regularly and will monitor the program to (1) track progress and success of students enrolling in pathway programs, (2) develop and maintain a database of pathway participants, (3) review the pathway guides themselves for any curricular adjustments that may be needed, (4) recommend the development of additional transfer pathways as warranted, and (5) monitor the joint website to assure it is updated as appropriate.

III. STUDENT TRANSFER ACTIVITY IN FALL 2010

This section examines patterns in Tennessee student transfers in fall 2010 and, when appropriate, trends over time.

In this report, a **transfer student** is a person who: (1) received credit from another postsecondary institution, (2) enrolled at the receiving institution for the first time, and (3) had not earned a bachelor's degree or higher in the previous academic year. In contrast to past reports, we count as transfer students individuals returning to higher education with degrees at the baccalaureate level or above earned before the prior academic year.

The analysis of student transfer activity is conducted and presented at the following levels: (1) statewide transfer activity, (2) transfers within public higher education, (3) transfers by sending and receiving institutions, and (4) certain academic characteristics of transfer students.

This section also compares characteristics of transfer and non-transfer students. The terms "non-transfer students" and "native students" are used interchangeably. However, these terms apply to students' status just in fall 2010; these students may be transfer students in preceding or subsequent terms.

Analysis of statewide transfer activity is based on data submitted by public institutions to the THEC Student Information System (SIS) and information provided by the Tennessee Independent Colleges and Universities Association (TICUA). For the second year, TICUA has collaborated with THEC to make possible a statewide snapshot of student transfer activity.

SUMMARY OF MAIN RESULTS

Statewide Transfer Activity

- Most new transfers take place within Tennessee higher education, whereas about 35 percent of transfer students move in from other states.
- A majority of students transferring from out-of-state institutions are returning Tennessee residents.
- Approximately half of out-of-state students transfer from just six states.

Trends and Demographics

- Transfer students have constituted a steady percentage of overall public enrollment in Tennessee for the past six years.
- Transfer students are similar to native students in terms of their demographic and academic characteristics; at the same time, as a group, they include more adult students.

Public Sector Transfers

- Tennessee public universities receive a higher percentage of students from other Tennessee public institutions and a lower percentage of transfers from out of state than community colleges; proportions of TICUA transfers into the university and community college sectors are comparable.
- More than half of transfers into the public sector are from Tennessee public institutions.
- Transfer activity within the public sector is multidirectional; however, the majority of transfers is vertical, among community colleges and universities, rather than horizontal.

Transfer Activity by Institution

- Tennessee public universities have a higher proportion of new transfer students than community colleges.
- The top transfer receiving institutions, measured as a percentage of total out-transfers, are MTSU, UoM, UTK, and ETSU.
- The top transfer sending institutions, measured as a percentage of total in-transfers, are Southwest State, Pellissippi State, MTSU, and UTC.

Academic Characteristics of Transfer Students

- Almost half of all public transfer students major in just three broad areas: liberal arts and sciences, health-related professions, and business-related majors.
- A plurality of undergraduates transfer after the first semester but before they earn 48 credit hours.
- Although students transfer with various numbers of credits, over one-third of them transfer with more than 60 hours; most of these do so without earning an associate's degree.

TENNESSEE TRANSFER STUDENT PROFILE: FALL 2010 SNAPSHOT

(1) STATEWIDE STUDENT TRANSFER ACTIVITY

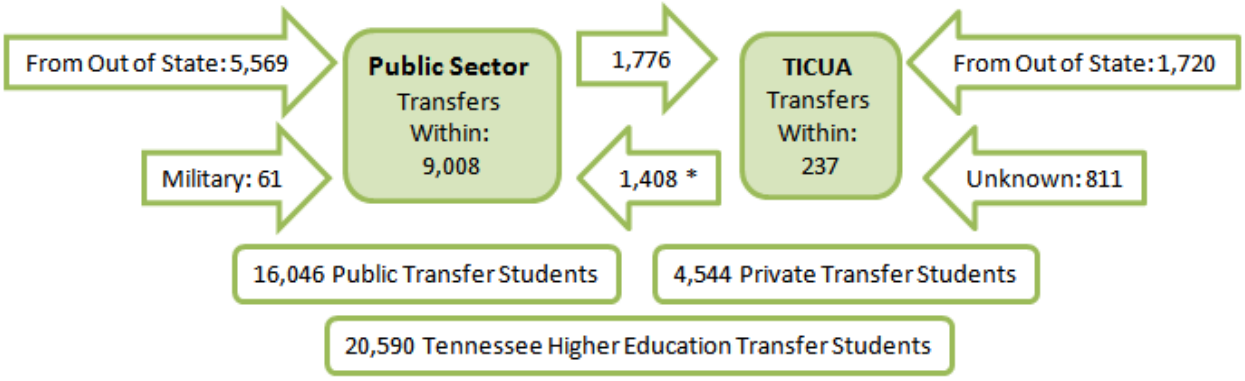
Patterns in Student Transfer Activity

In fall 2010, 20,590 students transferred into a Tennessee public or TICUA member institution of higher education (**Figure 1**).

- The majority of students (60.4 percent or 12,429 students) moved within Tennessee higher education from one state public or private nonprofit institution to another.
- Over 35 percent (7,289 students) transferred from out-of-state institutions of higher learning.
- The remaining four percent either moved into the public sector from military bases (61 students) or transferred to TICUA institutions from unknown locations (811 students).

Commensurate proportions of out-of-state students moved into the public sector (34.7 percent) and TICUA institutions (37.9 percent). In sharp contrast, within-sector transfers accounted for 56.1 percent of the public institution total (9,008 students out of 16,046 transfers) but only 5.2 percent for TICUA members (237 students out of 4,544 transfers). This indicates that more internal transfer activity takes place within the public sector compared to transfers among TICUA member institutions.

Figure 1.
Student Transfer Patterns, Fall 2010



* Includes transfers from TICUA and other in-state independent institutions.

Student Transfer Activity by Sector of Origin

In fall 2010, 20,590 transfers accounted for 7.1 percent of all enrolled students. The public sector received 16,046 transfer students (77.9 percent), while TICUA institutions received 4,544 transfers (22.1 percent). A majority of students (10,784 or 52.4 percent) came from Tennessee public institutions; out-of-state institutions sent 7,289 students (35.4 percent); and 1,645 students (almost eight percent) transferred from Tennessee's independent sector (**Table 1**).

See **Appendix D** for a detailed table of fall 2010 enrollment and transfer activity by sector and by institution.

Table 1.
Student Transfer Activity by Sector of Origin, Fall 2010

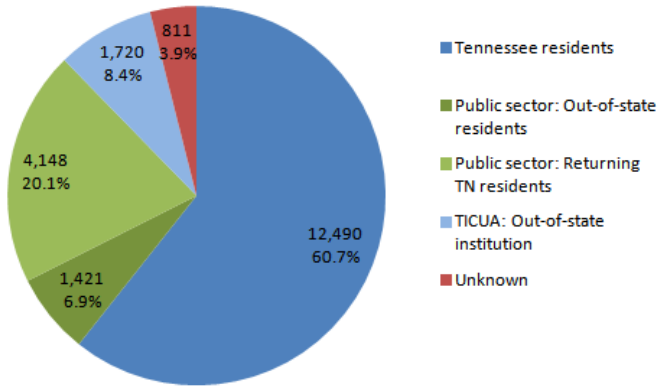
RECEIVING SECTOR	TRANSFERS BY SECTOR OF ORIGIN				Total Transfers	Overall Enrollment
	Tennessee Public	Tennessee Independent	Out-of-State	Other		
Public University Total	5,897	739	2,923	-	**9,618**	117,923
Public Community College Total	3,111	669	2,646	-	**6,428**	98,458
PUBLIC HIGHER EDUCATION TOTAL	9,008	1,408	5,569	61 *	**16,046**	216,381
TICUA TOTAL	1,776	237	1,720	811 **	**4,544**	73,319
GRAND TOTAL	**10,784**	**1,645**	**7,289**	**872**	**20,590**	**289,700**

* Transfers from military bases.
** Transfers from unknown locations.

Out-of-state Student Transfer Activity

The following caveats should be considered when interpreting the data on out-of-state transfers. First, for public institutions, this report relies on the permanent address of transfer students, rather than on the state of the previous institution. However, due to the data structure at TICUA, the report uses the state of the prior institution when examining the private sector. Second, transfers from Fort Campbell (61 students) are included in the group of Tennessee residents because the THEC Student Information System does not include permanent addresses for military students. The addition of military transfers raises the number of within-Tennessee transfers to 12,490. Finally, out-of-state students are not homogeneous. These students comprise two large groups: residents of other states and Tennessee residents transferring from out-of-state colleges and universities to institutions in their home state. These two groups of transfer students, out-of-state residents and returning Tennessee residents, are reported separately (**Figure 2**).

Figure 2.
New Transfer Students by Source, Fall 2010



Source: THEC SIS and National Student Clearinghouse

As Figure 2 shows, Tennessee residents transferring into public and private institutions accounted for 60.7 percent of all fall 2010 transfers into Tennessee higher education. The general group of out-of-state students accounted for 39.3 percent of all transfers and included the following categories: transfers into TICUA institutions (8.4 percent from out-of-state institution and 3.9 percent from unknown locations), transfers by residents of other states (6.9 percent), and transfers of Tennessee

residents returning to their home state (20.1 percent). The category of out-of-state students includes 115 foreign citizens transferring from institutions in other states.

It is remarkable that the group of returning Tennessee residents is almost three times larger than the group of "true" out-of-state students. From a policy perspective, this finding is critical because it may allow for better understanding of reasons for student transfer. One may suppose that Tennessee students return due to a combination of financial, academic, convenience, and personal considerations. Such a large number of returning residents suggests that, in the long run, Tennessee may be losing fewer students to other states than the data on high-school graduate out-migration would suggest. Availability of lottery scholarships could be a major factor in making a decision to transfer to a home state's public institution. [1] However, these suppositions require empirical testing.

Out-of-state transfer students enrolling in public or private non-profit institutions demonstrate similar patterns of origin (**Figure 3**). In fall 2010, four neighboring states sent more than half (51.4 percent) of all transfer students to public institutions in Tennessee: Georgia (15.6 percent), Mississippi (13.9 percent), Kentucky (12.2 percent), and Virginia (9.7 percent). Transfers into private institutions were less homogenous, with eight states sending 55 percent of transfers: Virginia (11.1 percent), Kentucky (8.0 percent), Florida (7.3 percent), Mississippi (6.8 percent), Alabama (5.6 percent), California (5.5 percent), Georgia (5.5 percent), and Texas (5.2 percent).

Figure 3.
New Transfers into Tennessee Institutions by State of Origin, Fall 2010

Transfers into TN Public Institutions *

Transfers into TICUA Institutions **

* Based on student's permanent residence. ** Based on location of institution.

[1] Tennessee residents, who were eligible for Tennessee Education Lottery Scholarships (TELS) upon completion of high school requirements, but who enrolled in a regionally accredited out-of-state postsecondary institution after high school graduation, may transfer to an eligible Tennessee postsecondary institution and receive a TELS award.

(2) STUDENT TRANSFER ACTIVITY WITHIN TENNESSEE PUBLIC HIGHER EDUCATION

Trends in Public Transfer Enrollment

In fall 2010, transfer students constituted 7.4 percent of the undergraduate enrollment in Tennessee public education. This figure is consistent with transfer enrollment in previous years. Overall enrollment in state public institutions has grown steadily and, from fall 2005 to fall 2010, increased by 22 percent. However, over the same period, the proportion of transfer enrollment remained stable, decreasing just over one percentage point. In absolute figures, growth in the number of transfer students was just over 1,000 (**Figure 4**).

Figure 4.
Transfer and Total Undergraduate Headcount, Public Institutions, Fall 2005-2010

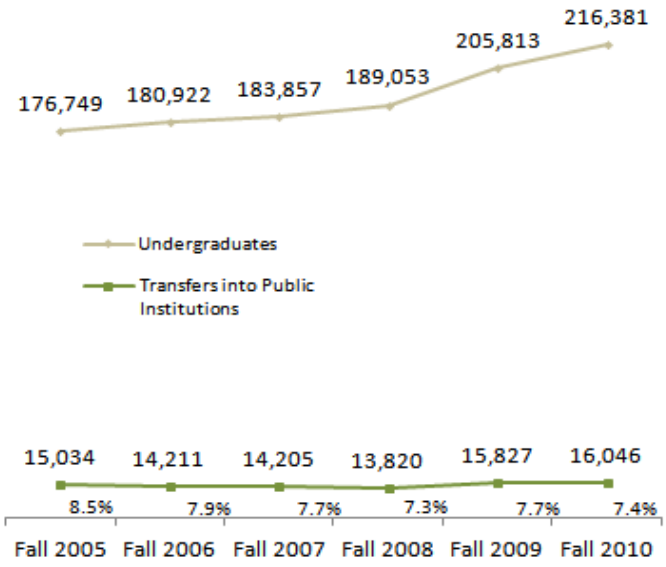
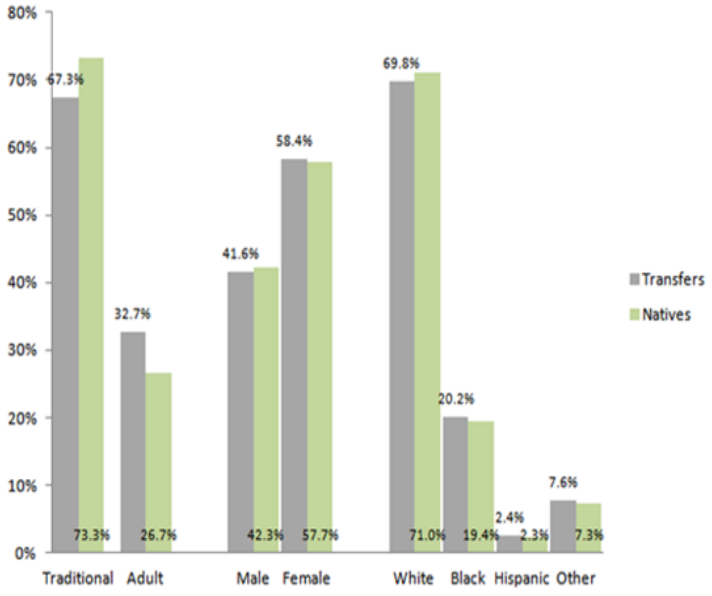


Figure 5.
Transfer and Native Student Demographics, Fall 2010



Public Transfer Student Demographics

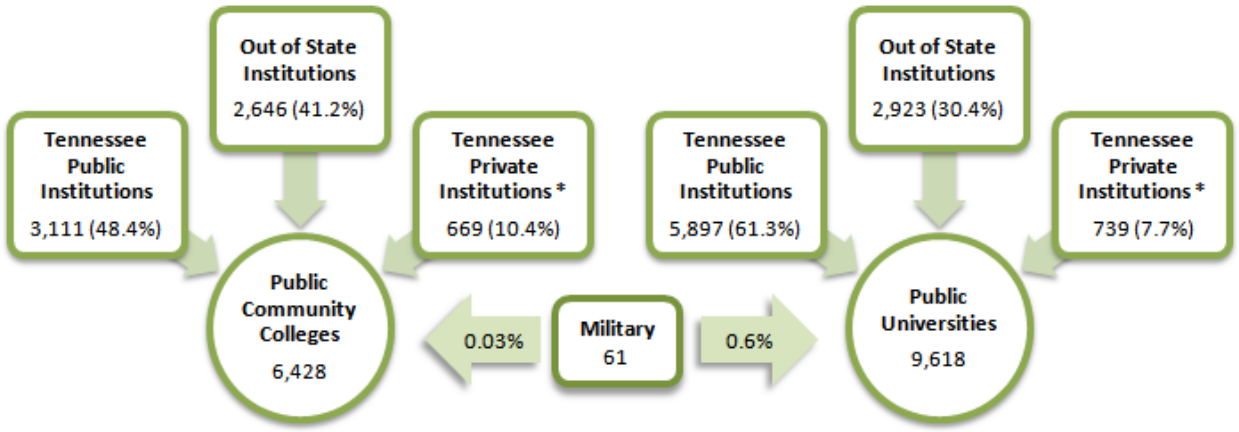
Transfer students are very similar to non-transfer students in terms of their demographic and academic characteristics (**Figure 5**). The only noticeable difference between these groups is age. There are more native students among traditional-age undergraduates and more transfer students in the adult population. In this report, adult students are defined as anyone who is 25 or older. The comparison of transfer and native students by gender, race, cumulative GPA, or credit hours does not indicate any substantive differences between these groups.

Public Transfer Activity

Public higher education institutions in Tennessee receive transfer students from three main sources: other public colleges and universities in the state, private not-for-profit institutions in Tennessee, and out-of-state institutions. Transfers from military bases are counted as public transfers. Excluded from this analysis are transfers from Tennessee technology centers and for-profit independent institutions. [2]

Transfers into the public sector have two destinations: community colleges and universities (**Figure 6**). The comparative analysis shows that the relative size of each source of transfer students for these two sectors is different. Most of the transfer students into community colleges come from other public institutions in the state (48.4 percent) and out-of-state institutions (41.2 percent). The independent sector provides slightly over 10 percent of all transfers into community colleges. In contrast, the universities rely more heavily on other Tennessee public institutions (61.3 percent of transfers into universities) and less heavily on out-of-state institutions (30.4 percent of their transfers). Tennessee private institutions supply 7.7 percent of university transfers into public universities, and military transfers account for less than one percent.

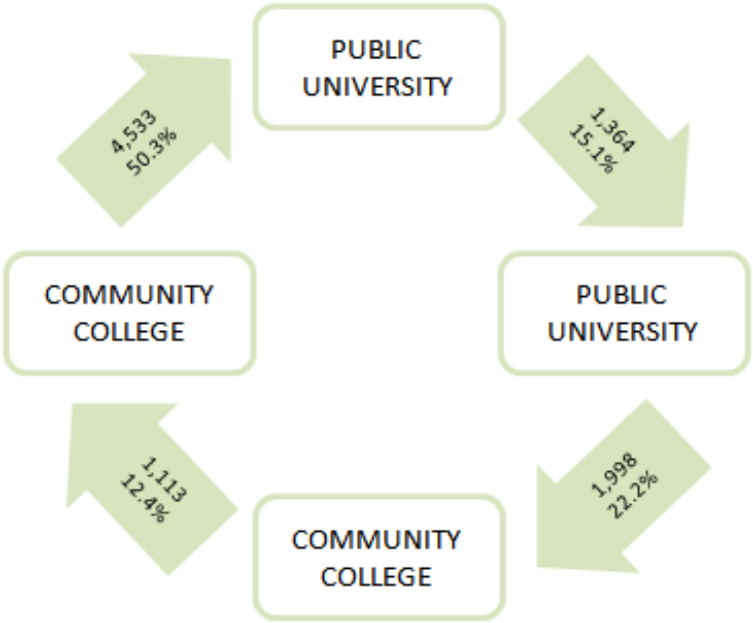
Figure 6.
Transfers into Public Institutions, Fall 2010



* Includes TICUA and non-TICUA institutions.

[2] The 2010 THEC report, *The Wilder-Naifeh Technical Skills Grant: A Baseline Evaluation*, showed that only five percent of Tennessee Technology Center students transferred to a Tennessee public college or university between 2004 and 2008, regardless of whether or not they had received a Wilder-Naifeh Technical Skills Grant. Given the recent emphasis on improving articulation between the TTCs and community colleges, the prevalence of transfer between these sectors bears watching for possible inclusion in future editions of this report.

Figure 7.
Public Transfer Activity, Fall 2010



Transfer within the public sector is multidirectional, with noticeable patterns (**Figure 7**). In fall 2010, more than half of all transfers into the public sector (9,008 students) took place among public institutions. Most of transfer activity is vertical: 50.3 percent of students moved from community colleges into public universities, and 22.2 percent transferred from universities to community colleges. The horizontal transfer activity is comparatively less pronounced but is still sizeable: 15.1 percent of students moved among public universities, and 12.4 percent transferred from one community college to another. The numbers in Figure 7 exclude transfers from technology centers (169 students) and military bases in Tennessee (61 students). The observed patterns are consistent with previous reports released in fall 2009 and fall 2008. One may conclude that transfers among Tennessee public institutions have maintained the same relative size and direction for the past several years.

See **Appendix D** and **Appendix E** for a more detailed view of the sending and receiving public and TICUA institutions.

(3) STUDENT TRANSFER ACTIVITY BY INSTITUTION

Transfer Students as a Percent of Undergraduate Enrollment

The total undergraduate enrollment in Tennessee public institutions in fall 2010 was 216,381 students. Of these students, 7.4 percent (16,046 students) were new transfer students. Of 98,458 students enrolled in community colleges, 6.5 percent (6,428 students) were new transfers. The percent of enrollees that had moved into the university sector was higher, at 8.2 percent (9,618 students) (**Figure 8**).

Figure 8.
New Transfer Students as a Percent of Public Undergraduate Enrollment, Fall 2010

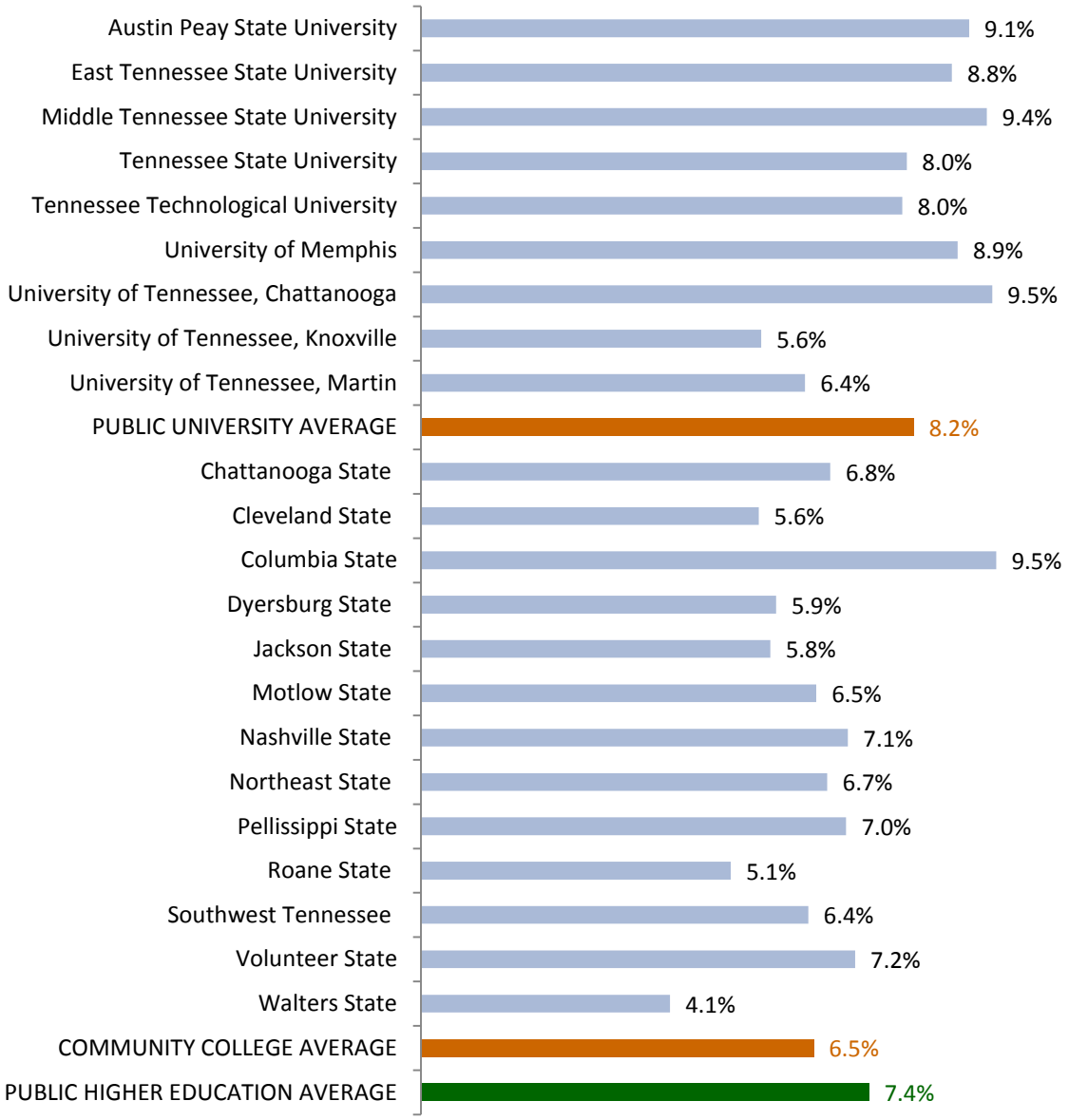
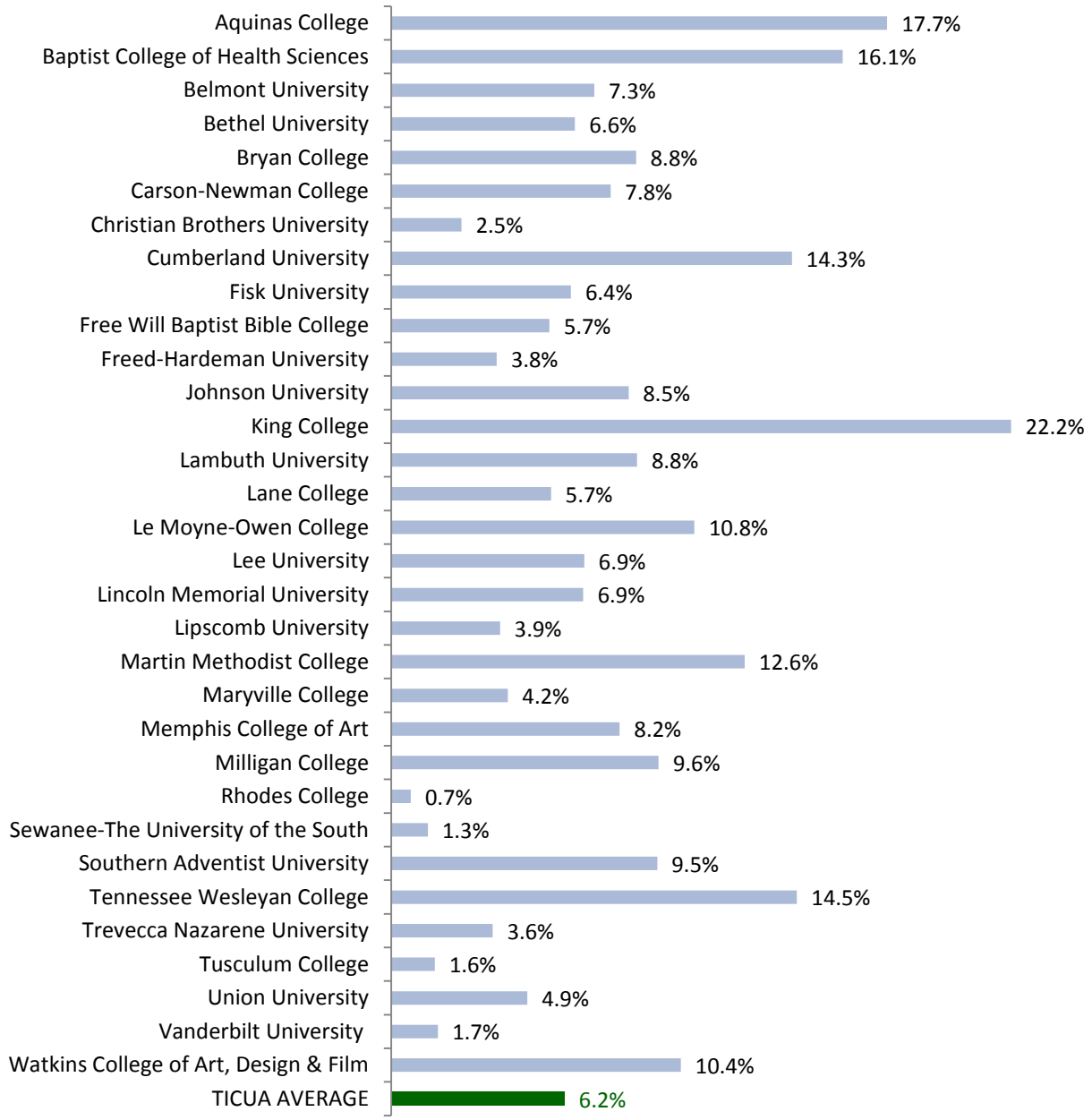


Figure 8 presents incoming transfer students as a percentage of undergraduate enrollment by institution and sector. Four TBR universities were above the average percentage for public universities, while the other two (TSU and TTU) were very close. For the University of Tennessee system, the Chattanooga campus was well above the university average; the campuses in Knoxville and Martin had percentages below the average for universities and the entire public sector (7.4 percent). For community colleges, six institutions enrolled transfer students at a higher proportion than the average for the sector (6.5 percent); Motlow State was equal to the sector-wide average, and six more were below. Middle Tennessee State University, The University of Tennessee at Chattanooga, and Columbia State Community College had the largest populations of new transfer students at approximately 9.5 percent each. Walters State Community College enrolled the smallest percentage of transfer students (4.1 percent).

Figure 9 presents transfer students as a percent of undergraduate enrollment for the TICUA member institutions. For TICUA, the sector-wide percentage of new transfer students of 6.2 percent was lower than for public institutions (7.4 percent). In contrast to public institutions, the differences among TICUA institutions were larger. King College enrolled the largest percentage of new transfer students at 22.2 percent, while Rhodes College had the lowest proportion at 0.7 percent (12 students). Eight TICUA institutions had new transfer enrollment of more than ten percent. Another eight institutions had new transfer enrollment of less than four percent.

Figure 9.
New Transfer Students as a Percent of TICUA Undergraduate Enrollment, Fall 2010



See **Appendix F** and **Appendix G** for a detailed breakdown of total and transfer enrollment by public and TICUA member institution.

Top Sending and Receiving Public Institutions

Table 2 presents each institution's share of new transfer-in and transfer-out students statewide. Middle Tennessee State University received a considerably larger portion of transfers (16.0 percent) than the other institutions. The other top receiving institutions were the University of Memphis (9.5 percent), University of Tennessee at Knoxville (8.8 percent), and East Tennessee State University (8 percent). Southwest State and Pellissippi State were the top sending institutions, each accounting for over seven percent of all transfers sent by public institutions. Middle Tennessee State University and University of Tennessee at Chattanooga were similar; both had over 6 percent of their students transfer out, which was the largest percentage among universities.

See **Appendix H** and **Appendix I** for a detailed count of transfer activity among all public institutions, showing the sending and receiving partners for each institution.

Table 2.
Institutional Share of Total Public Transfer Activity, Fall 2010

PUBLIC INSTITUTION	SENT *	RECEIVED *
Austin Peay State University	2.1%	3.1%
East Tennessee State University	4.5%	8.0%
Middle Tennessee State University	6.8%	16.0%
Tennessee State University	2.8%	3.2%
Tennessee Technological University	3.2%	6.9%
University of Memphis	3.8%	9.5%
TBR UNIVERSITY TOTAL	**23.3%**	**46.7%**
University of Tennessee, Chattanooga	6.0%	6.5%
University of Tennessee, Knoxville	5.3%	8.8%
University of Tennessee, Martin	2.7%	3.5%
UT SYSTEM TOTAL	**14.0%**	**18.8%**
Chattanooga State	5.0%	3.8%
Cleveland State	2.4%	0.7%
Columbia State	4.4%	2.7%
Dyersburg State	2.4%	1.5%
Jackson State	3.4%	1.7%
Motlow State	5.3%	2.4%
Nashville State	6.3%	4.1%
Northeast State	3.5%	2.6%
Pellissippi State	7.1%	4.3%
Roane State	4.7%	2.3%
Southwest State	7.4%	3.4%
Volunteer State	6.1%	3.7%
Walters State	4.6%	1.3%
COMMUNITY COLLEGE TOTAL	**62.7%**	**34.5%**
PUBLIC HIGHER EDUCATION TOTAL	**100.0%**	**100.0%**

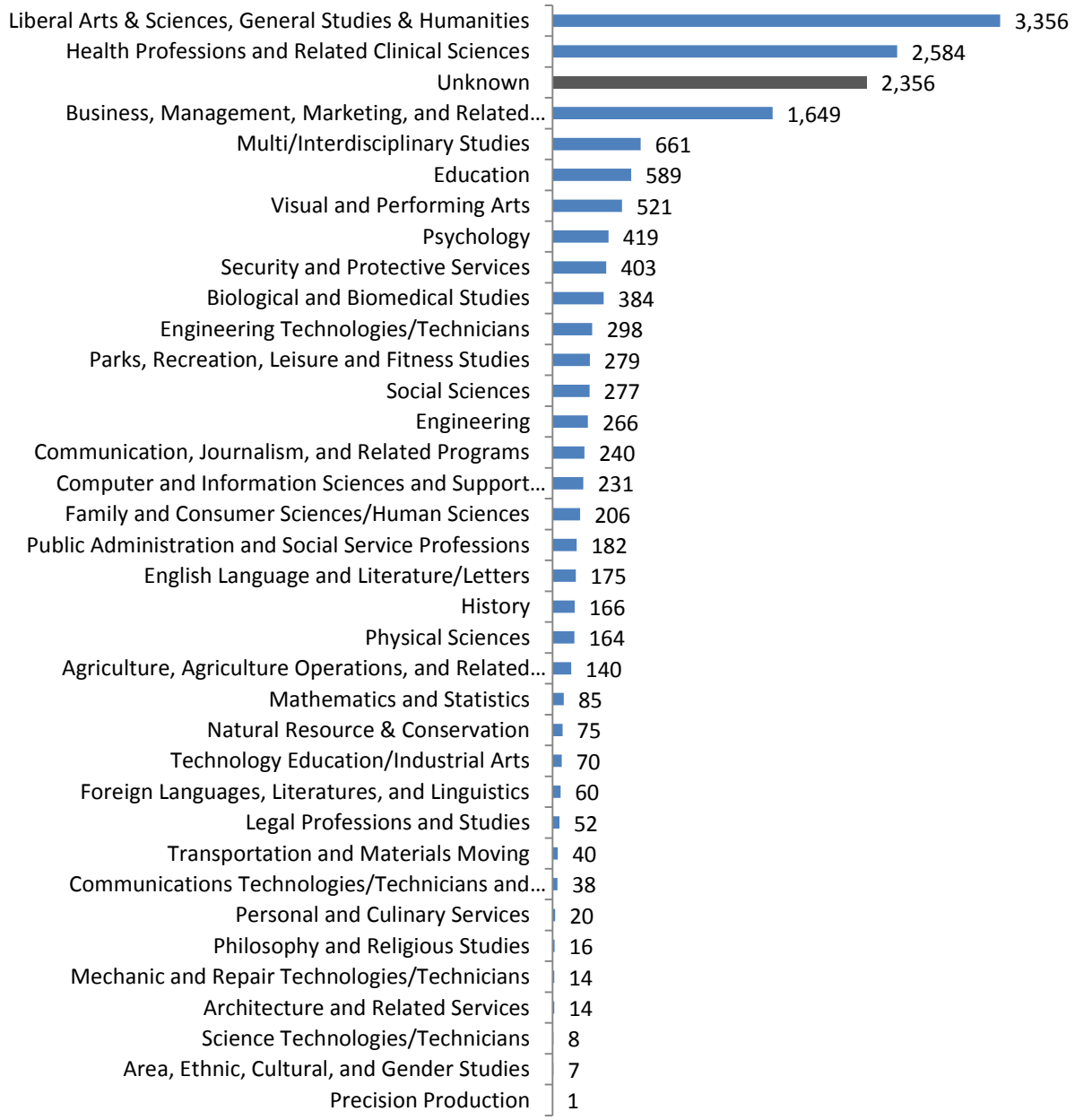
* Percent of the total transfers by category.

(4) ACADEMIC CHARACTERISTICS OF TRANSFER STUDENTS

Academic Major at Transfer

A few academic program choices were dominant among new transfer students in fall 2010. Three broad areas, liberal arts and sciences, health-related professions, and business-related majors, were chosen by nearly half (47.3 percent) of all transfers into the public sector in fall 2010. Additionally, nearly fifteen percent transferred with an unknown major, while the remaining 38 percent consisted of 32 different fields of study (**Figure 10**).

Figure 10.
Academic Major at Transfer, New Transfer Students, Fall 2010



Credit Hours and Degrees at Transfer

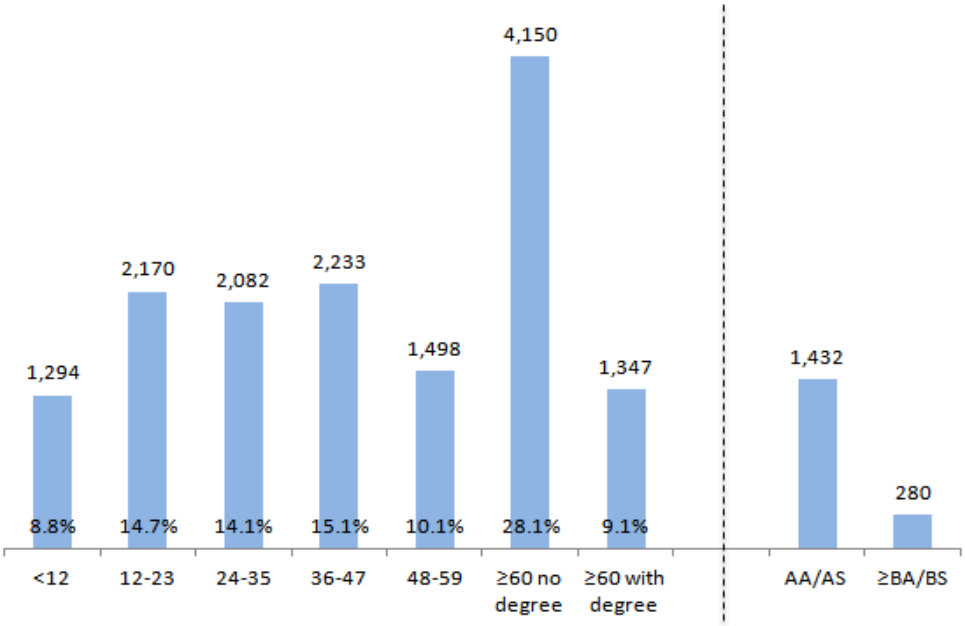
In this report, the examination of credit hours accumulated at the time of transfer differs from analyses in the previous years in that it includes transfers into the public sector from all sources, not just from the public institutions in Tennessee. It also focuses on credits that students brought in rather than hours that students transferred out. Furthermore, the analysis includes a previously neglected group of transfer students who had earned baccalaureate degrees or higher in the past, excluding the most recent academic year, and then returned to higher education for additional coursework and degrees.

The analysis shows that students transfer at various points in their academic careers. The majority of students transferred after their first semester but before earning 48 credit hours. An intriguing observation is that 4,150 students (28.1 percent) had accumulated more than 60 hours without earning an associate's degree. This number is much higher than in the 2010 report, which focused only on transfers within the public sector. Another 1,347 students (9 percent) transferred with more than 60 hours after obtaining a degree.

Over 1,400 students (8.9 percent of public transfers) arrived with an associate's degree. A small group of new transfers (280 students) already had a degree at the baccalaureate level or higher, accounting for 1.7 percent of fall 2010 public transfers. Because these numbers include degrees earned over the entire academic career and institutions do not always report all prior credits, students with degrees are included in various credit categories in Figure 11. That's why the total number of degree holders (1,712 students) exceeds the number of undergraduates who transfer with more than 60 hours and with a degree.

See **Appendix J** for a credit-hour description of new fall 2010 transfer students for each public institution.

Figure 11.
Credit Hours and Degrees at Transfer, New Transfer Students, Fall 2010 *



* Graph and percentages exclude 1,272 students with reported credit values below 1 or above 130

IV. THEC ACADEMIC TRANSCRIPT STUDY

In conjunction with the Articulation and Transfer Report 2011, THEC has initiated a study of the relationship between meeting the requirements of the common general education core and efficient degree completion. The study is currently in the data collection stage and, after completion, will become an addendum to this report.

The project will examine whether completion of the general education core, or any of its components, prior to transferring into a university increases the likelihood of graduation and decreases time and credits to degree.

The motivation for this analysis was the prior finding that Tennessee transfer students, on average, require more time and more credit hours to complete bachelor's degree requirements. An insufficient number of general education hours prior to transferring might explain this pattern.

The study aims to answer the following questions: Does the TBR-approved general education core help students graduate more efficiently? Do certain components of the general education core contribute to faster graduation? What is happening to transfer students—major selection or major changes, transfer patterns, etc.—that leads to the above result?

The investigation includes the six TBR universities, all of whom volunteered to provide data for the study. To date, the participating universities are: Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Technological University, and the University of Memphis.

The study intends to examine several cohorts of transfer students who moved into TBR universities after the general education core became operational. It will include three cohorts of new transfer students, from academic years 2006-07, 2007-08, and 2008-09, and analyze their outcomes as of spring 2011. The study will examine students who transferred into TBR universities from: TBR community colleges, other TBR universities, private institutions, and out-of-state institutions.

THEC has convened an Advisory Committee for the study, which includes representatives from all TBR universities, both university systems in Tennessee, THEC staff, and a faculty member from the Vanderbilt program in higher education policy. THEC has hosted two meetings of the Advisory Committee, made one site visit, and held numerous talks with individual campuses on data availability and processing. At present, campuses are preparing data files for submission to THEC for analysis. The study will continue throughout the end of the year, and its results will be published separately as an addendum to the Articulation and Transfer report by December 2011.

APPENDIX A

Tennessee Transfer Pathways Completed by Faculty Task Forces

Accounting	A.S.
Agriculture	
Agricultural Business	A.S.
Animal Science	A.S.
Plant and Soil Science	A.S.
Art (Studio)	A.A.
Biology	A.S
Business Administration	A.S. *
Chemistry	A.S.
Civil Engineering	A.S.
Computer Science	A.S.
Criminal Justice	A.A. and A.S.
Economics (for transfer into Colleges of Business)	A.S.
Economics (other tracks as specified)	
MTSU and UTC (Liberal Arts & Arts and Sciences)	A.S.
ETSU (Business and Technology)	A.A.
UOM (Arts and Sciences)	A.A.
UTK (Arts and Sciences)	A.A.
Electrical Engineering	A.S.
English	A.A.
Exercise Science	A.S.
Kinesiology (UTK only)	A.S.
Foreign Language	A.A.
Geography	A.A. and A.S.
History	A.A. and A.S.
Information Systems	A.S.
Mass Communication	A.A. and A.S.
Mathematics	A.S.
Mechanical Engineering	A.S.
Music	A.F.A.**
Physics	A.S.
Political Science	A.A. and A.S.
Pre-nursing	One Year Curriculum
Pre-Professional	
Dentistry, Medicine, Veterinary, Optometry, Pharmacy	A.S.
Occupational Therapy	A.S.
Physical Therapy	A.S.
Psychology	A. A. and A.S. *
Social Work	A.A. and A.S.
Sociology	A.A. and A.S.
Speech Communication	A.A. and A.S.
Theatre Arts	A.A. and A.S.

Total of 46 Pathways completed across 28 disciplines

* Business Administration (A.S.) and Psychology (A.A. and A.S.) were completed previously under PC 863. These are also considered pathways and raise the total completed to 49.
** New degree proposal. Not available until fall 2012.

APPENDIX B

Agenda of the Conference "Making the Transfer"

TENNESSEE BOARD OF REGENTS
EDUCATING TENNESSEE

THE UNIVERSITY of TENNESSEE
KNOXVILLE • CHATTANOOGA • MARTIN • MEMPHIS • TULLAHOMA

MAKING THE TRANSFER
JUNE 14, 2011

Conference Program

8:00 a.m. – 9:00 a.m.	**Registration**
9:00 a.m. – 9:30 a.m.	**Greetings and Remarks** Dr. Richard G. Rhoda *Executive Director, Tennessee Higher Education Commission*
9:30 a.m. – 10:00 a.m.	**Background and Process for Development of Transfer Paths** Dr. Paula Short *Vice Chancellor for Academic Affairs, Tennessee Board of Regents* Dr. Katie High *Interim Vice President for Academic Affairs, UT*
10:00 a.m. – 10:30 a.m.	**The Transfer Paths: How they work** Dr. Kay Clark *Associate Vice Chancellor for Academic Affairs, Tennessee Board of Regents* Dr. Phil Oldham *Provost, UT Chattanooga*
10:30 a.m. – 11:00 a.m.	**Communication Showcase: The Transfer Path Website**
11:30 a.m. – 12:30 p.m.	**Lunch and Discussion**
12:30 p.m. – 1:30 p.m.	**Answering Your Questions**
1:30 p.m.	**Adjournment**

APPENDIX C

Joint Press Release on Transfer Pathways

University of Tennessee System
Office of Communications
(865-974-1114)

Tennessee Board of Regents
Office of Communications
(615-366-4417)

FOR IMMEDIATE USE
August 22, 2011

UT, TBR Announce 50 Guaranteed Transfer Pathways between Community Colleges and Universities

NASHVILLE –- Community college students who want to complete a bachelor's degree now have a guarantee that their credits will transfer to a public university in Tennessee, if they choose one of 50 different majors offering transfer pathways.

The University of Tennessee (UT) and Tennessee Board of Regents (TBR) systems have collaborated to create 50 "Tennessee Transfer Pathways" for timely and cost-effective transitioning from a two- to four-year degree. All pathways are effective for the fall 2011 semester.

Every student entering a community college in Tennessee now can select one of 50 majors with accompanying transfer pathways, complete required courses, earn an associate's degree and transition seamlessly as a junior at a Tennessee public university. All earned credit hours will apply toward a bachelor's degree in the same discipline.

If followed exactly, the pathways also guarantee admission to all public universities in the state, except for UT Knoxville. The Complete College Tennessee Act of 2010, which outlined the transfer pathway model, requires that admission to UT Knoxville "remain competitive."

"This is among the most important achievements in recent years to increase the number of Tennesseans with four-year degrees," UT President Joe DiPietro said. "We were involved every step of the way in creation of the Complete College legislation and are confident in its potential to significantly enhance the state's workforce and attract new business to Tennessee."

"This program highlights the successful collaboration among all of our universities and community colleges," said TBR Chancellor John Morgan. "It helps students achieve their goals and complete their degrees, but it also helps them do it in a more efficient and less expensive way, without sacrificing the quality of our academic programs."

The 50 pathways were chosen based on transfer data. They include programs such as business administration, engineering, nursing, agriculture and criminal justice, among many others. A complete listing is available at: www.tntransferpathway.org/.

Schools participating in the transfer pathways program include TBR's 13 community colleges and six universities and UT's three undergraduate campuses in Chattanooga, Knoxville and Martin. Not all schools have the demand or resources needed to offer all 50 pathways, but advisors are being trained to identify the best options for students interested in pursuing a bachelor's degree. A listing of schools and pathways offered is included on the above-referenced website.

"More than 450 UT and TBR faculty members worked together over the past year to make today's announcement possible," said UT Interim Vice President for Academic Affairs and Student Success Katie High.

"We faced a challenge with an aggressive timeline, but the pathways have the potential to positively impact more than 4,500 students transferring from our public community colleges to universities each year," she said.

Each pathway outlines approximately 41 general education credit hours and 19 hours of prerequisites necessary for transfer.

To ensure transfer, pathways must be followed exactly, and substitutions will not be accepted. Students who change pathways or majors are not guaranteed all courses will apply.

"The implementation of the transfer pathways is a giant step forward in creating a seamless process for earning a college degree for the citizens of Tennessee," said TBR Vice Chancellor for Academic Affairs Paula Short. "We will be tracking the progress of our students and will work to constantly improve the process so that students receive the maximum benefit."

Outreach efforts are planned to ensure ongoing communication with current and prospective students, high school guidance counselors, parents and community members.

More information is available for download and distribution on the transfer pathways website, www.tntransferpathway.org/.

Creation of the transfer pathways website was aided by grant funding from the Bill and Melinda Gates Foundation.

UT Media Contacts
Gina Stafford, (865) 974-0741, stafford@tennessee.edu
Ellie Amador, (865) 974-1177, amador@tennessee.edu

TBR Media Contact
Monica Greppin, (615) 767-7865, monica.greppin@tbr.edu

Additional Interviewees
Faculty representatives from both UT and TBR are available upon request.

Quick Facts
Schools Offering Tennessee Transfer Pathways:
Tennessee Board of Regents Community Colleges

- Chattanooga State Community College
- Cleveland State Community College
- Columbia State Community College
- Dyersburg State Community College
- Jackson State Community College
- Motlow State Community College
- Nashville State Community College
- Northeast State Community College
- Pellissippi State Community College
- Roane State Community College
- Southwest Tennessee Community College
- Volunteer State Community College
- Walters State Community College

Tennessee Board of Regents Universities

- Austin Peay State University
- East Tennessee State University
- Middle Tennessee State University
- Tennessee State University
- Tennessee Technological University
- University of Memphis

University of Tennessee Undergraduate Institutions

- UT Chattanooga
- UT Knoxville
- UT Martin

Enrollment, Fall 2010:

- TBR Community Colleges – 98,458
- TBR Universities – 95,472
- UT Undergraduate Campuses – 46,273

Transfer Activity, Fall 2010:
Data available in attached PDF file or at: http://www.tennessee.edu/docs/Undergrad_transfer.pdf

Degrees Awarded, Academic Year 2009-10:

- TBR Community Colleges – 7,536 (Associate's degrees)
- TBR Universities – 11,733 (Bachelor's degrees)
- UT Undergraduate Campuses – 6,517 (Bachelor's degrees)

APPENDIX D

Fall 2010 Enrollment and New Public Transfers by Sector and Institution

RECEIVING INSTITUTION	NEW TRANSFERS BY SECTOR OF ORIGIN			Total New Transfers	Total Undergraduate Enrollment
	Tennessee Public	Tennessee Independent	Out-of-State		
Austin Peay State University	278	41	515	**893**	9,839
East Tennessee State University	719	57	297	**1,073**	12,208
Middle Tennessee State University	1,444	180	588	**2,212**	23,609
Tennessee State University	290	41	222	**553**	6,875
Tennessee Technological University	626	31	94	**751**	9,425
University of Memphis	852	136	579	**1,567**	17,635
University of Tennessee, Chattanooga	585	73	212	**870**	9,196
University of Tennessee, Knoxville	791	100	302	**1,193**	21,180
University of Tennessee, Martin	312	80	114	**506**	7,956
PUBLIC UNIVERSITY TOTAL	**5,897**	**739**	**2,923**	**9,618**	**117,923**
Chattanooga State	344	64	299	**707**	10,435
Cleveland State	66	43	101	**210**	3,754
Columbia State	246	75	217	**538**	5,648
Dyersburg State	135	29	57	**221**	3,759
Jackson State	156	76	79	**311**	5,375
Motlow State	213	21	110	**344**	5,256
Nashville State	365	58	276	**700**	9,906
Northeast State	234	31	191	**456**	6,779
Pellissippi State	389	61	335	**786**	11,169
Roane State	204	31	118	**353**	6,882
Southwest Tennessee	309	95	462	**866**	13,505
Volunteer State	330	49	270	**649**	9,029
Walters State	120	36	131	**287**	6,961
COMMUNITY COLLEGE TOTAL	**3,111**	**669**	**2,646**	**6,428**	**98,458**
PUBLIC HIGHER EDUCATION TOTAL	**9,008**	**1,408**	**5,569**	**16,046**	**216,381**

APPENDIX E

Fall 2010 Enrollment and New TICUA Transfers by Sector and Institution *

RECEIVING INSTITUTION	NEW TRANSFERS BY SECTOR OF ORIGIN					Total New Transfers	Total Undergraduate Enrollment
	Tennessee Public	TICUA	Non-TICUA	Out-of-state	Unknown		
Aquinas College	82	4	0	42	2	130	733
Baptist College of Health Sciences	88	7	0	65	5	165	1,022
Belmont University	106	18	0	259	45	428	5,896
Bethel University	97	11	9	82	24	223	3,395
Bryan College	14	3	0	36	72	125	1,428
Carson-Newman College	75	6	1	46	34	162	2,064
Christian Brothers University	27	6	0	19	3	55	2,193
Cumberland University	137	16	1	35	8	197	1,375
Fisk University	7	3	2	24	1	37	576
Free Will Baptist Bible College	6	1	0	8	1	16	283
Freed-Hardeman University	23	6	0	37	9	75	1,992
Johnson University	27	2	3	33	4	69	813
King College	187	15	11	198	21	432	1,949
Lambuth University	15	0	0	14	11	40	455
Lane College	0	0	0	0	127	127	2,222
Le Moyne-Owen College	68	13	0	26	0	107	987
Lee University	96	9	2	143	69	319	4,624
Lincoln Memorial University	195	9	4	91	6	305	4,445
Lipscomb University	56	12	0	70	14	152	3,908
Martin Methodist College	77	3	0	28	27	135	1,068
Maryville College	29	2	1	13	0	45	1,080
Memphis College of Art	5	0	0	20	12	37	453
Milligan College	63	2	0	38	6	109	1,140
Rhodes College	0	0	0	0	12	12	1,730
Sewanee-The University of the South	2	1	0	17	0	20	1,534
Southern Adventist University	43	2	0	194	51	290	3,049
Tennessee Wesleyan College	105	12	0	23	20	160	1,103
Trevecca Nazarene University	23	10	3	45	4	85	2,345
Tusculum College	12	0	0	23	0	35	2,249
Union University	94	21	4	75	5	199	4,091
Vanderbilt University **	n/a	n/a	n/a	n/a	212	212	12,721
Watkins College of Art, Design & Film	17	2	0	16	6	41	396
TICUA TOTAL	**1,776**	**196**	**41**	**1,720**	**811**	**4,544**	**73,319**

* Table excludes Meharry Medical College, Middle Tennessee School of Anesthesia, and Southern College of Optometry

** Vanderbilt University does not report sending institution of transfer students

APPENDIX F

New Transfers as a Percent of Undergraduate Enrollment, Public Institutions, Fall 2010

Institution	New Transfer Count	Total Undergraduate Enrollment	New Transfer Percent
Austin Peay State University	893	9,839	9.1%
East Tennessee State University	1,073	12,208	8.8%
Middle Tennessee State University	2,212	23,609	9.4%
Tennessee State University	553	6,875	8.0%
Tennessee Technological University	751	9,425	8.0%
University of Memphis	1,567	17,635	8.9%
TBR UNIVERSITY TOTAL	**7,049**	**79,591**	**8.9%**
University of Tennessee, Chattanooga	870	9,196	9.5%
University of Tennessee, Knoxville	1,193	21,180	5.6%
University of Tennessee, Martin	506	7,956	6.4%
UT SYSTEM TOTAL	**2,569**	**38,332**	**6.7%**
PUBLIC UNIVERSITY TOTAL	**9,618**	**117,923**	**8.2%**
Chattanooga State	707	10,435	6.8%
Cleveland State	210	3,754	5.6%
Columbia State	538	5,648	9.5%
Dyersburg State	221	3,759	5.9%
Jackson State	311	5,375	5.8%
Motlow State	344	5,256	6.5%
Nashville State	700	9,906	7.1%
Northeast State	456	6,779	6.7%
Pellissippi State	786	11,169	7.0%
Roane State	353	6,882	5.1%
Southwest Tennessee	866	13,505	6.4%
Volunteer State	649	9,029	7.2%
Walters State	287	6,961	4.1%
COMMUNITY COLLEGE TOTAL	**6,428**	**98,458**	**6.5%**
PUBLIC HIGHER EDUCATION TOTAL	**16,046**	**216,381**	**7.4%**

APPENDIX G

New Transfers as a Percent of Undergraduate Enrollment, TICUA Institutions, Fall 2010 *

Institution	New Transfer Count	Total Undergraduate Enrollment	New Transfer Percent
Aquinas College	130	733	17.7%
Baptist College of Health Sciences	165	1,022	16.1%
Belmont University	428	5,896	7.3%
Bethel University	223	3,395	6.6%
Bryan College	125	1,428	8.8%
Carson-Newman College	162	2,064	7.8%
Christian Brothers University	55	2,193	2.5%
Cumberland University	197	1,375	14.3%
Fisk University	37	576	6.4%
Free Will Baptist Bible College	16	283	5.7%
Freed-Hardeman University	75	1,992	3.8%
Johnson University	69	813	8.5%
King College	432	1,949	22.2%
Lambuth University	40	455	8.8%
Lane College	127	2,222	5.7%
Le Moyne-Owen College	107	987	10.8%
Lee University	319	4,624	6.9%
Lincoln Memorial University	305	4,445	6.9%
Lipscomb University	152	3,908	3.9%
Martin Methodist College	135	1,068	12.6%
Maryville College	45	1,080	4.2%
Memphis College of Art	37	453	8.2%
Milligan College	109	1,140	9.6%
Rhodes College	12	1,730	0.7%
Sewanee-The University of the South	20	1,534	1.3%
Southern Adventist University	290	3,049	9.5%
Tennessee Wesleyan College	160	1,103	14.5%
Trevecca Nazarene University	85	2,345	3.6%
Tusculum College	35	2,249	1.6%
Union University	199	4,091	4.9%
Vanderbilt University	212	12,721	1.7%
Watkins College of Art, Design & Film	41	396	10.4%
TICUA TOTAL	**4,544**	**73,319**	**6.2%**

* Table excludes Meharry Medical College, Middle Tennessee School of Anesthesia, and Southern College of Optometry

APPENDIX H

New Transfer Student Activity by Sending Institution and Receiving Public University, Fall 2010

SENDING INSTITUTION	TOTAL SENT	RECEIVING INSTITUTION								
		APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM
Austin Peay State University	112	-	1	38	14	4	15	10	16	14
East Tennessee State University	130	1	-	34	2	11	4	23	53	2
Middle Tennessee State University	209	17	12	-	36	20	38	22	46	18
Tennessee State University	121	9	1	66	-	3	28	3	3	8
Tennessee Technological University	119	8	23	51	0	-	2	11	21	3
University of Memphis	104	6	1	32	4	5	-	9	22	25
University of Tennessee, Chattanooga	222	12	11	74	5	10	37	-	69	4
University of Tennessee, Knoxville	232	8	31	77	5	19	40	39	-	13
University of Tennessee, Martin	115	17	2	26	7	5	41	8	9	-
Chattanooga State	371	8	19	31	6	35	2	259	11	0
Cleveland State	142	3	18	16	1	10	0	77	17	0
Columbia State	319	29	8	206	0	21	10	17	14	14
Dyersburg State	143	5	1	13	2	0	40	0	3	79
Jackson State	252	10	2	56	4	2	64	9	9	96
Motlow State	407	5	8	268	0	97	0	19	6	4
Nashville State	450	79	7	169	104	55	5	9	8	14
Northeast State	287	2	248	10	0	13	0	2	11	1
Pellissippi State	487	4	64	29	0	66	6	25	291	2
Roane State	316	6	51	19	2	163	3	11	60	1
Southwest State	604	4	6	40	0	2	516	11	16	9
Volunteer State	438	42	9	168	98	79	1	18	19	4
Walters State	317	3	196	21	0	6	0	3	87	1
TOTAL RECEIVED	**5,897**	**278**	**719**	**1,444**	**290**	**626**	**852**	**585**	**791**	**312**

APPENDIX I

New Transfer Student Activity by Sending Institution and Receiving Community College, Fall 2010

SENDING INSTITUTION	TOTAL SENT	RECEIVING INSTITUTION												
		CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSCC	RSCC	STCC	VSCC	WSCC
Austin Peay State University	76	8	-	10	1	9	3	14	-	4	2	2	23	-
East Tennessee State University	278	14	3	3	-	-	1	7	185	21	8	-	2	34
Middle Tennessee State University	407	26	4	75	9	17	87	70	4	17	7	17	73	1
Tennessee State University	135	6	-	5	2	6	4	63	-	3	-	26	20	-
Tennessee Technological University	170	17	3	11	-	2	18	44	2	9	10	2	51	1
University of Memphis	240	3	-	1	21	15	3	6	-	2	1	187	1	-
University of Tennessee, Chattanooga	322	179	10	30	2	5	16	18	1	30	3	16	10	2
University of Tennessee, Knoxville	242	12	4	18	-	1	5	14	7	110	26	9	15	21
University of Tennessee, Martin	128	2	-	12	38	33	2	7	-	3	-	24	7	-
Chattanooga State	77	-	29	5	-	2	14	8	-	6	7	1	3	2
Cleveland State	76	43	-	-	-	-	2	1	-	18	8	-	1	3
Columbia State	75	1	-	-	2	4	11	21	-	6	2	-	27	1
Dyersburg State	72	1	2	5	-	41	-	5	-	2	1	13	1	1
Jackson State	57	1	-	2	32	-	-	6	-	1	3	6	6	-
Motlow State	69	7	1	20	1	3	-	12	-	7	2	-	15	1
Nashville State	118	-	-	17	1	6	13	-	-	11	4	3	62	1
Northeast State	32	2	-	-	-	-	1	2	-	7	1	-		19
Pellissippi State	152	8	5	1	-	-	4	5	3	-	93	2	6	25
Roane State	105	7	3	1	-	-	1	5	2	75	-	-	3	8
Southwest State	64	4	-	3	25	11	5	8	-	3	1	-	4	-
Volunteer State	115	3	-	24	1	1	23	48	-	7	7	1	-	-
Walters State	101	-	2	3	-	-	-	1	30	47	18	-	-	-
TOTAL RECEIVED	**3,111**	**344**	**66**	**246**	**135**	**156**	**213**	**365**	**234**	**389**	204	**309**	**330**	**120**

APPENDIX J

New Transfer Students by Hours Completed and Degrees at Transfer, Fall 2010 *

RECEIVING INSTITUTION	CREDIT HOURS AT TRANSFER							TRANSFER STUDENT TOTAL	DEGREE AT TRANSFER	
	< 12	12-23	24-35	36-47	48-59	≥ 60 no degree	≥ 60 with degree		Associate's	Bachelor's or higher
Austin Peay State University	38	88	115	114	92	333	46	826	52	1
East Tennessee State University	15	51	77	111	97	420	238	1,009	254	8
Middle Tennessee State University	28	94	196	362	265	857	281	2,083	293	35
Tennessee State University	65	89	57	63	45	156	42	517	52	12
Tennessee Technological University	5	14	33	90	83	316	184	725	191	6
University of Memphis	19	50	150	254	178	683	127	1,461	156	16
University of Tennessee, Chattanooga	13	28	68	129	81	341	164	824	173	9
University of Tennessee, Knoxville	0	11	79	276	192	479	136	1,173	133	8
University of Tennessee, Martin	52	1	0	4	1	10	3	71	65	3
PUBLIC UNIVERSITY TOTAL	235	426	775	1,403	1,034	3,595	1,221	8,689	1,369	98
Chattanooga State	78	172	155	108	78	77	28	696	5	31
Cleveland State	29	85	45	23	9	7	0	198	1	1
Columbia State	51	148	164	89	36	37	2	527	6	17
Dyersburg State	36	51	48	31	19	28	0	213	0	0
Jackson State	50	79	63	45	32	23	3	295	2	3
Motlow State	50	88	69	52	28	39	0	326	1	7
Nashville State	94	189	155	104	62	53	29	686	7	29
Northeast State	64	116	86	69	43	49	13	440	5	16
Pellissippi State	134	217	175	116	48	45	20	755	11	24
Roane State	38	59	59	47	37	68	12	320	12	22
Southwest State	278	360	131	35	6	0	0	810	0	10
Volunteer State	139	135	105	61	35	67	14	556	8	16
Walters State	18	45	52	50	31	62	5	263	5	6
COMMUNITY COLLEGE TOTAL	1,059	1,744	1,307	830	464	555	126	6,085	63	182
GRAND TOTAL	**1,294**	**2,170**	**2,082**	**2,233**	**1,498**	**4,150**	**1,347**	**14,774**	**1,432**	**280**

* Table excludes 1,272 students with reported credit values below 1 or above 130