

MEETING OF THE



TENNESSEE HIGHER EDUCATION COMMISSION

Fall Quarterly Meeting
18th Floor, Parkway Towers
November 20, 2014

AGENDA
TENNESSEE HIGHER EDUCATION COMMISSION
Fall Quarterly Meeting
Commission Boardroom, Parkway Towers
November 20, 2014, 1:00 p.m. CST

Adoption of Agenda

Approval of Minutes, July 24, 2014 Meeting

Chairman's Report

Executive Director's Report

System's Reports

Tennessee Board of Regents

University of Tennessee

I. Action Items

- A. Postsecondary Education Authorization
 - 1. Authorization of New Institutions
 - 2. Approval of New Programs
- B. 2015-16 Operating State Appropriation Recommendations
- C. 2015-16 Student Fee Recommendations
- D. 2015-16 Capital Projects Recommendations
- E. TCAT Master Plan
- F. ETSU Master Plan Update

II. Information Items

- A. Office of P-16 Initiatives Status Report
- B. 2014 Articulation & Transfer Report
- C. 2015 Improving Teacher Quality Grant Awards
- D. 2014 Report Card on the Effectiveness of Teacher Training Programs
- E. Title VI Implementation Plan Update and Compliance Report
- F. Schedule of 2015 Commission Meetings

MINUTES
TENNESSEE HIGHER EDUCATION COMMISSION
July 24, 2014, 1:00 p.m. CST

The meeting was called to order by Vice Chairman Evan Cope at 1:00 p.m.

Commission Members Present:

Mr. Randy Boyd	Treasurer David Lillard
Mr. Evan Cope	Mr. Alex Martin
Secretary Tre Hargett	Ms. Pam Martin
Ms. Sharon Hayes	Mr. Keith Wilson
Ms. Pam Koban	

Commission Members Absent:

Mr. Robert Fisher	Mayor A C Wharton
Mr. Jon Kinsey	Comptroller Justin Wilson
Dr. Gary Nixon	

Opening Remarks

Vice Chairman Cope welcomed all and thanked them for their attendance. He commented on the new format of the work session earlier in the day and thanked staff for the excellent presentations and open discussion.

Adoption of Agenda

Mr. Cope called for a motion to approve the agenda. Mr. Keith Wilson made a motion to approve the agenda as presented. Ms. Sharon Hayes seconded the motion; the motion was duly adopted.

Election of 2014-15 Officers

Mr. Cope noted that the Commission was currently without a chairman. Before proceeding with the meeting, Mr. Cope recognized Dr. Richard Rhoda to present the nomination recommendations for the 2014-15 officers. Mr. Keith Wilson made a motion to approve the following recommended slate of officers: Mr. Randy Boyd, Chair; Mr. Evan Cope, vice chair; Ms. Sharon Hayes, vice chair; and Mayor AC Wharton, secretary. Treasurer David Lillard seconded the motion; the motion was duly adopted.

Approval of Minutes, April 24, 2014, Meeting

Mr. Boyd called for a motion to approve the minutes of the April 24, 2014, Commission meeting. Secretary Tre Hargett made a motion to approve the minutes as presented. Treasurer David Lillard seconded the motion; the motion was duly adopted.

Chairman's Report

Mr. Boyd discussed the "critical few," three key items to focus on during the next three years: continue to support the Governor and the Drive to 55 Initiative, have the Commission be more strategic and engaged and invite an advisory board comprised of experts from other states to provide input, and strengthen the collaboration between the Commission, UT, TBR, and TICUA.

Mr. Boyd then recognized Mr. Mike Krause of the Governor's staff to provide an update on the Tennessee Promise program and the Drive to 55 Initiative. Mr. Krause began by commenting on the Tennessee Promise program. He stated that the challenge with the program is its size and is part of the solution, but not the solution itself to raising attainment. Mr. Krause reviewed the significant activities of the Promise program over the last sixty days which are: finalizing 95 county partnering organization plan, finalizing printed material, developing the website tnpromise.gov, developing an application portal, and a listening tour at all 13 community colleges.

Mr. Krause then discussed several components of the Drive to 55 initiative: Reconnect program for Tennessee adults, which allows for non-traditional students to return to higher education at a TCAT tuition free; the SAILS program, which addresses remedial math; the higher education scorecard, a public report of metrics over a range of quality and fiscal indicators, and the LEAP program, to create full alignment between higher education and workforce development.

Executive Director's Report

Dr. Rhoda was recognized to provide his remarks. He began by welcoming guests and introducing the new Commission members: Pam Martin from Wilson County, and Alex Martin, new student member from Tennessee Technological University. Dr. Rhoda then congratulated the officers on their appointments: Evan Cope, vice chair, Sharon Hayes, vice chair, Randy Boyd, chair.

Dr. Rhoda announced changes in staff, beginning with Ms. Penny Shelton who will be leaving THEC to pursue other opportunities; Lou Hanemann with UT, currently on loan to assist Mike Krause with the Drive to 55 Initiative as well as provide input in other areas; two new graduate assistants: Mary Laphen and MaryAnn Rainey; and welcomed the new president of Austin Peay State University, Dr. Alyssa White; and recognized Dr. Kim Sokoya, 2014 Maxine Smith Fellow and Mike Krause's new position with the Governor's office.

Dr. Rhoda then spoke to the changing conversation across the state concerning the importance of increasing the educational attainment of Tennesseans. He observed that deliberations about student access and success, previously held solely on the state policy and legislative levels, are now being heard at the community level, thanks in large part to the Tennessee Promise. He concluded his remarks by pledging total support to the success of all Drive to 55 initiatives.

Systems' Reports

Tennessee Board of Regents

Mr. John Morgan, Chancellor, Tennessee Board of Regents was recognized. Chancellor Morgan began by congratulating Mr. Boyd on his appointment as chair. He then recognized Dr. Alyssa White, the new APSU president and welcomed her to the meeting, and noted that for the third year in a row, APSU was named as one of the best colleges to work for in the nation by the *Chronicle of Higher Education*. Chancellor Morgan commented on TSU's book bundle program, where the cost of books is included in the price of tuition for freshman and sophomore years which in turn provides students with a substantial savings on the cost of books.

Chancellor Morgan recognized Dr. David Rudd, who took office as the new president of the University of Memphis on May 16. He then thanked Dr. Brad Martin for his service as Interim President and commended him on his work during that time.

Chancellor Morgan briefed the Commission at the Williamson County groundbreaking of the center for Columbia State Community College, which will provide an opportunity for enrollment growth at CoSCC in Williamson County. He then commented on Volkswagen moving their SUV line to the Chattanooga plant and is confident that Chattanooga State and Cleveland State will be able to continue efforts to assist with the workforce development initiatives by cooperating with Volkswagen and their workforce development office.

Chancellor Morgan then briefed the Commission on the status of the UM Lambuth campus and noted the acquisition of that campus saved a valuable asset to the Jackson community. He stated the institution is exceeding expectations with enrollment at sixty percent last year, headcount being 500-600 and is expected to have a headcount up to 800 students this year. He noted that with the many renovations, the campus is now a full service institution including housing and food services and noted all academic building are being utilized. He then noted the \$1M gift from Jim and Janet Ayers that will serve as a foundational gift for the \$10,000 campaign and create the opportunity to reach out to Lambuth Alumni and acquaint them with the new campus and program. In closing, Chancellor Morgan stated finances are on track and the non-recurring dollars from the state is in year four of a five-year allocation for improvements. Dr. Claude Pressnell thanked TBR on behalf of TICUA and Alum on the transition of the institution.

University of Tennessee

Dr. Joe DiPietro, President, University of Tennessee System, was recognized. Dr. DiPietro began his report by congratulating Mr. Boyd on his appointment as chair. He then noted the positive impact that Volkswagen will make on the Chattanooga community and the state as a whole. Dr. DiPietro then briefed the Commission on the experiment station meeting in Milan, TN, where ideas from the ten experiment stations and put them to real world applications for testing, noting the no-till agriculture and how top soil is saved using this application.

Dr. DiPietro discussed Joint Resolution 626, regarding student activity fees policies and recommendations have been adopted and students have the option to opt-in or out of the fees and after three years, review with a sunset audit to identify areas needing improvement.

Dr. DiPietro then reviewed the Foundation's fundraising efforts, stating this year \$179M had been raised; \$39M over last year and noted the goal is to raise \$200M by 2020.

In closing, Dr. DiPietro reviewed the past ten years of funding for higher education. He stated his concern at the level of tuition increases and feels it is prohibiting access to higher education and the level of student burden and state contribution has shifted, leaving student responsibility at 71 percent and noted that other resources need to be identified to reduce the cost shift and reduce the impact on institutions.

Action Items

Approval of New Academic Degree Programs

East Tennessee State University, Graphic Design, BFA

Ms. Betty Dandridge Johnson, Associate Executive Director for Academic Affairs, presented the recommendation for the new academic program. Ms. Dandridge Johnson stated the proposed Graphic Design BFA program will emphasize visual problem solving with a variety of graphic media. She also stated students will have the opportunity to develop design portfolios to enhance their employment opportunities. Ms. Dandridge Johnson noted the program is aligned with the ETSU mission and Arts Initiative, which has been developed to expand arts programming, encourage innovative collaborations among the arts and other disciplines, and promote partnerships with other businesses and other organizations. Mr. Boyd called for a motion to approve the proposed program. Mr. Cope made a motion to approve. Mr. Wilson seconded the motion; the motion was duly adopted.

Middle Tennessee State University, Theatre, BS

Ms. Betty Dandridge Johnson presented the recommendation for the new academic program. Ms. Dandridge Johnson stated the program is in response to recommendations from the National Association of Schools of Theatre (NAST) that the established and successful Theatre concentration within the Speech and Theatre BS degree become a free-standing program to accurately reflect the degree title and content. She noted the proposed program will prepare students in the theoretical, pedagogical, and historical aspects of theatre and is designed for students interested in the pre-professional training in theatre or theatre education. Mr. Boyd called for a motion to approve the proposed program. Ms. Hayes made a motion to approve. Mr. Wilson seconded the motion; the motion was duly adopted.

Tennessee State University, Computer Science, MS

Ms. Betty Dandridge Johnson presented the recommendation for the new academic program. Ms. Dandridge Johnson stated the proposed program is designed to provide a solid foundation in Computer Science and advanced knowledge in two high-demand

areas in the industry: (1) high-performance computing and bioinformatics and (2) cyber-security and networking. She stated the proposed program supports the mission of TSU and is in alignment with the goals outlined in the THEC 2010-15 Public Agenda for Higher Education, specifically the focus on strengthening Tennessee's knowledge economy and closing the gaps in the supply of graduates in high demand fields that require post-secondary credentials. Mr. Boyd called for a motion to approve the proposed program. Mr. Cope made a motion to approve. Ms. Hayes seconded the motion; the motion was duly adopted.

Temporary Authorization of New Institutions and Approval of New Programs Under the Postsecondary Education Authorization Act

Dr. Bellard Chase then presented the recommendations of staff and the Committee on Postsecondary Educational Institutions to grant temporary authorization to 4 new institutions and 155 new programs. A listing of the institutions and programs recommended for approval is included as Attachment A to the official copy of the minutes. A motion was made by Secretary Hargett to adopt the recommendations, as presented. Mr. Cope seconded the motion; the motion was duly adopted.

July 1 Proposed 2014-15 Operating Budgets

Dr. Russ Deaton, Associate Executive Director for Finance & Administration, was recognized. Dr. Deaton stated the FY 2014-15 proposed operating budgets for higher education are balanced and campuses have again directed the majority of their resources to the teaching functions. He also noted that expenditures for auxiliary enterprises have not exceeded revenues plus unallocated auxiliary fund balances. Dr. Deaton also stated that all higher education budget entities have submitted the required financial data to the Commission and are in compliance with all the budget guidelines and legislative directives. Ms. Hayes made a motion to adopt the FY 2014-15 operating budget recommendations and the Commission authorizes the Executive Director to make any necessary technical corrections as necessary and transmit to the department of Finance and Administration for their approval. Ms. Pam Koban seconded the motion; the motion was duly adopted.

Information Items

Statewide TCAT Master Plan Presentation

Dr. Deaton was recognized to provide background information on this item. Dr. Deaton stated this master plan was the first comprehensive plan completed for the entire TCAT system and it differs from traditional plans in both scale and scope. He stated this item is for information due in part to LEAP (labor education alignment program) legislation still being developed. Dr. Deaton stated this plan identifies immediate and near-term space and facility needs at each of the 32 TCAT owned sites as well as analyses and projections of each campus' array of programs.

Mr. Woody Giles of the TBR staff was then recognized to provide a powerpoint demonstration of the TCAT Master Plan. Mr. Giles stated the Master Plan was in alignment with the Complete College TN Act and includes goals such as: serving existing students adequately, increase enrollment and completion rates, addressing the most serious facility needs, and implementation.

Race to the Top Update

Ms. Victoria Harpool, First to the Top Program Coordinator, was recognized. Ms. Harpool briefly reviewed the Race to the Top program noting in 2010, the Commission received \$20 million to assist state efforts to improve educator training programs, provide accountability in educator preparation, increase competitiveness in STEM fields, and expand the P-20 data system. She noted that although June 30, 2014, was the end of the 4-year grant, THEC received a one-year extension from the US Department of Education to continue the work.

Ms. Harpool then discussed expanded research for the teacher preparation programs using the Tennessee Value Added Assessment System (TVAAS) teacher value-added reporting. She stated the goal of these advanced analytics is to provide diagnostic information for each teacher preparation program. She also discussed the contract with the Tennessee Consortium on Research, Evaluation and Development to evaluate programs and to identify best practices to increase the quality of professional development around the state.

Office of P-16 Initiatives Update

Mr. Troy Grant, Director, College Access Initiatives, was recognized to provide a status report on the GEAR UP program. Mr. Grant briefly reviewed recent projects undertaken by GEAR UP TN, such as recent market research report by Walker + Associates, the program's marketing firm, and stated the market research focused on what students and families in Tennessee see as the major barrier to college and focused on how families receive information about college. Mr. Grant also commented on the ACT Engage assessment, discussed the 2014 college summit, and presented the Commission with a viewing of the latest GEAR UP TN commercial.

Other Business

Mr. Boyd discussed having outside board advisors to consult with the Commission on issues, if there are any fees involved, that they be paid by private grant money.

Mr. Boyd then discussed changing the format of Commission meetings to include the following: Commission member dinner the evening before with key staff members; begin the Commission meeting events starting with the work session at 9:30; lunch at 11:30; and the full meeting at 12:30.

Fall Commission Meeting

Dr. Rhoda advised the Commission that the next scheduled meeting would be November 20, 2014, in the THEC board room.

There being no further business, the meeting was adjourned at 3:00 p.m.

Approved:

Randy Boyd, Chair

DATE: November 20, 2014

SUBJECT: Temporary Authorization of New Institutions under the Postsecondary Authorization Act

ACTION RECOMMENDED: Temporary Authorization

BACKGROUND INFORMATION: The Commission, under the Postsecondary Authorization Act, has the “power and duty” to act upon applications for authorization to operate an educational institution in the state. For the institutions listed below, applications have been reviewed, site visits have been performed, and staff has determined that all necessary documentation and bonds have been secured. The Committee on Postsecondary Educational Institutions met on October 23, 2014 and endorsed staff recommendations for Temporary Authorization of these institutions.

A. At Home Prep **Knoxville, TN**
900 East Hill Avenue, Suite 380, Knoxville, Tennessee 37915

Corporate Structure: C-Corporation
Accreditation: None
Title IV Funding: No

At Home Prep is seeking approval for one new program. The program will be offered in a distance learning format. All classes are available on-line.

1. Program: **Contemporary Business Management**
Credential Awarded: **Diploma**
Length of Program: **28 Quarter Credit Hours**
10.5 Months

B. Kennis Institute of Health Care Services **Smyrna, TN**
403 Smyrna Square Drive, Smyrna, Tennessee 37167

Corporate Structure: Partnership
Accreditation: None
Title IV Funding: No

Kennis Institute of Health Care Services is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Smyrna, Tennessee.

- 1. **Program:** Nurse Aide
- Credential Awarded:** Certificate of Completion
- Length of Program:** 100 Contact Hours
1 Month

License/Certification Required for Employment: Certified Nurse Aide
Licensing Board/Agency: Department of Health/Division of Healthcare Facilities

- C. **Liberty Tax Service** **Memphis, TN**
 7257 Winchester Road, Memphis, Tennessee 38125

Corporate Structure: C-Corporation
Accreditation: None
Title IV Funding: No

Liberty Tax Service is seeking approval for two new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

- 1. **Program:** Basic Income Tax
- Credential Awarded:** Certificate
- Length of Program:** 60 Contact Hours
2.5 Months
- 2. **Program:** Rapid Tax
- Credential Awarded:** Certificate
- Length of Program:** 30 Contact Hours
1 Week

- D. **Mesilla Valley Training Institute** **Nashville, TN**
 3750 Stewarts Lane, Nashville, Tennessee 37218

Corporate Structure: Limited Liability Company (LLC)
Accreditation: None
Title IV Funding: No

Mesilla Valley Training Institute is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee.

- 1. **Program:** Professional Commercial Driver Training
- Credential Awarded:** Certificate
- Length of Program:** 200 Contact Hours
1.25 Months

License/Certification Required for Employment: CDL-A
Licensing Board/Agency: Tennessee Department of Safety and Homeland Security

E. Montessori Training Center of Brentwood at Montessori Academy **Brentwood, TN**
6021 Cloverland Drive, Brentwood, Tennessee 37027

Corporate Structure: Not-for-Profit Corporation
Accreditation: None
Title IV Funding: No

Montessori Training Center of Brentwood at Montessori Academy is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Brentwood, Tennessee.

- 1. Program:** **Early Childhood Montessori Teacher Education**
Credential Awarded: **Diploma**
Length of Program: **900 Contact Hours**
24 Months

F. New Horizons Computer Learning Center of Chattanooga **Chattanooga, TN**
5600 Brainerd Road, Suite E-1, Chattanooga, Tennessee 37411

Corporate Structure: Limited Liability Company (LLC)
Accreditation: None
Title IV Funding: No

Change of Ownership:

New Horizons Computer Learning Center of Chattanooga was purchased by Natombi II LLC on April 28, 2014. The institution has been authorized by THEC since July 11, 2002.

New Horizons Computer Learning Center is seeking approval for ten new programs and to revise two programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Chattanooga, Tennessee.

- 1. Program:** **Cisco Professional**
Credential Awarded: **Certificate**
Length of Program: **200 Contact Hours**
2 Months
- 2. Program:** **CompTIA A+**
Credential Awarded: **Certificate**
Length of Program: **80 Contact Hours**
2 Weeks
- 3. Program:** **Desktop Support Technician**
Credential Awarded: **Certificate**
Length of Program: **200 Contact Hours**
2 Months

4. **Program:** Desktop Systems Support Professional
Credential Awarded: Certificate
Length of Program: 240 Contact Hours
2 Months
5. **Program:** ITIL Foundations
Credential Awarded: Certificate
Length of Program: 24 Contact Hours
3 Days
6. **Program:** Microsoft Server Professional
Credential Awarded: Certificate
Length of Program: 400 Contact Hours
3 Months
7. **Program:** Network Systems & Security Professional
Credential Awarded: Certificate
Length of Program: 520 Contact Hours
4 Months
8. **Program:** Network+ Technician
Credential Awarded: Certificate
Length of Program: 80 Contact Hours
2 Weeks
9. **Program:** Office Administrative Assistant
Credential Awarded: Certificate
Length of Program: 88 Contact Hours
3 Weeks
10. **Program:** Project Management Professional (Revised)
Credential Awarded: Certificate
Length of Program: 64 Contact Hours
2 Weeks
11. **Program:** Security+ Technician
Credential Awarded: Certificate
Length of Program: 40 Contact Hours
2 Weeks
12. **Program:** Cisco Associate (Revised)
Credential Awarded: Cisco Administrator
Length of Program: 80 Contact Hours
2 Weeks

G. OnePulse Inc. **Nashville, TN**
121 21st Avenue North, Suite 107, Nashville, Tennessee 37203

Corporate Structure: S-Corporation
Accreditation: None
Title IV Funding: No

OnePulse Inc. is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee.

1. Program: **Nurse Assistant Training**
Credential Awarded: **Certificate**
Length of Program: **120 Contact Hours**
1.25 Months

License/Certification Required for Employment: Certified Nurse Aide
Licensing Board/Agency: Department of Health/Division of Healthcare Facilities

H. Smokey Mountain Trucking Institute **Knoxville, TN**
3311 Governor John Sevier Highway, Knoxville, Tennessee 37914

Corporate Structure: Sole Proprietorship
Accreditation: Council on Occupational Education (COE)
Title IV Funding: No

Smokey Mountain Trucking Institute is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee as well as the authorized site in Sevierville, Tennessee.

1. Program: **Class A Commercial Drivers License (CDL)**
Credential Awarded: **Certificate**
Length of Program: **220.5 Contact Hours**
3 Weeks Full-Time
3 Months Part-Time

License/Certification Required for Employment: CDL-A
Licensing Board/Agency: Tennessee Department of Safety and Homeland Security

Agenda Item: I.A.2.

DATE: November 20, 2014

SUBJECT: Approval of New Programs under the Postsecondary Authorization Act

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Commission, under the Postsecondary Authorization Act, has the “power and duty” to act upon applications for authorization of educational programs in the state. Applications have been reviewed and staff has determined that all necessary documentation for the institutions submitting new program applications is in accordance with the Act and postsecondary rules. The Committee on Postsecondary Educational Institutions, which is a review and advisory committee to the Commission, met on October 23, 2014 and affirmed staff recommendations for approval.

A. Arbor College - School of Massage **Knoxville, TN**
6500 Papermill Drive, Suite 214, Knoxville, Tennessee 37919

Corporate Structure: Sole Proprietorship
Authorization Date: January 28, 2010
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Diploma

Arbor College - School of Massage is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee.

1. Program: **Reflexology**
Credential Awarded: **Certificate**
Length of Program: **274 Contact Hours**
9 Months Full-Time
18 Months Part-Time

License/Certification Required for Employment: **Registered Certified Reflexologist**
Licensing Board/Agency: **Reflexology Registry**

B. Argosy University **Phoenix, AZ**
2233 West Dunlap Avenue, Suite 150, Phoenix, Arizona 85021

Corporate Structure: C-Corporation
Authorization Date: April 26, 2007
Accreditation: Western Association of Schools and Colleges (WASC)
Title IV Funding: Yes
Highest Credential Offered: Doctorate Degree

Argosy University is seeking approval for two new programs. The programs will be offered in a distance learning format. This institution is recruitment only and all classes are available on-line.

1. **Program:** Clinical Mental Health Counseling
Credential Awarded: Master of Arts
Length of Program: 60 Semester Credit Hours
36 Months
2. **Program:** Health Law
Credential Awarded: Master of Law in Compliance
Length of Program: 30 Semester Credit Hours
11 Months

C. Ashford University **San Diego, CA**
8620 Spectrum Center Boulevard, San Diego, California 92123

Corporate Structure: C-Corporation
Authorization Date: January 26, 2006
Accreditation: Western Association of Schools and Colleges (WASC)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

Ashford University is seeking approval for one new program. The program will be offered in a distance learning format. This institution is recruitment only and all classes are available on-line.

1. **Program:** Psychology
Credential Awarded: Master of Arts
Length of Program: 36 Semester Credit Hours
19 Months

D. Brown Mackie College **Hopkinsville, KY**
4001 Fort Campbell Boulevard, Hopkinsville, Kentucky 42240

Corporate Structure: C-Corporation
Authorization Date: July 14, 2005
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

Brown Mackie is seeking approval to revise four programs. The programs will now include general education in a distance learning format resulting in the delivery mode being blended. Thus, instruction will be provided by the faculty from their authorized site in Hopkinsville, Kentucky, as well as on-line.

1. **Program:** Online General Education (4 Revised)
Credential Awarded: Diploma

E. Central Michigan University's Global Campus Mount Pleasant,
 MI
 802 Industrial Drive, Mount Pleasant, Michigan 48858

Corporate Structure: Government Agency
Authorization Date: April 26, 2012
Accreditation: The Higher Learning Commission (HLC)
Title IV Funding: Yes
Highest Credential Offered: Doctorate Degree

Central Michigan University's Global Campus is seeking approval for four new programs and one revised program. The programs will be offered in a distance learning format. This institution is recruitment only and all classes are available on-line.

1. **Program:** Education/Training and Development
Credential Awarded: Master of Arts
Length of Program: 30 Semester Credit Hours
 20 Months Full-Time
 40 Months Part-Time
2. **Program:** Education/Curriculum and Instruction (Revised)
Credential Awarded: Master of Arts in Education
Length of Program: 33 Semester Credit Hours
 20 Months Full-Time
 40 Months Part-Time
3. **Program:** Marketing
Credential Awarded: Master of Business Administration
Length of Program: 36 Semester Credit Hours
 24 Months Full-Time
 48 Months Part-Time
4. **Program:** Administration/Public Administration
Credential Awarded: Master of Science in Administration
Length of Program: 36 Semester Credit Hours
 24 Months Full-Time
 48 Months Part-Time
5. **Program:** Political Science
Credential Awarded: Bachelor of Science
Length of Program: 124 Semester Credit Hours
 42 Months Full-Time
 84 Months Part-Time

F. Compassionate Care Technical Center, Inc.
2424 Sutherland Avenue, Knoxville, Tennessee 37919

Knoxville, TN

Corporate Structure: S-Corporation
Authorization Date: January 31, 2013
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Certificate

Compassionate Care Technical Center, Inc. is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee.

- 1. Program:** **EKG Technician**
Credential Awarded: **Certificate of Completion**
Length of Program: **96 Contact Hours**
3 Weeks Full-Time
4 Weeks Part-Time

G. Delta Technical College
6550 D Interstate Boulevard, Horn Lake, Mississippi 38637

Horn Lake, MS

Corporate Structure: Sole Proprietorship
Authorization Date: April 28, 2011
Accreditation: Accrediting Commission of Career Schools and Colleges (ACCSC)
Title IV Funding: Yes
Highest Credential Offered: Diploma

Delta Technical College is seeking approval for two new programs. The programs will be offered in a residential format. The institution is recruitment only and all instruction will be provided by faculty from their authorized site in Horn Lake, Mississippi.

- 1. Program:** **Advanced Pipe Fitting Course**
Credential Awarded: **Certificate of Completion**
Length of Program: **156.25 Contact Hours**
1 Month
- 2. Program:** **Basic Pipe Fitting Course**
Credential Awarded: **Certificate of Completion**
Length of Program: **156.25 Contact Hours**
1 Month

H. DeVry University **Nashville, TN**
3343 Perimeter Hill Drive, Suite 200, Nashville, Tennessee 37211

Corporate Structure: C-Corporation
Authorization Date: April 26, 2007
Accreditation: The Higher Learning Commission (HLC)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

DeVry University is seeking approval to revise twenty-four programs. The programs will now include general education in a distance learning format resulting in the delivery mode being blended. Thus, instruction will be provided by the faculty from their authorized site in Nashville, Tennessee, as well as on-line.

1. Program: **Online General Education (24 Revised)**
Credential Awarded: **Bachelor of Science**

I. Fortis Institute **Nashville, TN**
3354 Perimeter Hill Drive, Suite 105, Nashville, Tennessee 37211

Corporate Structure: C-Corporation
Authorization Date: January 27, 2005
Accreditation: Accrediting Bureau of Health Education Schools (ABHES)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

Fortis Institute is seeking approval to revise one program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee.

1. Program: **Cardiovascular Technology (Revised)**
Credential Awarded: **Associate of Applied Science**
Length of Program: **100 Quarter Credit Hours**
18 Months

J. ITT Technical Institute **Chattanooga, TN**
5600 Brainerd Road, Suite G-1, Chattanooga, Tennessee 37411

Corporate Structure: C-Corporation
Authorization Date: July 26, 2007
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Bachelor Degree

ITT Technical Institute is seeking approval for ten new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Chattanooga, Tennessee, as well as on-line.

- 1. Program:** Computer and Electronics Systems Technology
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time
- 2. Program:** Computer Systems Support and Administration
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time
- 3. Program:** Drafting and Design/Architectural and Civil
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Weeks Part-Time
- 4. Program:** Accounting
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 5. Program:** Business Management
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 6. Program:** Criminology and Forensic Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 7. Program:** Drafting and Design Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 8. Program:** Electrical Engineering Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

9. **Program:** Network Systems Administration
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

10. **Program:** Software Development
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

K. ITT Technical Institute **Cordova, TN**
7260 Goodlett Farms Parkway, Cordova, Tennessee 38016

Corporate Structure: C-Corporation
Authorization Date: January 28, 1994
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Bachelor Degree

ITT Technical Institute is seeking approval for ten new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Cordova, Tennessee, as well as on-line.

1. **Program:** Computer and Electronics Systems Technology
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

2. **Program:** Computer Systems Support and Administration
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

3. **Program:** Drafting and Design/Architectural and Civil
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Weeks Part-Time

4. **Program:** Accounting
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

- 5. **Program:** Business Management
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 6. **Program:** Criminology and Forensic Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 7. **Program:** Drafting and Design Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 8. **Program:** Electrical Engineering Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 9. **Program:** Network Systems Administration
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 10. **Program:** Software Development
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

L. ITT Technical Institute **Indianapolis, IN**
9511 Angola Court, Indianapolis, Indiana 46268

Corporate Structure: C-Corporation
Authorization Date: April 18, 2002
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Bachelor Degree

ITT Technical Institute is seeking approval for ten new programs. The programs will be offered in a distance learning format. This institution is recruitment only and all classes are available on-line.

1. **Program:** Computer and Electronics Systems Technology
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

2. **Program:** Computer Systems Support and Administration
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

3. **Program:** Drafting and Design/Architectural Science
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

4. **Program:** Accounting
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

5. **Program:** Business Management
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

6. **Program:** Criminology and Forensic Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

7. **Program:** Drafting and Design Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

8. **Program:** Electrical Engineering Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

9. **Program:** Network Systems Administration
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

10. **Program:** Software Development
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

M. **ITT Technical Institute** Johnson City, TN
4721 Lake Park Drive, Johnson City, Tennessee 37615

Corporate Structure: C-Corporation
Authorization Date: July 23, 2009
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Bachelor Degree

ITT Technical Institute is seeking approval for ten new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Johnson City, Tennessee, as well as on-line.

1. **Program:** Computer and Electronics Systems Technology
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

2. **Program:** Computer Systems Support and Administration
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

3. **Program:** Drafting and Design/Architectural and Civil
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Weeks Part-Time

4. **Program:** Accounting
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

- 5. **Program:** Business Management
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

- 6. **Program:** Criminology and Forensic Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

- 7. **Program:** Drafting and Design Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

- 8. **Program:** Electrical Engineering Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

- 9. **Program:** Network Systems Administration
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

- 10. **Program:** Software Development
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

N. ITT Technical Institute **Knoxville, TN**
9123 Executive Park Drive, Knoxville, Tennessee 37923

Corporate Structure: C-Corporation
Authorization Date: January 1, 1988
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Bachelor Degree

ITT Technical Institute is seeking approval for ten new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee, as well as on-line.

1. **Program:** Computer and Electronics Systems Technology
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

2. **Program:** Computer Systems Support and Administration
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

3. **Program:** Drafting and Design/Architectural and Civil
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Weeks Part-Time

4. **Program:** Accounting
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

5. **Program:** Business Management
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

6. **Program:** Criminology and Forensic Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

7. **Program:** Drafting and Design Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

8. **Program:** Electrical Engineering Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

9. **Program:** Network Systems Administration
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

10. **Program:** Software Development
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

O. **ITT Technical Institute** Nashville, TN
2845 Elm Hill Pike, Nashville, Tennessee 37214

Corporate Structure: C-Corporation
Authorization Date: January 11, 1986
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Bachelor Degree

ITT Technical Institute is seeking approval for eleven new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee, as well as on-line.

1. **Program:** Computer and Electronics Systems Technology
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

2. **Program:** Computer Systems Support and Administration
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Months Part-Time

3. **Program:** Drafting and Design/Architectural and Civil
Credential Awarded: Associate of Applied Science
Length of Program: 93 Quarter Credit Hours
21 Months Full-Time
30 Weeks Part-Time

4. **Program:** Accounting
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

- 5. **Program:** Business Management
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 6. **Program:** Criminology and Forensic Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 7. **Program:** Drafting and Design Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 8. **Program:** Electrical Engineering Technology
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 9. **Program:** Medical Assisting and Administration
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 10. **Program:** Network Systems Administration
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time
- 11. **Program:** Software Development
Credential Awarded: Diploma
Length of Program: 72 Quarter Credit Hours
18 Months Full-Time
27 Months Part-Time

P. Jones International University **Centennial, CO**
9697 East Mineral Avenue, Centennial, Colorado 80112

Corporate Structure: C-Corporation
Authorization Date: November 15, 2012
Accreditation: The Higher Learning Commission (HLC)
Title IV Funding: Yes
Highest Credential Offered: Doctorate Degree

Jones International University is seeking approval for seven new programs. The programs will be offered in a distance learning format. This institution is recruitment only and all classes are available on-line.

1. **Program:** **Business Essentials**
Credential Awarded: **Graduate Certificate**
Length of Program: **12 Semester Credit Hours**
8 Months

2. **Program:** **Corporate Financial Management**
Credential Awarded: **Graduate Certificate**
Length of Program: **12 Semester Credit Hours**
8 Months

3. **Program:** **Corporate Training and Knowledge Management:**
Instructor ibstpi®
Credential Awarded: **Graduate Certificate**
Length of Program: **9 Semester Credit Hours**
6 Months

4. **Program:** **Corporate Training and Knowledge Management:**
Training Manager ibstpi®
Credential Awarded: **Graduate Certificate**
Length of Program: **9 Semester Credit Hours**
6 Months

5. **Program:** **e-Learning Technology and Design: Instructional**
Design ibstpi®
Credential Awarded: **Graduate Certificate**
Length of Program: **9 Semester Credit Hours**
6 Months

6. **Program:** **Health Care Administration**
Credential Awarded: **Graduate Certificate**
Length of Program: **12 Semester Credit Hours**
8 Months

7. **Program:** **Project Management**
Credential Awarded: **Graduate Certificate**
Length of Program: **12 Semester Credit Hours**
8 Months

Q. Lab Four Career Training Institute **Nashville, TN**
 2214 Rosa Parks Boulevard, Suite 100, Nashville, Tennessee 37228

Corporate Structure: Sole Proprietorship
Authorization Date: January 26, 2012
Accreditation: None
Title IV Funding: No
Highest Credential Offered: Certificate

1. **Program:** Medical Office Professional (Revised)
Credential Awarded: Diploma
Length of Program: 48 Quarter Credit Hours
10 Months Full-Time
15 Months Part-Time

T. National College **Knoxville, TN**
8415 Kingston Pike, Knoxville, Tennessee 37919

Corporate Structure: S-Corporation
Authorization Date: July 11, 2002
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

National College is seeking approval to revise one program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee.

1. **Program:** Medical Office Professional (Revised)
Credential Awarded: Diploma
Length of Program: 48 Quarter Credit Hours
10 Months Full-Time
15 Months Part-Time

U. National College **Madison, TN**
900 Madison Square, Madison, Tennessee 37115

Corporate Structure: S-Corporation
Authorization Date: July 27, 2006
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

National College is seeking approval to revise one program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Madison, Tennessee.

1. **Program:** Medical Office Professional (Revised)
Credential Awarded: Diploma
Length of Program: 48 Quarter Credit Hours
10 Months Full-Time
15 Months Part-Time

V. National College **Memphis, TN**
2576 Thousand Oaks Cove, Memphis, Tennessee 38115

Corporate Structure: S-Corporation
Authorization Date: November 17, 2005
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

National College is seeking approval to revise one program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

1. **Program:** **Medical Office Professional (Revised)**
Credential Awarded: **Diploma**
Length of Program: **48 Quarter Credit Hours**
10 Months Full-Time
15 Months Part-Time

W. National College **Nashville, TN**
1638 Bell Road, Nashville, Tennessee 37211

Corporate Structure: S-Corporation
Authorization Date: July 16, 1991
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

National College is seeking approval to revise one program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee.

1. **Program:** **Medical Office Professional (Revised)**
Credential Awarded: **Diploma**
Length of Program: **48 Quarter Credit Hours**
10 Months Full-Time
15 Months Part-Time

X. South College **Knoxville, TN**
3904 Lonas Drive, Knoxville, Tennessee 37909

Corporate Structure: S-Corporation
Authorization Date: July 27, 2006
Accreditation: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

South College is seeking approval for one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee, as well as on-line.

- 1. Program: Health Science**
Credential Awarded: Associate of Science
Length of Program: 100 Quarter Credit Hours
21 Months Full-Time
33 Months Part-Time

Y. South College **Knoxville, TN**
400 Goody's Lane, Knoxville, Tennessee 37922

- Corporate Structure:** S-Corporation
- Authorization Date:** January 1, 1980
- Accreditation:** Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
- Title IV Funding:** Yes
- Highest Credential Offered:** Doctorate Degree

South College is seeking approval for one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee, as well as on-line.

- 1. Program: Teaching**
Credential Awarded: Associate of Science
Length of Program: 90 Quarter Credit Hours
21 Months Full-Time
33 Months Part-Time

Z. The Institute for Global Outreach Developments **Old Hickory, TN**
International
401 Center Street, Old Hickory, Tennessee 37138

- Corporate Structure:** Not-for-Profit Corporation
- Authorization Date:** January 26, 2006
- Accreditation:** None
- Title IV Funding:** No
- Highest Credential Offered:** Master Degree

The Institute for Global Outreach Developments International is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Old Hickory, Tennessee.

- 1. Program: Worship Arts**
Credential Awarded: Certificate
Length of Program: 32 Semester Credit Hours
12 Months

AA. Troy University - eTroy
100 University Park, Troy, Alabama 36082

Troy, AL

Corporate Structure: Government Agency
Authorization Date: November 16, 2006
Accreditation: Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

Troy University - eTroy is seeking approval for three new programs. The programs will be offered in a distance learning format. This institution is recruitment only and all classes are available on-line.

- 1. Program:** **Hospitality, Sports, and Tourism
Management/Hospitality Management**
Credential Awarded: **Bachelor of Science**
Length of Program: **120 Semester Credit Hours**
48 Months Full-Time
96 Months Part-Time
- 2. Program:** **Hospitality, Sports, and Tourism
Management/Sports Management**
Credential Awarded: **Bachelor of Science**
Length of Program: **120 Semester Credit Hours**
48 Months Full-Time
96 Months Part-Time
- 3. Program:** **Hospitality, Sports, and Tourism
Management/Tourism Management**
Credential Awarded: **Bachelor of Science**
Length of Program: **120 Semester Credit Hours**
48 Months Full-Time
96 Months Part-Time

**BB. Universal Technical Institute Motorcycle & Marine
Mechanics Institute & Automotive Divisions** **Orlando, FL**
9751 Delegates Drive, Orlando, Florida 32837

Corporate Structure: C-Corporation
Authorization Date: April 17, 1998
Accreditation: Accrediting Commission of Career Schools and
Colleges (ACCSC)
Title IV Funding: Yes
Highest Credential Offered: Diploma

Universal Technical Institute Motorcycle & Marine Mechanics Institute & Automotive Divisions is seeking approval for one new program. The program will be offered in a

blended format. This institution is recruitment only, instruction will be provided by faculty from their authorized site in Orlando, Florida, as well as on-line.

- | | |
|----------------------------|-----------------------------------|
| Program: | Diesel Technology II |
| Credential Awarded: | Diploma |
| Length of Program: | 53.5 Semester Credit Hours |
| | 11.25 Months |

DATE: November 20, 2014

SUBJECT: 2015-16 Operating State Appropriation Recommendations

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION

Based on the outcomes-based funding formula, the following recommendations for operating state appropriations are presented in the attachments for consideration. With the full phase-out of the Hold Harmless provision in 2013-14, fiscal year 2015-16 marks the third year in which all state appropriations distributed through the outcomes-based formula are allocated based strictly on performance. Funds are allocated on a pro-rata basis and all campuses are recommended to receive the same percentage of their formula calculation.

Also of note is a reminder that since 2012-13, THEC is to make state appropriations recommendations in lump sum fashion for the community college sector as a whole, per a provision of the Complete College Tennessee Act (CCTA). The CCTA transferred responsibility for determining individual community college allocations to the Tennessee Board of Regents (TBR). Outcomes-based formula calculations for individual community colleges are presented for informational purposes only.

RECOMMENDATION SUMMARY

Institutions continued to show improvement in many of the funding formula outcomes in 2013-14, the most recent year of data that is utilized for the 2015-16 budget cycle. In part, this increase in productivity is a function of the enrollment surge that occurred in the aftermath of the economic downturn in 2008. Higher enrollments, though not a factor themselves in state appropriations, continue to translate into productivity increases as students subsequently trigger outcomes, such as degree completion.

An increase of \$25.7 million in state appropriations would be required to fund the growth in the outcomes formula. This growth is largely due to the aggregate increase in outcomes — including the institutional mission weights — across all universities and community colleges. This distribution, along with an equivalent increase in funding for non-formula units and program initiatives totaling \$10 million, is included in

the THEC staff recommendation for 2015-16 operating funds, as detailed in Attachment II.

The staff recommendations include other components of note. First is an improvement to the state's need-based grant, the Tennessee Student Assistance Award (TSAA). In 2014-15, the program will fund approximately 34,500 students with \$65 million across public, private and proprietary institutions in Tennessee. In September, the TSAC Board recommended that funding increase in 2015-16 by \$29.4 million, which would fund 20 percent of the estimated 120,000 students that are eligible for the award, based on financial need, but currently do not receive the grant due to limited funds being exhausted. THEC staff concur with this recommendation and believe that this improvement, coupled with the student fee recommendations presented in Item I.C., represent continued advancement in college affordability for Tennesseans.

Second, the Tennessee Student Assistance Corporation (TSAC) is requesting \$630,000 to offset revenue from the federal loan program which is anticipated to terminate in December 31, 2016. This increase in funding will allow the continuation of programs and services partially funded with federal loan revenue. Even though the loan servicing contract is not identified for termination until 2016, TSAC is requesting the funds for the 2015-16 fiscal year in the event that the loan servicing program is discontinued early.

Finally, staff is recommending \$5 million in non-recurring funds to continue THEC's work as part of the Governor's Drive to 55 Initiative, which in 2014-15 received \$4.9 million to fund several initiatives across higher education. Among other projects, this seed money will be used to identify adults who have completed some college but have yet to finish a degree and bring them back to higher education to complete a credential. Funding will also be utilized to further expand the innovative remedial education program SAILS (Seamless Alignment and Integrated Learning Support), developed by Chattanooga State Community College, to other community colleges across the state. SAILS served 6,000 high school students in 2013 and is estimated to aid another 12,000 students become college ready during the 2014-15 academic year. These and other initiatives funded as part of the Drive to 55 Initiative help identify and scale up policy innovation and activity that is crucial to the educational attainment and workforce development goals of the Public Agenda, including having 55 percent of all adult Tennesseans with a college degree or certificate by 2025.

The grand total recurring and non-recurring recommendation for all higher education operating appropriations for 2015-16 is \$1.3 billion. This grand total includes \$25.7 million to fund outcome growth, \$10 million for other institutional operating costs across "non-formula units," \$29.4 million for

TSAA funding, \$630,000 for TSAC operating costs, and \$5 million for the continuation of THEC's work as part of the Drive to 55 Initiative. These recurring and non-recurring recommendations total \$70.7 million or an increase of 5.8 percent. The improvement in recurring funds only is \$65.7 million or 5.4 percent.

Finally, the Department of Finance & Administration has requested that state agencies prepare the 2015-16 budget with a seven percent reduction in state appropriations. Financial aid funding provided by TSAC, primarily through the need-based grant award, is exempted from these reduction scenarios. For higher education this would result in a reduction in state appropriations of \$80.6 million. This distribution is detailed in Attachment III.

ATTACHMENT I

State Appropriations History

Academic Formula Units	2008-09	2009-10	2010-11	2011-12	2012-13 *	2013-14 *	2014-15 *
TBR Universities							
Austin Peay	\$32,935,800	\$27,228,700	\$25,570,600	\$26,107,600	\$28,537,600	\$32,995,000	\$34,239,800
East Tennessee	57,792,100	48,353,800	45,582,600	44,000,700	45,772,200	48,685,000	48,048,900
Middle Tennessee	91,965,400	76,102,500	71,318,700	73,423,800	77,193,600	81,024,600	82,830,300
Tennessee State	38,448,300	30,371,100	28,554,800	29,335,100	30,810,900	32,610,800	32,088,900
Tennessee Tech	45,198,900	38,341,600	35,853,000	35,086,300	37,288,600	39,559,500	38,394,000
University of Memphis	113,093,400	97,397,500	91,785,400	85,464,300	87,346,700	89,106,400	89,331,900
Subtotal	\$379,433,900	\$317,795,200	\$298,665,100	\$293,417,800	\$306,949,600	\$323,981,300	\$324,933,800
Community Colleges							
Chattanooga	\$23,667,300	\$21,297,300	\$20,086,100	\$19,970,200	\$21,902,500	\$26,624,800	\$26,008,100
Cleveland	10,271,300	9,408,300	9,062,000	8,421,200	8,672,000	8,997,100	8,843,700
Columbia	13,246,700	12,025,200	11,439,800	11,121,800	11,294,400	12,339,500	12,349,500
Dyersburg	7,190,000	6,506,300	6,168,000	6,484,500	6,867,800	7,238,900	7,317,900
Jackson	12,393,900	11,104,800	10,479,000	10,518,500	10,821,400	11,510,200	11,095,700
Motlow	10,302,500	9,159,600	8,591,400	9,662,900	10,310,000	11,017,200	10,656,700
Nashville	15,375,500	13,429,500	12,677,800	13,794,900	14,516,500	15,983,500	15,861,200
Northeast	12,442,600	11,051,400	10,605,000	11,924,900	12,920,300	13,648,200	13,224,100
Pellissippi	20,741,200	18,242,100	17,199,100	18,692,600	20,819,800	22,913,400	23,429,800
Roane	18,044,100	16,437,400	15,684,300	14,750,900	15,244,700	16,619,800	17,399,500
Southwest	37,845,200	34,396,200	32,436,900	28,648,100	27,953,000	25,739,300	24,677,200
Volunteer	18,134,900	16,269,400	15,389,800	15,281,400	15,614,700	16,075,400	16,216,000
Walters	18,347,900	16,578,900	16,032,000	15,745,100	17,043,300	19,866,900	20,350,200
Subtotal	\$218,003,100	\$195,906,400	\$185,851,200	\$185,017,000	\$193,980,400	\$208,574,200	\$207,429,600
UT Universities							
UT Chattanooga	\$42,102,800	\$35,886,300	\$33,463,400	\$33,294,400	\$34,601,800	\$36,128,500	\$37,501,400
UT Knoxville	178,669,100	152,036,100	143,699,500	144,150,000	153,343,900	174,335,300	179,044,900
UT Martin	30,386,700	25,683,900	24,047,300	23,636,300	24,609,100	25,243,000	26,249,700
Subtotal	\$251,158,600	\$213,606,300	\$201,210,200	\$201,080,700	\$212,554,800	\$235,706,800	\$242,796,000
Total Colleges and Universities	\$848,595,600	\$727,307,900	\$685,726,500	\$679,515,500	\$713,484,800	\$768,262,300	\$775,159,400
TN Colleges of Applied Technology	\$50,825,800	\$47,842,700	\$46,263,500	\$52,260,300	\$53,848,800	\$57,400,500	\$55,346,600
Total Academic Formula Units	\$899,421,400	\$775,150,600	\$731,990,000	\$731,775,800	\$767,333,600	\$825,662,800	\$830,506,000

Note: All years of appropriations are recurring funds only.

*Community College detail was estimated by THEC based on information from the Tennessee Board of Regents. Beginning in 2012-13, funds were allocated to the Community Colleges as a system.

ATTACHMENT I

State Appropriations History

Specialized Units	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Medical Education							
ETSU College of Medicine	\$27,619,200	\$26,297,600	\$25,377,900	\$25,859,200	\$27,321,000	\$28,893,900	\$28,948,800
ETSU Family Practice	5,408,600	5,333,500	5,150,800	5,322,000	5,731,700	6,117,800	6,130,800
UT College of Medicine	46,573,700	44,057,000	42,524,700	42,820,200	44,883,300	47,065,400	46,956,800
UT Family Practice	9,654,000	9,487,500	9,187,200	9,313,200	9,870,100	10,458,800	10,506,000
UT Memphis	68,934,900	64,637,400	62,105,000	63,089,600	66,869,800	71,363,200	71,919,300
UT College of Vet Medicine	15,799,600	14,718,500	14,160,600	14,416,600	15,385,200	16,453,000	16,530,900
Subtotal	\$173,990,000	\$164,531,500	\$158,506,200	\$160,820,800	\$170,061,100	\$180,352,100	\$180,992,600
Research and Public Service							
UT Agricultural Experiment Station	\$23,841,500	\$23,377,800	\$22,812,000	\$23,111,900	\$24,342,600	\$25,438,800	\$25,557,800
UT Agricultural Extension Service	28,694,300	28,143,100	27,416,300	27,825,100	29,431,800	30,836,900	31,044,400
TSU McMinnville Center	503,100	521,500	527,900	527,300	543,300	560,400	560,400
TSU Institute of Ag. and Environmental Research	2,055,700	2,109,800	2,156,200	2,145,000	2,208,900	2,280,500	2,278,500
TSU Cooperative Extension	1,823,000	2,371,700	2,918,300	2,918,200	3,010,500	3,110,400	3,108,900
TSU McIntire-Stennis Forestry Research	-	185,400	171,900	170,600	174,100	179,400	179,400
UT Space Institute	7,821,000	7,465,900	7,212,500	7,276,600	7,603,400	7,896,700	7,916,500
UT Institute for Public Service	4,806,500	4,705,100	4,312,800	4,341,200	4,541,300	5,232,400	5,247,800
UT County Technical Assistance Service	1,519,600	1,491,700	1,482,500	1,521,800	1,646,200	1,753,200	1,763,100
UT Municipal Technical Advisory Service	2,601,900	2,556,500	2,499,300	2,554,300	2,732,200	2,886,200	2,897,500
Subtotal	\$73,666,600	\$72,928,500	\$71,509,700	\$72,392,000	\$76,234,300	\$80,174,900	\$80,554,300
Other Specialized Units							
UT University-Wide Administration	\$4,399,600	\$4,353,700	\$4,143,800	\$4,209,000	\$4,440,900	\$4,589,300	\$4,661,800
TN Board of Regents Administration	4,517,100	4,429,300	4,407,400	4,563,400	4,881,800	5,104,200	5,133,100
TN Student Assistance Corporation	48,712,900	48,589,500	48,567,100	48,579,200	55,205,400	61,586,800	61,566,800
Tennessee Student Assistance Awards	46,162,500	46,162,500	46,162,500	46,162,500	52,762,500	57,762,500	57,762,500
Tennessee Students Assistance Corporation Loan/Scholarships Program	1,359,400	1,236,000	1,213,600	1,225,700	1,251,900	1,353,500	1,333,500
Endowment Scholarships	1,191,000	1,191,000	1,191,000	1,191,000	1,191,000	1,220,800	1,220,800
TN Higher Education Commission	2,207,300	2,186,500	2,160,300	2,224,500	2,292,100	2,479,200	2,438,800
TN Foreign Language Institute	369,000	349,100	338,100	352,800	378,600	410,300	414,100
Contract Education	2,490,700	2,289,700	2,217,000	2,198,200	2,178,400	2,232,900	2,180,800
Subtotal	\$62,696,600	\$62,197,800	\$61,833,700	\$62,127,100	\$69,377,200	\$76,402,700	\$76,395,400
Total Formula and Specialized Units	\$1,209,774,600	\$1,074,808,400	\$1,023,839,600	\$1,027,115,700	\$1,083,006,200	\$1,162,592,500	\$1,168,448,300
Program Initiatives							
Campus Centers of Excellence	\$18,774,500	\$17,717,700	\$17,238,700	\$17,328,000	\$17,538,300	\$18,193,700	\$17,769,000
Campus Centers of Emphasis	1,344,900	1,269,200	1,240,700	1,247,600	1,265,900	1,313,300	1,282,600
Academic Scholars Program	401,800	401,800	401,800	401,800	401,800	411,800	411,800
UT Access and Diversity Initiative	6,181,900	5,833,900	5,648,700	5,600,600	5,550,100	5,688,900	5,688,900
TBR Access and Diversity Initiative	10,543,000	10,313,200	9,977,400	9,892,900	9,803,700	10,048,800	10,048,800
THEC Grants	2,581,800	2,436,500	2,359,200	2,339,200	2,318,100	2,403,300	2,353,900
Research Initiatives - UT	6,231,000	5,880,300	5,693,700	5,645,200	5,594,300	5,734,200	5,734,200
Subtotal	\$46,058,900	\$43,852,600	\$42,560,200	\$42,455,300	\$42,472,200	\$43,794,000	\$43,289,200
Total Operating	\$1,255,833,500	\$1,118,661,000	\$1,066,399,800	\$1,069,571,000	\$1,125,478,400	\$1,206,386,500	\$1,211,737,500

Note: All years of appropriations are recurring funds only.

ATTACHMENT II

2015-16 State Appropriations Distribution Recommendation

	A	B	C	D	E = C + D	F = E + A	G = E / A	H = F / B
	Breakdown of 2015-16 Changes							
Academic Formula Units	2014-15 Appropriation ¹	2015-16 Formula Calculation	Outcomes Formula Adjustments	Share of New Funding	2015-16 Changes	2015-16 Recommendation	Percent Change	Percent Funded
TBR Universities								
Austin Peay	\$34,239,800	\$58,535,000	\$936,300	\$1,092,700	\$2,029,000	\$36,268,800	5.9%	62.0%
East Tennessee	48,048,900	80,537,000	349,100	1,503,500	1,852,600	49,901,500	3.9%	62.0%
Middle Tennessee	82,830,300	135,694,500	(1,285,900)	2,533,200	1,247,300	84,077,600	1.5%	62.0%
Tennessee State	32,088,900	51,828,300	(943,100)	967,500	24,400	32,113,300	0.1%	62.0%
Tennessee Tech	38,394,000	61,974,900	(1,150,600)	1,157,000	6,400	38,400,400	0.0%	62.0%
University of Memphis	89,331,900	150,177,000	915,700	2,803,500	3,719,200	93,051,100	4.2%	62.0%
Subtotal	\$324,933,800	\$538,746,700	(\$1,178,500)	\$10,057,400	\$8,878,900	\$333,812,700	2.7%	62.0%
Community Colleges²								
Chattanooga	\$26,008,100	\$43,489,000	\$126,200	\$811,900	\$938,100	\$26,946,200	3.6%	62.0%
Cleveland	8,843,700	14,779,000	37,600	275,900	313,500	9,157,200	3.5%	62.0%
Columbia	12,349,500	20,373,700	(106,100)	380,300	274,200	12,623,700	2.2%	62.0%
Dyersburg	7,317,900	12,378,000	120,600	231,100	351,700	7,669,600	4.8%	62.0%
Jackson	11,095,700	18,052,000	(247,500)	337,000	89,500	11,185,200	0.8%	62.0%
Motlow	10,656,700	17,458,000	(165,500)	325,900	160,400	10,817,100	1.5%	62.0%
Nashville	15,861,200	26,782,000	233,200	500,000	733,200	16,594,400	4.6%	62.0%
Northeast	13,224,100	23,036,000	619,200	430,000	1,049,200	14,273,300	7.9%	62.0%
Pellissippi	23,429,800	40,495,000	905,300	756,000	1,661,300	25,091,100	7.1%	62.0%
Roane	17,399,500	28,592,000	(217,400)	533,800	316,400	17,715,900	1.8%	62.0%
Southwest	24,677,200	40,050,000	(609,500)	747,700	138,200	24,815,400	0.6%	62.0%
Volunteer	16,216,000	27,122,000	82,700	506,300	589,000	16,805,000	3.6%	62.0%
Walters	20,350,200	33,280,000	(350,900)	621,300	270,400	20,620,600	1.3%	62.0%
Community College Subtotal	\$207,429,600	\$345,886,700	\$427,900	\$6,457,200	\$6,885,100	\$214,314,700	3.3%	62.0%
UT Universities								
UT Chattanooga	\$37,501,400	\$65,724,000	\$1,994,900	\$1,226,700	\$3,221,600	\$40,723,000	8.6%	62.0%
UT Knoxville ³	176,044,900	292,897,000	(31,000)	5,467,800	5,436,800	181,481,700	3.1%	62.0%
UT Martin ³	26,049,700	43,764,000	249,900	817,000	1,066,900	27,116,600	4.1%	62.0%
Subtotal	\$239,596,000	\$402,385,000	\$2,213,800	\$7,511,500	\$9,725,300	\$249,321,300	4.1%	62.0%
Total Colleges and Universities	\$771,959,400	\$1,287,018,400	\$1,463,200	\$24,026,100	\$25,489,300	\$797,448,700	3.3%	62.0%
TN Colleges of Applied Technology	\$55,346,600	\$89,665,000	(\$1,463,200)	\$1,673,900	\$210,700	\$55,557,300	0.4%	62.0%
Total Academic Formula Units	\$827,306,000	\$1,376,683,400	\$0	\$25,700,000	\$25,700,000	\$853,006,000	3.1%	62.0%

1 - Recurring funding.

2 - THEC's Community College recommendation is only for the sector as a whole. Institutional detail displayed here is for informational purposes only.

3 - Does not include recurring funds appropriated to UT Martin for the Parsons Center (\$200K) or to UT Knoxville for the engineering college (\$3M). These appropriations are included as Program Initiatives.

ATTACHMENT II

2015-16 State Appropriations Distribution Recommendation

	A	B	C = B - A	D = C / A
Specialized Units	2014-15 Appropriation ¹	2015-16 Recommendation ¹	Total Change	Percent Change
Medical Education				
ETSU College of Medicine	\$28,948,800	\$29,848,100	\$899,300	3.1%
ETSU Family Practice	6,130,800	6,321,300	190,500	3.1%
UT College of Medicine	46,956,800	48,415,500	1,458,700	3.1%
UT Family Practice	10,506,000	10,832,400	326,400	3.1%
UT Memphis	71,919,300	74,153,500	2,234,200	3.1%
UT College of Vet Medicine	16,530,900	17,044,400	513,500	3.1%
Subtotal	\$180,992,600	\$186,615,200	\$5,622,600	3.1%
Research and Public Service				
UT Agricultural Experiment Station	\$25,557,800	\$26,351,700	\$793,900	3.1%
UT Agricultural Extension Service	31,044,400	32,008,800	964,400	3.1%
TSU McMinnville Center	560,400	577,800	17,400	3.1%
TSU Institute of Ag. and Environmental Research	2,278,500	2,349,300	70,800	3.1%
TSU Cooperative Extension	3,108,900	3,205,500	96,600	3.1%
TSU McIntire-Stennis Forestry Research	179,400	185,000	5,600	3.1%
UT Space Institute	7,916,500	8,162,400	245,900	3.1%
UT Institute for Public Service	5,247,800	5,410,800	163,000	3.1%
UT County Technical Assistance Service	1,763,100	1,817,900	54,800	3.1%
UT Municipal Technical Advisory Service	2,897,500	2,987,500	90,000	3.1%
Subtotal	\$80,554,300	\$83,056,700	\$2,502,400	3.1%
Other Specialized Units				
UT University-Wide Administration	\$4,661,800	\$4,806,600	\$144,800	3.1%
TN Board of Regents Administration	5,133,100	5,292,600	159,500	3.1%
TN Student Assistance Corporation	61,566,800	91,634,700	30,067,900	48.8%
Tennessee Student Assistance Awards	57,762,500	87,162,500	29,400,000	50.9%
Tennessee Students Assistance Corporation Loan/Scholarships Program	1,333,500	1,963,500	630,000	47.2%
Endowment Scholarships	1,220,800	1,258,700	37,900	3.1%
Endowment Scholarships	1,250,000	1,250,000	-	0.0%
TN Higher Education Commission	2,438,800	2,514,600	75,800	3.1%
TN Foreign Language Institute	414,100	427,000	12,900	3.1%
Contract Education	2,180,800	2,248,500	67,700	3.1%
Subtotal	\$76,395,400	\$106,924,000	\$30,528,600	40.0%
Total Specialized Units	\$337,942,300	\$376,595,900	\$38,653,600	11.4%
Total Formula and Specialized Units	\$1,165,248,300	\$1,229,601,900	\$64,353,600	5.5%
Program Initiatives				
Campus Centers of Excellence	\$17,769,000	\$18,321,000	\$552,000	3.1%
Campus Centers of Emphasis	1,282,600	1,322,400	39,800	3.1%
Academic Scholars Program	411,800	424,600	12,800	3.1%
UT Access and Diversity Initiative	5,688,900	5,865,600	176,700	3.1%
TBR Access and Diversity Initiative	10,048,800	10,361,000	312,200	3.1%
THEC Grants	2,353,900	2,427,000	73,100	3.1%
Research Initiatives - UT	5,734,200	5,912,300	178,100	3.1%
UT Martin Parsons Center ²	200,000	200,000	-	NA
UT Knoxville College of Engineering ²	3,000,000	3,000,000	-	NA
Governor's Drive to 55 Initiative ³	4,918,000	5,000,000	82,000	NA
Workforce Alignment ³	10,000,000	-	(10,000,000)	NA
Subtotal	\$46,489,200	\$47,833,900	\$1,344,700	2.9%
Total Recurring	\$1,211,737,500	\$1,277,435,800	\$65,698,300	5.4%
Total with Non-Recurring Request	\$1,226,655,500	\$1,282,435,800	\$55,780,300	4.5%

1 - Recurring funds unless otherwise footnoted.

2 - Recurring funds appropriated to UT Martin (\$200K) and UT Knoxville (\$3M).

3 - Non-recurring funds.

ATTACHMENT III

2015-16 State Appropriations Distribution With a 7% Reduction

	A	B	C	D	E = C + D	F = E + A	G = E / A	H = F / B
	Breakdown of 2015-16 Changes							
	2014-15 Appropriation ¹	2015-16 Formula Calculation	Outcomes Formula Adjustments	7% Reduction to Higher Education	2015-16 Change	2015-16 Recommendation	Percent Change	Percent Funded
TBR Universities								
Austin Peay	\$34,239,800	\$58,535,000	\$936,300	(\$2,857,600)	(\$1,921,300)	\$32,318,500	-5.6%	55.2%
East Tennessee	48,048,900	80,537,000	349,100	(3,931,700)	(3,582,600)	44,466,300	-7.5%	55.2%
Middle Tennessee	82,830,300	135,694,500	(1,285,900)	(6,624,500)	(7,910,400)	74,919,900	-9.6%	55.2%
Tennessee State	32,088,900	51,828,300	(943,100)	(2,530,200)	(3,473,300)	28,615,600	-10.8%	55.2%
Tennessee Tech	38,394,000	61,974,900	(1,150,600)	(3,025,500)	(4,176,100)	34,217,900	-10.9%	55.2%
University of Memphis	89,331,900	150,177,000	915,700	(7,331,500)	(6,415,800)	82,916,100	-7.2%	55.2%
Subtotal	\$324,933,800	\$538,746,700	(\$1,178,500)	(\$26,301,000)	(\$27,479,500)	\$297,454,300	-8.5%	55.2%
Community Colleges²								
Chattanooga	\$26,008,100	\$43,489,000	\$126,200	(\$2,123,100)	(\$1,996,900)	\$24,011,200	-7.7%	55.2%
Cleveland	8,843,700	14,779,000	37,600	(721,500)	(683,900)	8,159,800	-7.7%	55.2%
Columbia	12,349,500	20,373,700	(106,100)	(994,600)	(1,100,700)	11,248,800	-8.9%	55.2%
Dyersburg	7,317,900	12,378,000	120,600	(604,300)	(483,700)	6,834,200	-6.6%	55.2%
Jackson	11,095,700	18,052,000	(247,500)	(881,300)	(1,128,800)	9,966,900	-10.2%	55.2%
Motlow	10,656,700	17,458,000	(165,500)	(852,300)	(1,017,800)	9,638,900	-9.6%	55.2%
Nashville	15,861,200	26,782,000	233,200	(1,307,500)	(1,074,300)	14,786,900	-6.8%	55.2%
Northeast	13,224,100	23,036,000	619,200	(1,124,600)	(505,400)	12,718,700	-3.8%	55.2%
Pellissippi	23,429,800	40,495,000	905,300	(1,976,900)	(1,071,600)	22,358,200	-4.6%	55.2%
Roane	17,399,500	28,592,000	(217,400)	(1,395,800)	(1,613,200)	15,786,300	-9.3%	55.2%
Southwest	24,677,200	40,050,000	(609,500)	(1,955,200)	(2,564,700)	22,112,500	-10.4%	55.2%
Volunteer	16,216,000	27,122,000	82,700	(1,324,100)	(1,241,400)	14,974,600	-7.7%	55.2%
Walters	20,350,200	33,280,000	(350,900)	(1,624,700)	(1,975,600)	18,374,600	-9.7%	55.2%
Community College Subtotal	\$207,429,600	\$345,886,700	\$427,900	(\$16,885,900)	(\$16,458,000)	\$190,971,600	-7.9%	55.2%
UT Universities								
UT Chattanooga	\$37,501,400	\$65,724,000	\$1,994,900	(\$3,208,600)	(\$1,213,700)	\$36,287,700	-3.2%	55.2%
UT Knoxville ³	176,044,900	292,897,000	(31,000)	(14,299,000)	(14,330,000)	161,714,900	-8.1%	55.2%
UT Martin ³	26,049,700	43,764,000	249,900	(2,136,500)	(1,886,600)	24,163,100	-7.2%	55.2%
Subtotal	\$239,596,000	\$402,385,000	\$2,213,800	(\$19,644,100)	(\$17,430,300)	\$222,165,700	-7.3%	55.2%
Total Colleges and Universities	\$771,959,400	\$1,287,018,400	\$1,463,200	(\$62,831,000)	(\$61,367,800)	\$710,591,600	-7.9%	55.2%
TN Colleges of Applied Technology	\$55,346,600	\$89,665,000	(\$1,463,200)	(\$4,377,400)	(\$5,840,600)	\$49,506,000	-10.6%	55.2%
Total Academic Formula Units	\$827,306,000	\$1,376,683,400	\$0	(\$67,208,400)	(\$67,208,400)	\$760,097,600	-8.1%	55.2%

1 - Recurring

2 - THEC's Community College recommendation is only for the sector as a whole. Institutional detail displayed here is for informational purposes only.

3 - Does not include recurring funds appropriated to UT Martin for the Parsons Center (\$200K) or to UT Knoxville for the engineering college (\$3M). These appropriations are included as Program Initiatives.

ATTACHMENT III

2015-16 State Appropriations Distribution With a 7% Reduction

	A	B	C = B - A	D = C / A
Specialized Units	2014-15 Appropriation ¹	2015-16 Recommendation ¹	Total Change	Percent Change
Medical Education				
ETSU College of Medicine	\$28,948,800	\$27,730,400	(\$1,218,400)	-4.2%
ETSU Family Practice	6,130,800	5,934,100	(196,700)	-3.2%
UT College of Medicine	46,956,800	44,622,000	(2,334,800)	-5.0%
UT Family Practice	10,506,000	10,169,000	(337,000)	-3.2%
UT Memphis	71,919,300	68,059,900	(3,859,400)	-5.4%
UT College of Vet Medicine	16,530,900	15,623,300	(907,600)	-5.5%
Subtotal	\$180,992,600	\$172,138,700	(\$8,853,900)	-4.9%
Research and Public Service				
UT Agricultural Experiment Station	\$25,557,800	\$24,737,900	(\$819,900)	-3.2%
UT Agricultural Extension Service	31,044,400	30,048,500	(995,900)	-3.2%
TSU McMinnville Center	560,400	542,400	(18,000)	-3.2%
TSU Institute of Ag. and Environmental Research	2,278,500	2,205,400	(73,100)	-3.2%
TSU Cooperative Extension	3,108,900	3,009,200	(99,700)	-3.2%
TSU McIntire-Stennis Forestry Research	179,400	173,600	(5,800)	-3.2%
UT Space Institute	7,916,500	7,626,500	(290,000)	-3.7%
UT Institute for Public Service	5,247,800	5,079,500	(168,300)	-3.2%
UT County Technical Assistance Service	1,763,100	1,706,500	(56,600)	-3.2%
UT Municipal Technical Advisory Service	2,897,500	2,804,600	(92,900)	-3.2%
Subtotal	\$80,554,300	\$77,934,100	(\$2,620,200)	-3.3%
Other Specialized Units				
UT University-Wide Administration	\$4,661,800	\$4,512,300	(\$149,500)	-3.2%
TN Board of Regents Administration	5,133,100	4,968,400	(164,700)	-3.2%
TN Student Assistance Corporation	61,566,800	61,524,000	(42,800)	-0.1%
Tennessee Student Assistance Awards	57,762,500	57,762,500	-	0.0%
Tennessee Students Assistance Corporation Loan/Scholarships Program	1,333,500	1,290,700	(42,800)	-3.2%
Endowment Scholarships	1,220,800	1,220,800	-	0.0%
Endowment Scholarships	1,250,000	1,250,000	-	0.0%
TN Higher Education Commission	2,438,800	2,360,700	(78,100)	-3.2%
TN Foreign Language Institute	414,100	400,800	(13,300)	-3.2%
Contract Education	2,180,800	2,110,800	(70,000)	-3.2%
Subtotal	\$76,395,400	\$75,877,000	(\$518,400)	-0.7%
Program Initiatives				
Campus Centers of Excellence	\$17,769,000	\$17,199,000	(\$570,000)	-3.2%
Campus Centers of Emphasis	1,282,600	1,241,500	(41,100)	-3.2%
Academic Scholars Program	411,800	411,800	-	0.0%
UT Access and Diversity Initiative	5,688,900	5,506,400	(182,500)	-3.2%
TBR Access and Diversity Initiative	10,048,800	9,726,400	(322,400)	-3.2%
THEC Grants	2,353,900	2,278,400	(75,500)	-3.2%
Research Initiatives - UT	5,734,200	5,550,300	(183,900)	-3.2%
UT Martin Parsons Center ²	200,000	200,000	-	NA
UT Knoxville College of Engineering ²	3,000,000	3,000,000	-	NA
Subtotal	\$46,489,200	\$45,113,800	(\$1,375,400)	-3.0%
Total	\$1,211,737,500	\$1,131,161,200	(\$80,576,300)	-6.6%

1 - Recurring

2 - Recurring funds appropriated to UT Martin (\$200K) and UT Knoxville (\$3M).

NOTE: TSAA Awards, Loan/Scholarship Program, Academic Scholars Program and Endowment Scholarships are exempt from 2015-16 reductions per F&A budget instructions.

ATTACHMENT IV 2015-16 State Appropriation Funding Scenarios

	A	B	C	Alternative Funding Scenarios	
	Outcomes Formula Calculation	Share of Total Formula Calculation	\$25,700,000 THEC Recommendation	\$0 Flat Funding Scenario	7% Reduction Scenario
Academic Formula Units					
TBR Universities					
Austin Peay	\$58,535,000	4.25%	\$36,268,800	\$35,176,000	\$32,318,000
East Tennessee	80,537,000	5.85%	49,901,500	48,398,000	44,466,000
Middle Tennessee	135,694,500	9.86%	84,077,600	81,544,000	74,920,000
Tennessee State	51,828,300	3.76%	32,113,300	31,146,000	28,616,000
Tennessee Tech	61,974,900	4.50%	38,400,200	37,243,000	34,218,000
University of Memphis	150,177,000	10.91%	93,051,100	90,248,000	82,916,000
Subtotal	\$538,746,700	39.13%	\$333,812,500	\$323,755,000	\$297,454,000
Community Colleges					
Chattanooga	\$43,489,000	3.16%	\$26,946,200	\$26,134,000	\$24,011,000
Cleveland	14,779,000	1.07%	9,157,200	8,881,000	8,160,000
Columbia	20,373,700	1.48%	12,623,700	12,243,000	11,249,000
Dyersburg	12,378,000	0.90%	7,669,500	7,438,000	6,834,000
Jackson	18,052,000	1.31%	11,185,200	10,848,000	9,967,000
Motlow	17,458,000	1.27%	10,817,100	10,491,000	9,639,000
Nashville	26,782,000	1.95%	16,594,400	16,094,000	14,787,000
Northeast	23,036,000	1.67%	14,273,300	13,843,000	12,719,000
Pellissippi	40,495,000	2.94%	25,091,100	24,335,000	22,358,000
Roane	28,592,000	2.08%	17,715,900	17,182,000	15,786,000
Southwest	40,050,000	2.91%	24,815,400	24,068,000	22,112,000
Volunteer	27,122,000	1.97%	16,805,000	16,299,000	14,975,000
Walters	33,280,000	2.42%	20,620,600	19,999,000	18,375,000
Community College Subtotal	\$345,886,700	25.12%	\$214,314,700	\$207,858,000	\$190,972,000
UT Universities					
UT Chattanooga	\$65,724,000	4.77%	\$40,723,200	\$39,496,000	\$36,288,000
UT Knoxville	292,897,000	21.28%	181,481,700	176,014,000	161,715,000
UT Martin	43,764,000	3.18%	27,116,600	26,300,000	24,163,000
Subtotal	\$402,385,000	29.23%	\$249,321,500	\$241,810,000	\$222,166,000
Total Colleges and Universities	\$1,287,018,400	93.49%	\$797,448,700	\$773,423,000	\$710,592,000
TN Colleges of Applied Technology	\$89,665,000	6.51%	\$55,557,300	\$53,883,000	\$49,506,000
Total Academic Formula Units	\$1,376,683,400	100.00%	\$853,006,000	\$827,306,000	\$760,097,600

How to read this table: Using Austin Peay State University as an example, the 2015-16 Outcomes Formula Calculation is \$58,535,000. This represents 4.25% of the total formula calculation (Column B) for the academic formula units of \$1,376,683,400. This means that APSU will receive 4.25% of any funding made available in 2015-16.

In the THEC Recommendation scenario (Column C), APSU will receive \$36,268,800, or 4.25% of the Total Academic Formula Units funding level of \$853,006,000.

If funding remains flat in 2015-16 (Column D), APSU will receive \$35,176,000 or 4.25% of \$827,306,000. In a 7% reduction scenario (Column E), APSU will still receive 4.25%, or \$32,318,000, of the Total Academic Formula Units available funding of \$760,097,600.

ATTACHMENT V

Changes in Formula Outcomes

Community Colleges

Outcomes	2014-15	2015-16	Change	
Students Accumulating 12 hrs	25,270	24,207	(1,063)	-4.2%
Students Accumulating 24 hrs	19,787	18,732	(1,055)	-5.3%
Students Accumulating 36 hrs	16,493	15,675	(818)	-5.0%
Dual Enrollment	12,894	14,207	1,312	10.2%
Associates	8,887	9,283	396	4.5%
Certificates 1-2 Year	732	792	60	8.2%
Certificates <1 Year	1,853	2,266	412	22.2%
Job Placements	3,921	4,185	265	6.8%
Remedial & Developmental Success	26,323	26,590	267	1.0%
Student Transfers	6,099	6,290	191	3.1%
Workforce Training (Contact Hours)	795,505	786,645	(8,860)	-1.1%
Awards per 100 FTE	15.41	16.97	1.56	10.1%
Adults Accumulating 12 hrs	7,348	6,235	(1,112)	-15.1%
Adults Accumulating 24 hrs	7,104	6,224	(880)	-12.4%
Adults Accumulating 36 hrs	6,723	6,074	(649)	-9.7%
Adult Associates	5,042	5,210	168	3.3%
Adult 1-2 Year Certificates	493	527	34	6.8%
Adult <1yr Certificates	1,115	1,292	177	15.8%
Low-income Accumulating 12 hrs	15,566	14,486	(1,080)	-6.9%
Low-income Accumulating 24 hrs	12,993	12,173	(820)	-6.3%
Low-income Accumulating 36 hrs	11,057	10,517	(540)	-4.9%
Low-income Associates	5,809	6,266	457	7.9%
Low-income 1-2 Year Certificates	411	471	60	14.7%
Low-income <1yr Certificates	1,061	1,412	352	33.2%

Universities

Outcomes	2014-15	2015-16	Change	
Students Accumulating 24 hrs	18,043	17,677	(366)	-2.0%
Students Accumulating 48 hrs	17,913	17,785	(128)	-0.7%
Students Accumulating 72 hrs	19,215	19,313	98	0.5%
Bachelors and Associates	20,329	20,923	594	2.9%
Masters / Ed Specialists	5,955	5,908	(47)	-0.8%
Doctoral / Law Degree	1,051	1,100	50	4.7%
Research and Service	\$314,411,554	\$302,288,827	(\$12,122,727)	-3.9%
Student Transfers	3,509	3,775	266	7.6%
Degrees per 100 FTE	18.83	19.56	0.73	3.9%
Six-Year Graduation Rate	51.24	54.23	2.99	5.8%
Adults Accumulating 24 hrs	1,088	960	(128)	-11.8%
Adults Accumulating 48 hrs	1,684	1,572	(112)	-6.7%
Adults Accumulating 72 hrs	2,846	2,763	(84)	-2.9%
Adults Bachelors and Associates	7,126	7,316	190	2.7%
Low-income Accumulating 24 hrs	8,360	8,080	(280)	-3.3%
Low-income Accumulating 48 hrs	8,550	8,514	(36)	-0.4%
Low-income Accumulating 72 hrs	9,413	9,690	277	2.9%
Low-income Bachelors and Associates	9,910	10,684	775	7.8%

ATTACHMENT VI

2015-16 Total Formula Revenue Analysis

Academic Formula Units	State Appropriation Recommendation ¹	Tuition Revenue ²	Out-of-State Tuition Revenue ²	Total Revenue	Total Formula Revenue Need	Difference (Short)	Percent Funded
Austin Peay	\$36,268,800	\$59,465,800	\$3,493,200	\$99,227,800	\$108,267,000	(\$9,039,200)	91.7%
East Tennessee	49,901,500	88,427,000	13,932,000	152,260,500	158,041,000	(5,780,500)	96.3%
Middle Tennessee	84,077,600	148,505,000	17,206,300	249,788,900	251,861,500	(2,072,600)	99.2%
Tennessee State	32,113,300	52,602,800	19,941,400	104,657,500	105,471,300	(813,800)	99.2%
Tennessee Tech	38,400,400	70,568,100	16,039,400	125,007,900	117,369,900	7,638,000	106.5%
University of Memphis	93,051,100	152,887,500	10,521,200	256,459,800	287,195,000	(30,735,200)	89.3%
Subtotal TBR Universities	\$333,812,700	\$572,456,200	\$81,133,500	\$987,402,400	\$1,028,205,700	(\$40,803,300)	96.0%
Chattanooga	\$26,946,200	\$29,276,000	\$780,000	\$57,002,200	\$66,446,000	(\$9,443,800)	85.8%
Cleveland	9,157,200	10,417,300	256,800	19,831,300	22,241,000	(2,409,700)	89.2%
Columbia	12,623,700	13,469,500	455,200	26,548,400	30,709,700	(4,161,300)	86.4%
Dyersburg	7,669,600	7,986,300	72,800	15,728,700	18,634,000	(2,905,300)	84.4%
Jackson	11,185,200	13,208,100	145,500	24,538,800	27,163,000	(2,624,200)	90.3%
Motlow	10,817,100	13,279,300	370,100	24,466,500	26,324,000	(1,857,500)	92.9%
Nashville	16,594,400	25,147,400	1,040,900	42,782,700	40,517,000	2,265,700	105.6%
Northeast	14,273,300	18,028,800	61,700	32,363,800	34,566,000	(2,202,200)	93.6%
Pellissippi	25,091,100	31,163,600	1,887,600	58,142,300	61,253,000	(3,110,700)	94.9%
Roane	17,715,900	17,491,400	445,300	35,652,600	43,121,000	(7,468,400)	82.7%
Southwest	24,815,400	31,522,400	1,706,000	58,043,800	60,314,000	(2,270,200)	96.2%
Volunteer	16,805,000	23,061,800	995,600	40,862,400	41,028,000	(165,600)	99.6%
Walters	20,620,600	18,695,500	430,500	39,746,600	50,100,000	(10,353,400)	79.3%
Subtotal Community Colleges	\$214,314,700	\$252,747,400	\$8,648,000	\$475,710,100	\$522,416,700	(\$46,706,600)	91.1%
UT Chattanooga	\$40,723,000	\$74,754,100	\$6,826,600	\$122,303,700	\$122,711,000	(\$407,300)	99.7%
UT Knoxville	181,481,700	256,801,500	37,376,300	475,659,500	552,168,000	(76,508,500)	86.1%
UT Martin	27,116,600	50,343,700	5,030,800	82,491,100	81,834,000	657,100	100.8%
Subtotal UT Universities	\$249,321,300	\$381,899,300	\$49,233,700	\$680,454,300	\$756,713,000	(\$76,258,700)	89.9%
TN Colleges of Applied Technology	\$55,557,300	\$28,236,200	\$0	\$83,793,500	\$111,614,000	(\$27,820,500)	75.1%
Total Academic Formula Units	\$853,006,000	\$1,235,339,100	\$139,015,200	\$2,227,360,300	\$2,418,949,400	(\$191,589,100)	92.1%

1 - Recurring; accounts for recommended \$25.7M in additional funding for formula units.

2 - Assumes 4% tuition increases and 0% enrollment increases at Universities, Community Colleges and the TN Colleges of Applied Technology in 2015-16.

Agenda Item: I.C.

DATE: November 20, 2014

SUBJECT: 2015-16 Student Fee Recommendations

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION

The Complete College Tennessee Act requires THEC to make student fee and state appropriation recommendations concurrently. Numerous factors impact the tuition recommendation including affordability and financial aid, the income profile of students attending Tennessee public institutions, and institutional revenues and cost inflation.

Average full-time, annual tuition and mandatory fees for 2014-15 is \$8,335 at public universities, \$3,992 at community colleges and \$3,425 at TCATs. Tennessee's public higher education tuition and fee levels are considered average compared to peers across the states in the Southern Regional Education Board (SREB). Over the last five years, tuition and mandatory fees have increased an average of 6 to 7 percent, while state appropriations have increased an average of 1.4 percent per year.

Tennessee's financial aid resources are among the highest in the US. According to data provided by the National Association of State Student Grant Aid Programs (NASSGAP), Tennessee had the 8th largest financial aid program in the nation, and the 2nd largest per capita. Funding for the lottery scholarship and the need-based grant, the Tennessee Student Assistance Award, comprise the majority of financial aid. In part due to these funding levels, Tennessee college graduates had the 16th lowest debt level in the US, according to data published by the Project on Student Debt. It should be noted, however, that no data is available for debt among students who do not graduate.

The THEC staff recommendations are increases in tuition (commonly referred to as maintenance fees at UT and TBR institutions) of zero to four percent at universities, community colleges and colleges of applied technology. Scenarios for tuition increases in 2015-16 of zero, two and four percent at the universities, community colleges and colleges of applied technology are presented and summarized in Attachment I. These recommendation ranges are a companion piece to the recommended state appropriations increase of \$25.7 million.

ATTACHMENT I

2015-16 Tuition Recommendation

THEC Recommendation Summary

Universities	0% to 4% Tuition Increase
CCs	0% to 4% Tuition Increase
TCATs	0% to 4% Tuition Increase

Tuition and Fee Levels

	2014-15		2015-16 Scenarios		
	Mandatory Fees	Tuition	Tuition Increase ¹		
			= 0%	= 2%	= 4%
APSU	\$1,264	\$6,198	\$7,462	\$7,586	\$7,710
ETSU	1,355	6,630	7,985	8,118	8,250
MTSU	1,636	6,552	8,188	8,319	8,450
TSU	1,026	6,198	7,224	7,348	7,472
TTU	1,543	6,474	8,017	8,146	8,276
UM	1,563	7,410	8,973	9,121	9,269
UTC	1,708	6,430	8,138	8,267	8,395
UTM	1,308	6,716	8,024	8,158	8,293
UTK²	1,510	9,493	11,003	11,193	11,383
CC Avg	290	3,702	3,992	4,066	4,140
TCATs	230	3,195	3,425	3,489	3,553

1 - Percent increase applied to tuition and not to the mandatory fees.

2 - The tuition rates for students admitted in the Fall of 2013 and later are flat rates for 15 semester credit hours, regardless of the number of credit hours taken by the student. This policy ("Fifteen in Four") was approved in 2012 by the UT Board for introduction in Fall 2013. The tuition rate presented here is a weighted average.

Note: Tuition is used here for ease of understanding though UT and TBR use the term maintenance fee.

ATTACHMENT II

2015-16 Tuition Model Analysis Scenarios

The following scenarios utilize the THEC Tuition Model to estimate the tuition increase required to maintain the 2014-15 estimated total revenue per FTE. The scenarios assume zero percent enrollment growth and a three percent increase in cost inflation. This analysis is presented for information and is meant to provide guidance on the tuition recommendation analysis.

Average Increase Needed With a \$25.7M (3.1%) Increase in State Appropriations

Model Assumptions	Universities	CCs	TCATs
Costs Inflation	3.0%	3.0%	3.0%
Enrollment	0.0%	0.0%	0.0%
State Appropriations	3.3%	3.3%	0.4%
Average Tuition Rate Increase	3.2%	2.9%	8.8%

Average Increase Needed With Overall Flat Appropriations

Model Assumptions	Universities	CCs	TCATs
Costs Inflation	3.0%	3.0%	3.0%
Enrollment	0.0%	0.0%	0.0%
State Appropriations	0.2%	0.2%	-2.6%
Average Tuition Rate Increase	5.1%	5.6%	15.3%

Average Increase Needed With a \$67.2M (8.1%) Reduction in Appropriations

Model Assumptions	Universities	CCs	TCATs
Costs Inflation	3.0%	3.0%	3.0%
Enrollment	0.0%	0.0%	0.0%
State Appropriations	-8.0%	-7.9%	-10.6%
Average Tuition Rate Increase	10.1%	12.8%	32.7%

Note: The recommendation is based on an assumed costs inflation rate of 3% as determined by the Higher Education Price Index (HEPI). HEPI, a traditionally referenced inflation index produced by Commonfund, an institutional investment firm, measures changes in costs in higher education by tracking eight categories of operational expenses, including salaries for employees, fringe benefits, utilities, and supplies and materials.

ATTACHMENT III

Tuition and Mandatory Fees History

Tuition and Mandatory Fees History

	2009-10	2013-14	2014-15	1 Year Change	5 Year Change
APSU	\$5,868	\$7,158	\$7,462	4.2%	27.2%
ETSU	5,593	7,543	7,985	5.9%	42.8%
MTSU	6,048	7,840	8,188	4.4%	35.4%
TSU	5,444	6,774	7,224	6.6%	32.7%
TTU	5,586	7,383	8,017	8.6%	43.5%
UM	6,524	8,666	8,973	3.5%	37.5%
UTC	5,656	7,555	8,138	7.7%	43.9%
UTM	5,769	7,514	8,024	6.8%	39.1%
UTK ¹	6,850	10,062	11,003	9.4%	60.6%
CC Avg	2,968	3,787	3,992	5.4%	34.5%
TCATs	2,399	3,176	3,425	7.8%	42.8%

1 - The tuition rates for students admitted in the Fall of 2013 and later are flat rates for 15 semester credit hours, regardless of the number of credit hours taken by the student. This policy ("Fifteen in Four") was approved in 2012 by the UT Board for introduction in Fall 2013. The tuition rate presented here is a weighted average.

Mandatory Fees Only History

	2009-10	2013-14	2014-15	1 Year Change	5 Year Change
APSU	\$1,224	\$1,284	\$1,264	-1.6%	3.3%
ETSU	949	1,345	1,355	0.7%	42.8%
MTSU	1,404	1,618	1,636	1.1%	16.5%
TSU	800	930	1,026	10.3%	28.3%
TTU	942	1,287	1,543	19.9%	63.8%
UM	1,154	1,256	1,563	24.4%	35.4%
UTC	1,150	1,490	1,708	14.6%	48.5%
UTM	1,061	1,178	1,308	11.0%	23.3%
UTK	932	1,414	1,510	6.8%	62.0%
CC Avg	268	283	290	2.5%	8.2%
TCATs	200	230	230	0.0%	15.0%

Agenda Item: I.D.

DATE: November 20, 2014

SUBJECT: 2015-16 Capital Project Recommendations

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION

Capital projects are broadly categorized according to the scope of the project and funding source. State appropriations fund capital outlay projects, which consist of new construction or significant renovation of existing facilities, as well as capital maintenance projects which repair and replace systems and structures on existing facilities, such as new roofs or HVAC systems. The third type of capital project, referred to as a disclosed project, is distinguished by its funding source, which does not include state funding. These are typically projects related to various auxiliary functions on a campus, such as dorms, parking or athletics. Since the project must be funded without direct state appropriations, the institution signals its intent to initiate the project and present it for approval at the State Building Commission. This declaration of intent is disclosed to the Governor and the General Assembly, even though no state funding is requested.

Each of these three types of projects has a historically different funding pattern. Funding levels for capital outlay projects tend to be irregular. Whereas from 2004-05 to 2007-08 the legislature approved a total of \$748 million of capital outlay projects, in 2008-09 and 2009-10 no capital projects were approved for state funding. A special capital allocation of \$120 million was made in 2010-11 followed by an allocation of \$11 million in 2011-12. After capital outlay funding rebounded in 2012-13 and 2013-14, with \$427 million in total funding over those two fiscal years, it declined to \$62 million 2014-15.

Unlike capital outlay projects, maintenance projects have been consistently funded in recent years. Since 2004-05, capital maintenance funding has averaged \$51 million per year, including a record high amount of \$77 million in 2004-05. Last year, \$64 million in capital maintenance funding was allocated by the General Assembly.

RECOMMENDATION SUMMARY

Capital Outlay

The capital outlay recommendation for 2015-16 totals \$184.1 million. As shown in Attachment I, this includes four projects for the Tennessee Board of Regents totaling \$86.0 million, or 47 percent of the total, and two projects for the University of Tennessee totaling \$98.1 million, or 53 percent of the total.

All capital outlay projects include an institutional matching component applicable to the first \$75 million of the total project cost. THEC intends that UT and TBR have flexibility to craft the specific parameters of the matching component, though matching funds should largely consist of private gifts, grants and institutional funds.

In 2014-15, higher education received \$61.8 million to fund the Humanities Building at Volunteer State Community College and the Williamson County Center Relocation at Columbia State Community College (the second and third projects from THEC's 2014-15 capital outlay recommendations).

Capital Maintenance

The 2015-16 recommendation for capital maintenance for the Tennessee Board of Regents and the University of Tennessee systems is \$132.9 million. As shown in Attachment IV, this includes 69 projects for the Tennessee Board of Regents totaling \$79.8 million — or 60 percent of the total — and 11 projects for the University of Tennessee totaling \$53.2 million — or 40 percent of the total.

In 2014-15, higher education institutions received \$63.8 million to fund 32 capital maintenance projects.

Disclosure of Revenue-Funded Projects

Projects of this nature are funded through institutional funds, the Tennessee State School Bond Authority, auxiliary funds, or sources other than state appropriations. For 2015-16, 46 revenue-funded projects totaling \$172.0 million for both the Tennessee Board of Regents and the University of Tennessee systems are being disclosed. As shown in Attachment V, the listing includes 19 revenue-funded projects totaling \$20.2 million for the TBR, and 14 revenue-funded projects totaling \$17.7 million for the UT system. UT is also disclosing planning funds for three future capital outlay projects totaling \$7.0 million.

Both systems are also disclosing projects identified for funding through the Tennessee School Bond Authority (TSSBA). For 2015-16, the Tennessee Board of Regents is disclosing six TSSBA-funded projects totaling \$80.2 million while the University of Tennessee system is disclosing four projects partially funded by TSSBA funds, totaling \$46.9 million.

ATTACHMENT I

THEC 2015-16 Capital Projects Recommendation Summary

THEC Priority	Capital Outlay			Total Project Cost	Match	Total Match Funds ¹	Previous Years Match Funds ²	2015-16 Match Funds	State Funds Request
1	TBR	TCATs	TCAT Improvements ³	\$24,600,000	5%	\$1,230,000	\$800,000	\$430,000	\$23,370,000
2	UT	UTIA	West Tennessee 4-H Center - Land Acquisition	15,900,000	10%	1,590,000	0	1,590,000	14,310,000
3	TBR	APSU	Fine Arts Improvements	21,300,000	25%	5,325,000	1,000,000	4,325,000	15,975,000
4	TBR	Jackson	Health Sciences Building	18,000,000	10%	1,800,000	1,000,000	800,000	16,200,000
5	TBR	ETSU	Fine Arts Classroom Building	40,650,000	25%	10,163,000	1,500,000	8,663,000	30,487,000
6	UT	UTK	Science Laboratory Facility (Cumberland & 13th Street)	102,490,000	25%	18,750,000	3,000,000	15,750,000	83,740,000
TBR Total				\$104,550,000	5%-25%	\$18,518,000	\$4,300,000	\$14,218,000	\$86,032,000
UT Total				\$118,390,000	10%-25%	\$20,340,000	\$3,000,000	\$17,340,000	\$98,050,000

Capital Outlay Planning Funds			Total Project Cost	Match	Total Match Funds ¹	Institutional Planning Funds ⁴	Remaining Match Funds	State Funds Request
UT	UTC	Academic Classroom Building Renovation (Lupton/Fine Arts)	\$36,810,000	25%	\$9,202,500	\$2,000,000	\$7,202,500	NA
UT	UTHSC	Dentistry Faculty Practice/Research Building	40,000,000	10%	4,000,000	2,000,000	2,000,000	NA
UT	UTK	Engineering Services Facility	103,310,000	25%	18,750,000	3,000,000	15,750,000	NA
UT Total			\$180,120,000	10%-25%	\$31,952,500	\$7,000,000	\$24,952,500	NA

Capital Maintenance		Total	Projects	State Funds Request
TBR Total		\$79,750,000	69	\$79,750,000
UT Total		\$53,160,000	11	\$53,160,000

Total	Total	Total Match Funds ¹	Projects	State Funds Request
Total Capital Outlay	\$222,940,000	\$38,858,000	6	\$184,082,000
Total Capital Outlay Planning Funds	\$180,120,000	\$31,952,500	3	NA
Total Capital Maintenance	\$132,910,000	NA	80	\$132,910,000
Total Capital Investment	\$535,970,000	\$70,810,500	89	\$316,992,000

1 - Match is required only on the first \$75 million of capital outlay projects; may include match funds expended in previous years.

2 - Institutional funding expended in 2012-13 and/or 2013-14 for project planning.

3 - Project includes improvements on TCAT campuses in Athens, Chattanooga, Covington, Crossville, Dickson, Harriman, Jackson, Knoxville, Memphis, Morristown, Nashville, Paris, and Shelbyville.

4 - Funds disclosed in 2015-16 that will be used to meet the requirements of the match.

ATTACHMENT II

2015-16 THEC Capital Outlay Projects Recommendation

THEC Priority	System Priority	Institution	Project Name	D + E = C					
				A 2015-16 Project Cost	B Match Percentage	C = A * B Total Match Funds ¹	D Previous Years Match Funds ²	E 2015-16 Match Funds	F = A - C State Appropriation Request
1	1	TCATs	TCAT Improvements ³	\$ 24,600,000	5%	\$ 1,230,000	\$ 800,000	\$ 430,000	\$ 23,370,000
2	1	UTIA	West Tennessee 4-H Center - Land Acquisition	\$ 15,900,000	10%	\$ 1,590,000	-	\$ 1,590,000	\$ 14,310,000
3	2	APSU	Fine Arts Improvements	\$ 21,300,000	25%	\$ 5,325,000	\$ 1,000,000	\$ 4,325,000	\$ 15,975,000
4	3	Jackson	Health Science Building	\$ 18,000,000	10%	\$ 1,800,000	\$ 1,000,000	\$ 800,000	\$ 16,200,000
5	4	ETSU	Fine Arts Classroom Building	\$ 40,650,000	25%	\$ 10,163,000	\$ 1,500,000	\$ 8,663,000	\$ 30,487,000
6	2	UTK	Science Laboratory Facility (Cumberland & 13th St.)	\$ 102,490,000	25%	\$ 18,750,000	\$ 3,000,000	\$ 15,750,000	\$ 83,740,000
2015-16 TBR Total				\$ 104,550,000	5%-25%	\$ 18,518,000	\$ 4,300,000	\$ 14,218,000	\$ 86,032,000
2015-16 UT Total				\$ 118,390,000	10%-25%	\$ 20,340,000	\$ 3,000,000	\$ 17,340,000	\$ 98,050,000
2015-16 THEC Capital Outlay Projects Recommendation				\$ 222,940,000	5%-25%	\$ 38,858,000	\$ 7,300,000	\$ 31,558,000	\$ 184,082,000

1 - Match is required only on the first \$75 million of each capital outlay project. Total Match Funds consist of previous years match funds and 2015-16 match funds.

2 - Institutional funding expended in 2012-13 and/or 2013-14 for project planning.

3 - Project includes improvements on TCAT campuses in Athens, Chattanooga, Covington, Crossville, Dickson, Harriman, Jackson, Knoxville, Memphis, Morristown, Nashville, Paris, and Shelbyville.

ATTACHMENT III
THEC 2015-16 Capital Outlay Projects Descriptions

THEC Priority	System Priority	System	Institution	Project Name	Total Project Cost	State Request	Project Description
1	1	TBR	TCATs	TCAT Improvements	\$ 24,600,000	\$ 23,370,000	In 2014 the TCAT system completed a Statewide Master Plan which reviewed each state-owned facility for building condition and program requirements. The Master Plan detailed specific renovations, new construction, additions and entrance enhancements needed to meet the TCAT mission of providing a skilled workforce throughout Tennessee. This project includes improvements as defined by the Master Plan for the following campuses: Athens, Chattanooga, Covington, Crossville, Dickson, Harriman, Jackson, Knoxville, Memphis, Morristown, Nashville, Paris, and Shelbyville. There has been no significant statewide facilities upgrades to this system since the mid- to late-1990s.
2	1	UT	UTIA	West Tennessee 4-H Center - Land Acquisition	\$ 15,900,000	\$ 14,310,000	This project is the acquisition of land for the new West Tennessee 4-H Center in Middleton, TN. The Center will be used year-round for youth and adult educational programs in areas of environmental and natural resources. Tennessee 4-H operates three Centers located throughout the state and currently has no presence in West Tennessee.
3	2	TBR	APSU	Fine Arts Improvements	\$ 21,300,000	\$ 15,975,000	This project will renovate and expand the Trahern Building to provide a creative and improved functional environment for the Art and Theatre Departments. It will also provide for the total replacement of the HVAC system to provide for cooling and humidity control in the ground level shops and laboratories. Site work and building configuration will include a visually screened sculpture courtyard, landscaping and loading docks.
4	3	TBR	Jackson	Health Sciences Building	\$ 18,000,000	\$ 16,200,000	This project will provide space for existing Allied Health programs on campus that require room for expansion. It will also provide for new facilities for new programs. By relocating Allied Health programs to this new 44,000 gross square footage building, existing space on campus will be freed up for other instructional use. An Allied Health building was identified in the 2013 Master Plan as the top future capital outlay project for the campus.
5	4	TBR	ETSU	Fine Arts Classroom Building	\$ 40,650,000	\$ 30,487,000	This project will create a modern, functional building for teaching, practicing, and presenting music, theatre, and dance. The facility will also include a gallery for exhibiting student artwork and multimedia classrooms for instructing general education classes in art. Such a building will provide facilities commonly available at other higher education institutions in Tennessee but not ETSU. Completion of the facility will provide many spaces currently needed for instruction including, but not limited to, a large instruction room for instrumental and vocal music; a dance/theatre studio; piano and computer laboratories; scenic design studios; and practice rooms for both individuals and small ensembles.
6	2	UT	UTK	Science Laboratory Facility (Cumberland & 13th Street)	\$ 102,490,000	\$ 83,740,000	This project will provide a new, approximately 222,000 GSF, multidisciplinary science laboratory facility at Cumberland Avenue and 13th Street in Knoxville, TN. This facility will house research and teaching laboratories, associated support services, faculty and departmental offices, and a vivarium.

ATTACHMENT IV

THEC 2015-16 Capital Maintenance Projects Recommendation

TENNESSEE BOARD OF REGENTS

		Total
TCATs	TCAT Roof Replacements (Statewide)	\$740,000
TCATs	TCAT Mechanical, Electrical and Plumbing Infrastructure Updates Phase I	1,920,000
Roane	Oak Ridge Campus Roof Replacement Phase I	380,000
TTU	Roof Replacements (Several Buildings)	2,040,000
Southwest	Roof Replacement and Envelope Repairs (Macon & Union Campuses)	770,000
UM	Electric and Gas Utility Updates (Campus Wide)	3,000,000
Volunteer	Site Lighting Updates (Campus Wide)	180,000
ETSU	Powerhouse Boiler Replacement	3,000,000
Cleveland	Electrical Infrastructure Modernization Phase I (Campus Wide)	410,000
Columbia	Powerhouse System Repairs Phase I	400,000
ETSU CoM	Sprinkler Updates Phase I (Several Buildings)	500,000
MTSU	Central Plant Control Updates	2,650,000
APSU	Music Mass Communications Building HVAC Replacement Phase I	1,200,000
Jackson	Elevator Modernization Phase I (Several Buildings)	370,000
Walters	Mechanical and Electrical Updates (Several Buildings)	750,000
Pellissippi	Boiler and Chiller Updates (Division Street & Hardin Valley Campuses)	700,000
TSU	Elevator Replacements (Campus Wide)	2,500,000
Dyersburg	Mechanical System Modernization (Glover & Administration Buildings)	320,000
Chattanooga	Parking Lot Updates	850,000
Northeast	Faculty Building Glass Replacement	220,000
Motlow	Exterior Building Repairs Phase I (Several Buildings)	280,000
Volunteer	Wood Building Restroom Renovations	180,000
TCATs	TCAT Parking and Paving Repairs Phase I (Statewide)	610,000
ETSU	Roof Replacements (Several Buildings)	2,000,000
Roane	Oak Ridge Campus Roof Replacement Phase II	370,000
UM	Underground Steam Line Replacement	3,000,000
MTSU	Generator Replacement	830,000
TCAT Jackson	Drainage Updates	210,000
UM	Mitchell and Clement Halls HVAC Updates Phase I	3,000,000
Cleveland	Electrical Infrastructure Modernization Phase II (Campus Wide)	340,000
MTSU	Electrical Updates (Several Buildings)	1,450,000
Chattanooga	Electrical Updates (Campus Wide)	800,000
Southwest	Macon Campus Mechanical Updates Phase I (Several Buildings)	750,000
Columbia	Powerhouse System Repairs Phase II	400,000
ETSU CoM	Sprinkler Updates Phase II (Several Buildings)	500,000
APSU	Music Mass Communications Building HVAC Replacement Phase II	1,200,000
Jackson	Elevator Modernization Phase II (Several Buildings)	360,000
Walters	Chiller and Cooling Tower Replacement	640,000
Pellissippi	HVAC Updates Phase II (Goins Building)	600,000
ETSU	Dome Code Updates (Memorial Center)	2,500,000
Dyersburg	Gymnasium Mechanical Updates	220,000
Motlow	Exterior Building Repairs Phase II (Several Buildings)	280,000
Volunteer	Warf Lab Updates	150,000
TTU	Several Buildings Upgrades Phase VI (Several Buildings)	2,040,000
TCATs	TCAT Mechanical, Electrical and Plumbing Infrastructure Updates Phase II	1,930,000

ATTACHMENT IV

THEC 2015-16 Capital Maintenance Projects Recommendation

TENNESSEE BOARD OF REGENTS (CONTINUED)

		Total
APSU	Campus Fire Alarm Modernization Phase I	\$1,200,000
TCAT Covington	Moisture Remediation	460,000
Columbia	Roof Replacements (Several Buildings)	290,000
Roane	Oak Ridge Campus Roof Replacement Phase III	410,000
Volunteer	Central Plant Cooling Tower Replacement	350,000
MTSU	Building Automation System Control Panel Replacements (Several Buildings)	740,000
ETSU	Valleybrook Building System Replacement	1,300,000
Southwest	Macon Campus Mechanical Updates Phase II (Several Buildings)	750,000
MTSU	Domestic Water-Sewer Systems Updates	680,000
UM	Mitchell and Clement Halls HVAC Updates Phase II	3,000,000
TSU	Entrance Colonnade Repairs Phase I	2,000,000
UM	Envelope Repairs Phase I (Campus Wide)	3,000,000
MTSU	Exterior Building Repairs (Several Buildings)	1,480,000
TCATs	TCAT Maintenance Repairs and Corrections (Statewide)	1,330,000
TTU	Several Buildings Upgrades Phase VII	2,040,000
Walters	Expo Center Access Corrections	640,000
ETSU	Accessibility and Code Corrections (Campus Wide)	2,000,000
Roane	Technology Building Roof Replacement (Harriman Campus)	200,000
UM	Roof Replacements (Several Buildings)	4,100,000
MTSU	Jones Hall Plumbing Updates	1,450,000
Columbia	Plumbing Repairs (Campus Wide)	400,000
Cleveland	Underground Utility Lines Modernization	830,000
TSU	Entrance Colonnade Repairs Phase II	3,000,000
MTSU	Sidewalk Repairs (Campus Wide)	560,000
2015-16 TBR Total		\$79,750,000

UNIVERSITY OF TENNESSEE

		Total
UTK	Fire Safety Upgrades Phase I	\$3,800,000
UTIA	Agriculture Research and Extension Roof Replacements	2,000,000
UTM	Engineering and Physical Sciences (Johnson EPS) Building Improvements Phase I	4,290,000
UTHSC	Security Upgrades Phase I	8,000,000
UTC	Guerry Center Improvements	4,900,000
UTK/UTSI	UTSI Building Improvements (Several Buildings)	3,000,000
UTM	Electrical Distribution Upgrades	1,520,000
UTIA	College of Veterinary Medicine Building Improvements Phase II	5,150,000
UTC	Cadek Hall Improvements	4,500,000
UTHSC	General Education Building Improvements Phase II	6,000,000
UTK	Window Replacements	10,000,000
2015-16 UT Total		\$53,160,000

	Projects	Total
TBR	69	\$79,750,000
UT	11	\$53,160,000
Total	80	\$132,910,000

ATTACHMENT V

THEC Disclosure of Revenue-Funded Capital Projects 2015-16

TENNESSEE BOARD OF REGENTS

Institution	Project	Funding Source	Project Cost	New Sq.Ft.	Gifts	Grants	Auxiliary	Operating
UM	Dining Services Improvements	Gifts	\$ 1,970,000	0	\$ 1,970,000	\$ -	\$ -	\$ -
UM	Health and Sport Sciences Renovations	Plant Funds - Non-Auxiliary	\$ 1,500,000	0	\$ -	\$ -	\$ -	\$ 1,500,000
UM	Nutritional Research Lab Renovations	Plant Funds - Non-Auxiliary	\$ 1,750,000	0	\$ -	\$ -	\$ -	\$ 1,750,000
UM	Lambuth Student Service Upgrades	Plant Funds - Non-Auxiliary	\$ 1,000,000	0	\$ -	\$ -	\$ -	\$ 1,000,000
UM	McWherter Library Learning Improvements	Plant Funds - Non-Auxiliary	\$ 750,000	0	\$ -	\$ -	\$ -	\$ 750,000
UM	Recruitment Center Renovation	Plant Funds - Non-Auxiliary	\$ 900,000	0	\$ -	\$ -	\$ -	\$ 900,000
UM	Student Housing Roof and Brick Repair	Plant Funds - Auxiliary (Housing)	\$ 1,250,000	0	\$ -	\$ -	\$ 1,250,000	\$ -
UM	Wilder Tower Upper Floor Completion	Plant Funds - Non-Auxiliary	\$ 250,000	0	\$ -	\$ -	\$ -	\$ 250,000
Chattanooga	CETAS Engineering Classrooms	Plant Funds - Non-Auxiliary	\$ 250,000	0	\$ -	\$ -	\$ -	\$ 250,000
Chattanooga	Hospitality Management Modifications	Gifts	\$ 250,000	0	\$ 250,000	\$ -	\$ -	\$ -
Chattanooga	Institute of Materials Joining and Testing Expansion	Federal Grant (Dept. of Labor)	\$ 650,000	0	\$ -	\$ 650,000	\$ -	\$ -
Chattanooga	The Peace Center Construction	Gifts	\$ 3,800,000	5,500	\$ 3,800,000	\$ -	\$ -	\$ -
Nashville	Southeast Center Roof Replacement and Repairs	Plant Funds - Non-Auxiliary	\$ 980,000	0	\$ -	\$ -	\$ -	\$ 980,000
Northeast	Maintenance Building Exterior Improvements	Plant Funds - Non-Auxiliary	\$ 220,000	0	\$ -	\$ -	\$ -	\$ 220,000
Pellissippi	Drainage and Landscaping Repairs	Plant Funds - Non-Auxiliary	\$ 250,000	0	\$ -	\$ -	\$ -	\$ 250,000
Pellissippi	Strawberry Plains Roadway	Plant Funds - Auxiliary (Student Fees)	\$ 320,000	0	\$ -	\$ -	\$ 320,000	\$ -
Pellissippi	Strawberry Plains Fitness Trail	Plant Funds - Auxiliary (Student Fees)	\$ 490,000	0	\$ -	\$ -	\$ 490,000	\$ -
Pellissippi	Strawberry Plains Campus Build-out	Plant Funds - Non-Auxiliary	\$ 3,500,000	0	\$ -	\$ -	\$ -	\$ 3,500,000
Pellissippi	Solar Energy Panel Installation	Plant Funds - Auxiliary (Student Fees)	\$ 120,000	0	\$ -	\$ -	\$ 120,000	\$ -
19 Projects	TOTAL TBR DISCLOSED REVENUE-FUNDED PROJECTS		\$ 20,200,000	5,500	\$ 6,020,000	\$ 650,000	\$ 2,180,000	\$ 11,350,000

ATTACHMENT V

THEC Disclosure of Revenue-Funded Capital Projects 2015-16

UNIVERSITY OF TENNESSEE

Institution	Project	Funding Source	Project Cost	New Sq.Ft.	Gifts	Grants	Auxiliary	Operating
UTC	Johnson Obear Apartments Utility Connections	Plant Funds - Auxiliary (Housing)	\$ 800,000	0	\$ -	\$ -	\$ 800,000	\$ -
UTHSC	Van Vleet Building Renovations	Plant Funds - Non-Auxiliary	\$ 1,000,000	0	\$ -	\$ -	\$ -	\$ 1,000,000
UTHSC	Johnson Building Renovations	Plant Funds - Non-Auxiliary	\$ 750,000	0	\$ -	\$ -	\$ -	\$ 750,000
UTHSC	Hyman Building Renovations	Plant Funds - Non-Auxiliary	\$ 750,000	0	\$ -	\$ -	\$ -	\$ 750,000
UTHSC	Wittenborg Lab Renovations	Plant Funds - Non-Auxiliary	\$ 1,000,000	0	\$ -	\$ -	\$ -	\$ 1,000,000
UTHSC	Boling Center for Developmental Disabilities Demolition	Plant Funds - Non-Auxiliary	\$ 2,250,000	0	\$ -	\$ -	\$ -	\$ 2,250,000
UTIA	East Tennessee Research & Education Center - Organic Crops Unit Restroom Facility	Gifts	\$ 175,000	750	\$ 175,000	\$ -	\$ -	\$ -
UTIA	Ridley 4-H/Center for Profitable Agriculture	Gifts	\$ 1,000,000	4,500	\$ 1,000,000	\$ -	\$ -	\$ -
UTIA	UT Gardens Discovery Center	Gifts	\$ 1,000,000	3,500	\$ 1,000,000	\$ -	\$ -	\$ -
UTK	Neyland Stadium Improvements	Plant Funds - Auxiliary (Athletics)	\$ 3,000,000	0	\$ -	\$ -	\$ 3,000,000	\$ -
UTK	Campus Beautification Projects (2015-2016)	Plant Funds - Non-Auxiliary	\$ 2,000,000	0	\$ -	\$ -	\$ -	\$ 2,000,000
UTK	Fire Safety Upgrades (2015-2016)	Plant Funds - Non-Auxiliary	\$ 3,000,000	0	\$ -	\$ -	\$ -	\$ 3,000,000
UTM	Ellington Hall Roof Replacement	Plant Funds - Auxiliary (Housing)	\$ 550,000	0	\$ -	\$ -	\$ 550,000	\$ -
UT System	Cherokee Farm Parking Lot Development	Plant Funds - Auxiliary (Parking)	\$ 375,000	16,000	\$ -	\$ -	\$ 375,000	\$ -
14 Projects	TOTAL UT DISCLOSED REVENUE-FUNDED PROJECTS		\$ 17,650,000	24,750	\$ 2,175,000	\$ -	\$ 4,725,000	\$ 10,750,000

CAPITAL OUTLAY MATCH FUNDS

Institution	Project	Funding Source	Project Cost	New Sq.Ft.	Gifts	Grants	Auxiliary	Operating
UTC	Academic Classroom Building Renovation (Lupton/Fine Arts) (Planning)	Plant Funds - Non-Auxiliary	\$ 2,000,000	9,400	\$ -	\$ -	\$ -	\$ 2,000,000
UTHSC	Dentistry Faculty Practice/Research Building	Gifts	\$ 2,000,000	66,000	\$ 2,000,000	\$ -	\$ -	\$ -
UTK	Engineering Services Facility (Planning)	Plant Funds - Non-Auxiliary	\$ 3,000,000	219,000	\$ -	\$ -	\$ -	\$ 3,000,000
3 Projects	TOTAL DISCLOSED REVENUE-FUNDED CAPITAL OUTLAY MATCH FUNDS		\$ 7,000,000	294,400	\$ 2,000,000	\$ -	\$ -	\$ 5,000,000

ATTACHMENT V

THEC Disclosure of Tennessee State School Bond Authority Funded Capital Projects 2015-16

TENNESSEE BOARD OF REGENTS

Institution	Project	Funding Source	Project Cost	New Sq.Ft.	TSSBA	Auxiliary	Operating
TSU	Hale Stadium Modernization	TSSBA (User Fees)	\$ 18,000,000	0	\$ 18,000,000	\$ -	\$ -
TSU	New Student Housing	TSSBA (Housing)	\$ 37,600,000	100,000	\$ 37,600,000	\$ -	\$ -
TSU	Avon Williams Parking Facility	TSSBA (Parking)	\$ 7,000,000	100,000	\$ 7,000,000	\$ -	\$ -
TSU	Incubation Center Replacement	TSSBA (Rent)	\$ 6,000,000	40,000	\$ 6,000,000	\$ -	\$ -
TSU	Main Campus Parking Facility	TSSBA (Parking)	\$ 7,000,000	100,000	\$ 7,000,000	\$ -	\$ -
UM	Mynders Hall Renovation	TSSBA (Housing)	\$ 4,600,000	0	\$ 4,600,000	\$ -	\$ -
6 Projects	TOTAL TBR DISCLOSED TSSBA FUNDED PROJECTS		\$ 80,200,000	340,000	\$ 80,200,000	\$ -	\$ -

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Institution	Project	Funding Source	Project Cost	New Sq.Ft.	TSSBA	Auxiliary	Operating
UTC	Campus Site Improvements	Plant Funds - Non-Auxiliary & TSSBA (Facilities Fees)	\$ 3,500,000	0	\$ 3,000,000	\$ -	\$ 500,000
UTC	Engel Intramural Sports Complex	Plant Funds - Non-Auxiliary & TSSBA (Student Activity Fees)	\$ 3,000,000	0	\$ 2,500,000	\$ -	\$ 500,000
UTK	Campus Beautification Projects (Volunteer Boulevard Phase I)	TSSBA (Facilities Fees)	\$ 6,400,000	0	\$ 6,400,000	\$ -	\$ -
UTK	Agriculture Campus Parking Garage	Plant Funds - Auxiliary (Parking) & TSSBA (Parking)	\$ 34,000,000	0	\$ 32,000,000	\$ 2,000,000	\$ -
4 Projects	TOTAL UT DISCLOSED TSSBA FUNDED PROJECTS		\$ 46,900,000	-	\$ 43,900,000	\$ 2,000,000	\$ 1,000,000
46 Projects	TOTAL DISCLOSED REVENUE & TSSBA FUNDED PROJECTS		\$ 171,950,000	664,650	\$ 124,100,000	\$ 8,905,000	\$ 28,100,000

ATTACHMENT VI
THEC Five-Year Plan for Capital Projects - Out Years Summary
2016-17 through 2019-20

		A	B	C	D = (A * B) - C	E = A - C - D
		Total	Target	Planning	Match Funds	State Funds
TBR Capital Outlay Out Years		Project Cost	Match	Funds ¹	Less Planning ²	Request
TSU	Library Addition and Renovation	\$17,240,000	25%	TBD from Match	\$4,310,000	\$12,930,000
TTU	Laboratory Science Building and Infrastructure	84,750,000	25%	\$4,500,000	14,250,000	66,000,000
ETSU	Lamb Hall Renovation	21,890,000	25%	TBD from Match	5,473,000	16,417,000
UM	Biochemistry and Biology Facility	35,950,000	25%	\$1,200,000	7,575,000	27,175,000
MTSU	Academic Classroom Building	29,640,000	25%	TBD from Match	7,410,000	22,230,000
Statewide	Community College Additions and Renovations	29,880,000	10%	TBD from Match	2,988,000	26,892,000
Statewide	TCAT Improvements Phase II	13,210,000	5%	TBD from Match	661,000	12,549,000
Statewide	Un-prioritized Projects	150,000,000				150,000,000
Statewide	Un-prioritized Projects	150,000,000				150,000,000
TBR Total		\$532,560,000	5% - 25%	TBD from Match	\$42,667,000	\$484,193,000

		Total	Target	Full Planning	Match Funds	State Funds
		Total	Match	Funds ¹	Less Planning ²	Request
UT Capital Outlay Out Years						
UTC	Academic Classroom Building Renovation (Lupton/Fine Arts) ³	\$36,810,000	25%	TBD from Match	\$9,203,000	\$27,607,000
UTHSC	Dentistry Faculty Practice/Research Building ³	40,000,000	10%	TBD from Match	4,000,000	25,000,000
UTK	Engineering Services Facility ³	103,310,000	25%	TBD from Match	18,750,000	84,560,000
UTIA	Energy and Environmental Science Research (Ellington) ³	75,000,000	10%	\$2,000,000	5,500,000	67,500,000
UTM	New Classroom Building (Science, Technology, Engineering, Math)	56,200,000	25%	TBD from Match	14,050,000	42,150,000
UTK	Academic and Instructional Support Facility (Melrose)	87,470,000	25%	\$3,000,000	15,750,000	68,720,000
UTIA	Interdisciplinary Research and Education Greenhouses	4,200,000	10%	TBD from Match	420,000	3,780,000
UTK	Life Sciences and Laboratory Facility (Walters)	115,890,000	25%	TBD from Match	18,750,000	97,140,000
UTC	Health Science Building	57,460,000	25%	TBD from Match	14,365,000	43,095,000
UTM	Fine Arts Renovation and Addition Phase II	15,040,000	25%	TBD from Match	3,760,000	11,280,000
UTC	Communications Classroom Building	24,880,000	25%	TBD from Match	6,220,000	18,660,000
UTK	Classroom and Laboratory Facility (Harris Building)	41,630,000	25%	TBD from Match	10,408,000	31,222,000
UTK	Nursing Building Renovation and Addition	48,350,000	25%	TBD from Match	12,088,000	36,262,000
UTHSC	Medicine/Administration Building	90,000,000	10%	TBD from Match	7,500,000	82,500,000
UTC	Life Sciences Laboratory Facility	62,790,000	25%	TBD from Match	15,698,000	47,092,000
UT Total		\$859,030,000	10% - 25%	TBD from Match	\$156,462,000	\$686,568,000

		Total	Target	Full Planning	Match Funds	State Funds
		Total	Match	Funds ¹	Less Planning ²	Request
Capital Maintenance Out Years						
TBR Total		\$130,220,000	NA	NA	NA	\$130,220,000
UT Total		\$307,540,000	NA	NA	NA	\$307,540,000

		Total	Target	Institution Funds		State Funds
		Total	Match	Full Planning	Match Funds	Request
Total Out Years		Total	5% - 25%	Funds ¹	Less Planning ²	Request
Total Capital Outlay Out Years 2016-17 through 2019-20		\$1,391,590,000	5% - 25%	TBD from Match	\$199,129,000	\$1,170,761,000
Total Capital Maintenance Out Years 2016-17 through 2019-20		\$437,760,000	NA	NA	NA	\$437,760,000
Total Capital Investment 2016-17 through 2019-20		\$1,829,350,000	5% - 25%	TBD from Match	\$199,129,000	\$1,608,521,000

1 - Full planning funds come from the institutional match. Some planning funds have not yet been broken out from total match funds. All UT projects with full planning funds identified expended those funds in 2012-13. UTC Academic Classroom and UTK Engineering Services Facility have full planning funds disclosed in 2015-16. The TTU Laboratory Science Building and Infrastructure expended planning funds in 2013-14. The UM Biochemistry and Biology Facility expended planning funds in the 2011-12 funding cycle, after the matching policy was implemented in spring 2012.

2 - Match is required only on the first \$75 million of each capital outlay project.

3 - These projects were recommended by their respective systems for 2015-16.

ATTACHMENT VII

THEC Five-Year Plan for Capital Maintenance Projects - Out Years 2016-17 through 2019-20

Tennessee Board of Regents			Total
2016-17	TTU	Waterproof and Exterior Repairs (Several Buildings)	\$1,600,000
2016-17	TCATs	TCAT Parking and Paving Repairs Phase II (Statewide)	1,390,000
2016-17	Dyersburg	Interior Gym Repairs	220,000
2016-17	APSU	Campus Fire Alarm Modernization Phase II	1,170,000
2016-17	Roane	O'Brien Building Roof Replacement	380,000
2016-17	Jackson	Library HVAC Updates	680,000
2016-17	TTU	Storm Water Replacement	440,000
2016-17	MTSU	Storm Water Plan	800,000
2016-17	ETSU	Water Line Repairs	2,200,000
2016-17	TSU	HVAC Updates	1,750,000
2016-17	Pellissippi	HVAC Updates Phase III	1,800,000
2016-17	ETSU CoM	Building 178 Mechanical Updates	2,000,000
2016-17	Cleveland	Site Corrections	100,000
2016-17	Walters	Claiborne County Exterior Updates	640,000
2016-17	Motlow	Exterior Building Repairs Phase III	660,000
2016-17	UM	Envelope Repairs Phase II	5,000,000
2016-17	Columbia	Restroom Updates	120,000
2016-17	TCAT McMinnville	Restrooms Updates	200,000
2016-17	TCAT Ripley	Interior Updates	240,000
2016-17	TCAT Morristown	Restroom Updates	330,000
2016-17	TCAT Oneida	Exterior Updates	240,000
2016-17	TCAT Pulaski	Safety/ADA Updates	350,000
2016-17	TCAT Knoxville	Restroom Updates	110,000
2016-17	TCAT Ripley	Flooring Updates	170,000
2016-17	TCAT Dickson	Restroom Repairs	210,000
2016-17	TCAT Chattanooga	Auto Body Shop Interior Corrections	350,000
2016-17	TSU	Life Safety/ADA Updates	1,000,000
2016-17	UM	Building Code and Safety Updates Phase II	4,000,000
2016-17	UM	Building Code and Safety Updates Phase III	4,000,000
2016-17	UM	Asbestos Abatement	1,000,000
2016-17	UM	Academic Buildings HVAC Replacements	5,500,000
2016-17	Walters	Sevier County Campus Roof Replacement	640,000
2017-18	TCAT Covington	Roof Replacement	430,000
2017-18	UM	Lambuth Maintenance Updates	3,000,000
2017-18	APSU	Library Roof Replacement	2,000,000
2017-18	MTSU	Peck Hall HVAC Update	1,250,000
2017-18	ETSU	Mechanical Repair and Replacement	2,200,000
2017-18	Walters	Greeneville Campus Mechanical Corrections	640,000
2017-18	TTU	Roarden University Center Electricity Updates Phase I	3,160,000
2017-18	Roane	Dunbar Building Elevator Replacement	440,000
2017-18	ETSU	Electrical Repair and Replacement	2,500,000
2017-18	ETSU	Buildings System Repairs	1,000,000
2017-18	Pellissippi	Chiller Replacement	520,000
2017-18	APSU	Browning Building Mechanical Updates	3,000,000
2017-18	TCAT Dickson	Chiller Replacement	330,000
2017-18	Motlow	Marcum Building HVAC Modernization	100,000
2017-18	TTU	Derryberry Hall Systems Replacement Phase I	3,160,000
2017-18	Walters	Humanities Corrections	1,000,000
2017-18	Motlow	Center Power Plant Motor Replacements	200,000

Tennessee Board of Regents (continued)			Total
2017-18	TCAT Chattanooga	Shop Building HVAC Corrections	\$1,250,000
2017-18	UM	Ball, Dunn, and Fieldhouse HVAC Updates	4,550,000
2017-18	TSU	Plumbing Updates	2,500,000
2018-19	TTU	Health and Physical Education Building Mechanical Replacement Phase I	3,100,000
2018-19	TCAT Covington	Electrical Updates	470,000
2018-19	APSU	Dunn Center HVAC Replacement	3,100,000
2018-19	TSU	Tunnel Utility Piping Updates	2,500,000
2018-19	ETSU CoM	Clinical Education Building HVAC Replacement	1,750,000
2018-19	TTU	Roarden University Center Electricity Updates Phase II	3,160,000
2018-19	TSU	Underground Utility Updates	2,500,000
2018-19	Motlow	Underground Utility Lines Replacement	1,060,000
2018-19	TTU	Derryberry Hall Systems Replacement Phase II	3,160,000
2018-19	TSU	Electrical Distribution Updates	2,500,000
2018-19	TSU	Campus Center Updates	2,500,000
2018-19	TTU	Health and Physical Education Building Mechanical Replacement Phase II	3,100,000
2018-19	TSU	Instructional Technology Infrastructure Updates	2,500,000
2018-19	TTU	Roarden University Center Electricity Updates Phase III	2,440,000
2018-19	Motlow	McMinnville Campus Geothermal Modernization	730,000
2018-19	Motlow	Fayetteville Campus Geothermal Modernization	610,000
2018-19	Motlow	Central Power Plant Boiler Modernization	1,020,000
2018-19	TSU	Window Replacements	1,500,000
2018-19	Roane	Campus Paving	390,000
2018-19	TCAT Ripley	Parking Lot Updates	80,000
2019-20	Pellissippi	Window Replacements	300,000
2019-20	TCAT McKenzie	Door Replacements	140,000
2019-20	TCAT Memphis	Door and Hardware Replacement	230,000
2019-20	TCAT Livingston	Parking Lot Resurfacing	270,000
2019-20	TSU	Access Control and Locking Updates	3,000,000
2019-20	TCAT Whiteville	Pavement and Sidewalk Repairs	470,000
2019-20	Pellissippi	Paving Repairs	500,000
2019-20	TCAT Memphis	Pavement Updates	70,000
2019-20	TCAT Covington	Door and Hardware Replacement	330,000
2019-20	TCAT Dickson	Roof Repairs	550,000
2019-20	TCAT Chattanooga	Courtyard Repairs	430,000
2019-20	TCAT Covington	Paving Updates	90,000
2019-20	ETSU CoM	Window Replacements	1,250,000
2019-20	Motlow	Parking and Roadway Repairs	1,010,000
2019-20	TSU	McMinnville Campus Roof and Envelope Repairs	2,500,000
2019-20	TTU	Waterproof and Exterior Repairs	2,700,000
2019-20	Motlow	Several Buildings Interior Repairs	570,000
2019-20	TCAT Covington	Restroom Updates	220,000
2019-20	UM	Wilder Tower Updates	4,900,000
TBR Out Years Total		91 Projects	\$130,220,000

ATTACHMENT VII

THEC Five-Year Plan for Capital Maintenance Projects - Out Years 2016-17 through 2019-20

University of Tennessee			Total
2016-17	UTM	Engineering and Physical Sciences (Johnson EPS) Building Improvements Phase II	\$2,400,000
2016-17	UTIA	Ridley 4-H Improvements	4,120,000
2016-17	UTK	Fire Safety Upgrades Phase II	3,830,000
2016-17	UTC	MacLellan Improvements	8,610,000
2016-17	UTHSC	Security Upgrades Phase II	7,000,000
2016-17	UTK	Infrastructure Improvements	10,000,000
2016-17	UTM	Paul Meek Library HVAC Improvements	4,030,000
2016-17	UTC	Elevator Upgrades	2,680,000
2016-17	UTIA	Clyde York 4-H Center Improvements	1,000,000
2016-17	UTHSC	Campus Restroom Upgrades	6,000,000
2016-17	UTK	Sidewalk Repairs and Upgrades	5,000,000
2016-17	UTC	Roof Replacements	3,440,000
2017-18	UTHSC	Elevator Improvements	10,000,000
2017-18	UTM	Sociology HVAC Upgrades	4,010,000
2017-18	UTK	Utility and Energy Conservation Measures	10,000,000
2017-18	UTC	Brock Hall Improvements	3,900,000
2017-18	UTIA	Research and Education Centers - Paving and Fencing Improvements	2,500,000
2017-18	UTHSC	Roofing Replacements	7,000,000
2017-18	UTC	Electrical Distribution System Improvements	3,000,000
2017-18	UTK	Water Distribution System Improvements	10,000,000
2017-18	UTM	Clement Building System Improvements	6,420,000
2017-18	UTIA	Research and Education Centers - Reinstate Handling Equipment	1,500,000
2017-18	UTK	Masonry and Structural Repairs	6,000,000
2017-18	UTC	Hunter Hall Improvements	1,900,000
2017-18	UTIA	Blount Farm Improvements	2,500,000
2017-18	UTM	McCombs HVAC Upgrades	4,510,000
2017-18	UTK	Asbestos Removal	8,000,000
2017-18	UTC	Pfeiffer Hall Improvements	1,900,000
2017-18	UTM	Engineering and Physical Sciences (Johnson EPS) Building Improvements Phase III	5,010,000
2018-19	UTIA	Research and Education Centers - Livestock Housing Improvements	1,500,000
2018-19	UTHSC	Campus Sidewalk Repairs	2,000,000
2018-19	UTM	Hall Moody HVAC Upgrades	8,310,000
2018-19	UTK	HVAC Controls System Consolidation and Upgrades	9,000,000
2018-19	UTC	Patton and Danforth Chapels Improvements	3,200,000
2018-19	UTIA	Research and Education Centers - Livestock Waste Handling System Improvements	1,000,000
2018-19	UTK	Electrical Distribution System Improvements	14,000,000
2018-19	UTM	Agriculture Teaching Facilities Upgrade	2,390,000
2018-19	UTIA	Research and Education Centers - Feed Storage and Livestock Feeding System Improvements	800,000
2018-19	UTK	Steam Distribution System Improvements	6,000,000

University of Tennessee (continued)			Total
2018-19	UTM	Elam Center HVAC Upgrade Phase V	\$5,410,000
2018-19	UTIA	Research and Education Centers and 4-H Employee Housing Improvements	2,500,000
2018-19	UTK	Flooring Replacement	5,000,000
2018-19	UTM	West Tennessee Agriculture Pavilion/Stalling Facility - HVAC Upgrades	3,210,000
2018-19	UTIA	Research and Education Centers - Shop and Equipment Storage Improvements	1,500,000
2018-19	UTK	Elevator Upgrades	6,000,000
2019-20	UTM	Energy Management System Upgrades (Campus Wide)	2,610,000
2019-20	UTIA	Research and Education Centers - Utility Improvements	350,000
2019-20	UTK	Lighting Upgrades	5,000,000
2019-20	UTM	Engineering and Physical Sciences (Johnson EPS) Building Improvements Phase IV	6,000,000
2019-20	UTIA	Research and Education Centers - Office and Headquarters Improvements	1,500,000
2019-20	UTK	Roof Repairs and Replacements	6,000,000
2019-20	UTK	High Pressure Chiller Replacements	3,000,000
2019-20	UTK	Dabney/Buehler System Upgrades	9,000,000
2019-20	UTK	Andy Holt Tower System Upgrades	6,000,000
2019-20	UTK	Communications and Student Services Systems Upgrades	12,000,000
2019-20	UTK	Dunford Hall Systems Upgrades	6,000,000
2019-20	UTK	McClung Museum Systems Upgrades	6,000,000
2019-20	UTK	Campus Center System Upgrades	12,000,000
2019-20	UTK	Health and Physical Education Building (HPER) System Upgrades	8,000,000
2019-20	UTK	Nielson Physics Systems Upgrades	6,000,000
UT Out Years Total			60 Projects
			\$307,540,000

Projects	Total
91 TBR Total Capital Maintenance Projects Out Years	\$130,220,000
60 UT Total Capital Maintenance Projects Out Years	\$307,540,000
151 Total Capital Maintenance Projects Out Years	\$437,760,000

ATTACHMENT VIII

THEC Five-Year Capital Plan

2015-16 through 2019-20

2015-16 (See Detailed Summary in Attachment I)

	Total Project Cost	Projects	Total Match Funds ¹	State Funds Request
Capital Maintenance				
TBR	\$79,750,000	69	NA	\$79,750,000
UT	\$53,160,000	11	NA	\$53,160,000
Total	\$132,910,000	80	NA	\$132,910,000
Capital Outlay				
TBR	\$104,550,000	4	\$18,518,000	\$86,032,000
UT	\$118,390,000	2	\$20,340,000	\$98,050,000
Total	\$222,940,000	6	\$38,858,000	\$184,082,000
Full Planning				
TBR	\$0	-	\$0	NA
UT	\$180,120,000	3	\$31,952,500	NA
Total	\$180,120,000	3	\$31,952,500	NA
Total Capital Investment	\$535,970,000	89	\$70,810,500	\$316,992,000

2016-17

	Total Project Cost	Projects	Total Match Funds ¹	State Funds Request
Capital Maintenance				
TBR	\$39,290,000	32	NA	\$39,290,000
UT	\$58,110,000	12	NA	\$58,110,000
Total	\$97,400,000	44	NA	\$97,400,000
Capital Outlay				
TBR	\$101,990,000	2	\$23,060,000	\$78,930,000
UT	\$518,880,000	8	\$91,423,000	\$416,457,000
Total	\$620,870,000	10	\$114,483,000	\$495,387,000
Full Planning				
TBR	TBD	-	TBD	NA
UT	TBD	-	TBD	NA
Total	TBD	-	TBD	NA
Total Capital Investment	\$718,270,000	54	\$114,483,000	\$592,787,000

2017-18

	Total Project Cost	Projects	Total Match Funds ¹	State Funds Request
Capital Maintenance				
TBR	\$33,230,000	20	NA	\$33,230,000
UT	\$88,150,000	17	NA	\$88,150,000
Total	\$121,380,000	37	NA	\$121,380,000
Capital Outlay				
TBR	\$130,570,000	5	\$25,307,000	\$105,263,000
UT	\$97,380,000	3	\$24,345,000	\$73,035,000
Total	\$227,950,000	8	\$49,652,000	\$178,298,000
Full Planning				
TBR	TBD	-	TBD	NA
UT	TBD	-	TBD	NA
Total	TBD	-	TBD	NA
Total Capital Investment	\$349,330,000	45	\$49,652,000	\$299,678,000

2018-19

	Total Project Cost	Projects	Total Match Funds ¹	State Funds Request
Capital Maintenance				
TBR	\$38,170,000	20	NA	\$38,170,000
UT	\$71,820,000	16	NA	\$71,820,000
Total	\$109,990,000	36	NA	\$109,990,000
Capital Outlay				
TBR	\$150,000,000	10	TBD	\$150,000,000
UT	\$89,980,000	2	\$22,496,000	\$67,484,000
Total	\$239,980,000	12	\$22,496,000	\$217,484,000
Full Planning				
TBR	TBD	-	TBD	NA
UT	TBD	-	TBD	NA
Total	TBD	-	TBD	NA
Total Capital Investment	\$349,970,000	48	\$22,496,000	\$327,474,000

2019-20

	Total Project Cost	Projects	Total Match Funds ¹	State Funds Request
Capital Maintenance				
TBR	\$19,530,000	19	NA	\$19,530,000
UT	\$89,460,000	15	NA	\$89,460,000
Total	\$108,990,000	34	NA	\$108,990,000
Capital Outlay				
TBR	\$150,000,000	10	TBD	\$150,000,000
UT	\$152,790,000	2	\$23,198,000	\$129,592,000
Total	\$302,790,000	12	\$23,198,000	\$279,592,000
Full Planning				
TBR	TBD	-	TBD	NA
UT	TBD	-	TBD	NA
Total	TBD	-	TBD	NA
Total Capital Investment	\$411,780,000	46	\$23,198,000	\$388,582,000

Five-Year Total

	Total Project Cost	Projects	Total Match Funds ¹	State Funds Request
Capital Maintenance				
TBR	\$209,970,000	160	NA	\$209,970,000
UT	\$360,700,000	71	NA	\$360,700,000
Total	\$570,670,000	231	NA	\$570,670,000
Capital Outlay				
TBR	\$637,110,000	31	\$66,885,000	\$570,225,000
UT	\$977,420,000	17	\$181,802,000	\$784,618,000
Total	\$1,614,530,000	48	\$248,687,000	\$1,354,843,000
Full Planning				
TBR	\$0	-	\$0	NA
UT	\$180,120,000	3	\$31,952,500	NA
Total	\$180,120,000	3	\$31,952,500	NA
Total Capital Investment	\$2,365,320,000	282	\$280,639,500	\$1,925,513,000

1- Match is required only on the first \$75 million of capital outlay projects.

Agenda Item: I.E.**DATE:** November 20, 2014**SUBJECT:** Statewide TCAT Master Plan Presentation**ACTION RECOMMENDED:** Approval

November 20, 2014 Update: *The text below is the TCAT Master Plan summary which was presented as information at the July 2014 THEC quarterly meeting. Since that time, TBR has refined the Master Plan by linking it more directly with the Labor, Education Alignment Program (LEAP) legislation that was passed by the General Assembly in 2014. The LEAP program seeks to identify and address skills gaps across the state by providing students at TCATs and community colleges the opportunity to combine high-skill occupational training with academic credit. Additionally, the needs identified in the Master Plan at the 27 TCATs across the state have been incorporated in the top THEC Capital Outlay priority, as identified in Agenda Item I.D. The TCAT project has been revised by TBR based on the Master Plan to include renovations and additions at 13 of the 27 TCATs, which will expand system capacity by approximately 400 students in fields crucial to Tennessee's workforce and Drive to 55 goals. The TCAT Master Plan is comprehensive, timely and well prepared and it is presented by staff for approval.*

Original Summary from July 2014 THEC Meeting

The Tennessee Colleges of Applied Technology Statewide Master Plan will be presented by Woody Giles of TSW, an Atlanta-based planning, architecture, and landscape architecture firm. Tennessee public institutions produce a master plan approximately every five years, each which address near, mid and long-term needs of the campus with respect to building and land use, open space, vehicular circulation and parking, and land acquisition opportunities. This master plan—the first comprehensive plan completed for the entire TCAT system—differs from traditional plans in both scale and scope as it identifies immediate and near-term space and facility needs at each of the 32 TCAT owned sites (including 27 institutions and five satellite campuses) as well as analyses and projections of each campus' array of programs.

Programs Analyses

The master planning team first categorized the different programs offered across all institutions since program names and content varied by campus. The team found that a total of 45 vocational programs are offered throughout the TCAT system. The number of programs taught at each institution differs based on local workforce needs. Larger, urban campuses, for example, offer more programs than smaller, rural campuses (24 programs at TCAT Memphis compared to four programs at TCAT Ripley). The average campus offers just under a dozen programs. The most prevalent programs are Business Systems

Technology (29 campuses), Practical Nursing (29 campuses) and Computer Information Technology (27 campuses).

The master plan then details for each campus the local workforce investment area (WIA) employment outlook by industry cluster—as reported by the Tennessee Department of Labor in the Occupational Trends in Tennessee Employment Report (OTTER)—and speculates on which of the programs offered are expected to grow or decline. For example TCAT Knoxville, located in a WIA which from 2010 to 2020 is expected to grow at a rate 50% faster than the projected statewide average, should expect increased industry demand for all programs currently offered. The fastest growth will occur in current programs that train dental assistants, HVAC technicians, surgical technologists, and nurse practitioners.

Additionally, at each campus the master planning team interviewed and surveyed TCAT directors, faculty and members of the local Business and Industry Advisory Group to estimate growth for each program over the next five years. This provided for a more granular insight, allowing the master plan to state, as an example, that the Practical Nursing program at TCAT Ripley is “expected to increase in enrollment in the near future, although the campus notes that the lack of nearby hospitals makes it difficult to find clinical sites” (p. 413). This type of observation, based on labor and projection data, is prevalent throughout the master plan.

Finally, for each campus the master plan lists potential future programs as identified through analysis of the Tennessee Department of Labor’s employment outlook data contained in OTTER and the interviews with TCAT and local industry leaders. TCAT Dickson, for instance, does not currently offer programs that prepare students for careers in veterinary technology, collision repair technology, or construction plumbing, although the job outlook for these fields is strong in the region.

Space Needs

The master planning team completed a comprehensive space audit, providing the most current inventory of room areas and use codes for all campuses. The master plan includes an analysis of how all existing space meets the immediate needs of each campus, as determined by a space model that calculated needed space. In creation of the space model the master planning team adjusted the THEC Space Planning Guidelines to reflect real TCAT space needs.

The master plan analyzes seven types of existing space for adequacy as compared to modeled space needs: administrative office space, faculty office space, open computer lab space, food service space, meeting space, central service and storage space, and teaching space. For each of the six non-teaching space categories, the master plan provides a broad assessment for each campus: TCAT Dickson, for instance, has a three-fold excess of meeting space yet a severe deficit in open computer lab space.

For teaching space, the master plan describes space need in detail for each program, specifying both a minimum and maximum additional classroom and lab space required to meet program requirements. At TCAT Knoxville, for instance, the Industrial Electricity program would need a minimum increase in space of 1,250 square feet and a maximum increase of 4,460 square feet, with lab space composing 1,000 and 4,200

square feet of the addition, respectively. All estimates are based on current enrollment; modeled needs would need to adjust with future enrollment changes.

The master plan offers a list of recommendations to address the most significant space needs for each institution. At TCAT Dickson, for instance, the master plan recommends converting the Business Systems Technology program classroom into additional classroom space for the Practical Nursing program in the short-term; in the long-term, it recommends constructing an Allied Health building to meet both Practical Nursing and Dental Assistant program needs.

At five campuses (Dickson, Hohenwald, Knoxville, Memphis and Shelbyville) the master plan recommends acquiring land to accommodate space needs. Floor plans and aerial maps are included at each campus to highlight space recommendations.

Facilities

The master planning team, along with engineering and architectural representatives, updated the Physical Facilities Survey database after conducting a detailed walk-through of every owned building in the system. The master plan concludes that though there is wide variation between and within campuses, there are common issues across all campuses that need to be addressed as the median building age is 37 years. These issues include but are not limited to a lack of thermal insulation on building enclosures; aging plumbing fixtures and a lack of ADA accessibility in restrooms; and aging roofs indicative of deferred maintenance. Facility and site needs specific to each campus are included in the master plan.

The master planning team surveyed students and found that many students thought the facilities appeared outdated; they expressed interest in seeing more modern buildings. As the master plan was drafted in part to encompass the goals of the state's Drive to 55 initiative, the master plan suggests that facility and site enhancements—such as architectural improvements to front facades and entrances— may strengthen the TCAT campuses' ability to attract future students.

Idea Exchange

Appendix B to the master plan recommends the creation of an “idea exchange,” where best practices on each campus are shared throughout the TCAT system. Some of the best practices highlighted are the serving of hot food at TCAT Livingston and TCAT Pulaski; the use of student uniforms for student pride and professional appearance at TCAT Harriman; and the shared use of directors between TCAT Covington and TCAT Ripley. The best practices either enhance the student experience or reduce operating costs, allowing each TCAT to improve access, completion and efficiency. The master plan does not specify how the “idea exchange” mechanism will operate and whether or not it should be coordinated by the system.

Implementation Matrix

Also in Appendix B the master plan details the expected timeline for and cost of each space recommendation. The Implementation Matrix lists each recommended project's type and description by campus. Included are rough approximations for total cost and

a suggested timeline (short- or mid-term) for completing the recommended projects. Many of the projects are conversions of existing space for other use, but the master plan does recommend 51 new buildings and building additions for an approximate total cost of \$62.7 million. All but eight of the new buildings or additions are recommended to occur in the short-term.

DATE: November 20, 2014

SUBJECT: ETSU Master Plan Update

ACTION RECOMMENDED: Approval

Campus master plans are an essential element of higher education public policy by providing an opportunity for long range planning that incorporates the institution’s needs and ambitions, while also providing the public and state government a sense for how the institution might evolve over time. Whether the acquisition of strategic property, the need for and efficient use of facilities or how the campus footprint meshes with the surrounding community, master plans provide a method of anticipating and preparing for the future needs of the campus and the students it serves. THEC encourages institutions to produce a master plan approximately every five years that addresses near, mid and long-term needs of the campus with respect to building and land use, open space, vehicular circulation and parking, and land acquisition opportunities.

A doctoral granting university, East Tennessee State University (ETSU) serves nearly 15,000 students and graduates over 3,000 students a year from bachelor’s degrees to first professional degrees in medicine and pharmacy. The 2014 ETSU Master Plan Update builds upon elements in the 2010 Master Plan, while including new elements such as enhanced athletics facilities and a potential new site location for the Fine Arts Center, which is included in THEC’s capital outlay request in Agenda Item I.D.

Central to the Master Plan Update is the identification of two potential sites for the 130,000 square foot Fine Arts Center. One location places the building on the north edge of campus adjacent to the Millennium Center and Carnegie Hotel, while the other site is on the east side of campus along the axis formed by Burgin Dossett and Gilbreath Halls. The Fine Arts Center will include a performance hall, theatre spaces and will serve as the home of several programs, including the music, theatre and bluegrass programs.

In addition, changes to the athletics facilities figure prominently into the Master Plan. Recently, ETSU re-established its football program, creating the need for a football stadium. Designed to be built in phases, the stadium will initially seat 6,500 to 10,000 people with future phases increasing capacity to 30,000, along with skyboxes and hospitality areas. As well, a new tennis center is envisioned, contingent on private funding or a business model that generates new revenues.

The Master Plan also reiterates several important facets of the 2010 Master Plan, including shifting traffic away from the campus interior and redevelopment of the west side campus housing.

The ETSU Campus Master Plan Update has been thoroughly reviewed and THEC staff recommends it for approval.

DATE: November 20, 2014

SUBJECT: Office of P-16 Initiatives Status Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: The Office of P-16 Initiatives administers programs focused on expanding college access and success in Tennessee. Current initiatives include:

- Funded through a seven-year grant from the U.S. Department of Education, GEAR UP TN works with Collaboratives in 15 Tennessee counties to promote college readiness and success. GEAR UP TN Collaboratives serve a cohort of students starting in the seventh grade continuing through their first year of postsecondary education. The program also provides services to high school seniors each year of the grant. GEAR UP TN is designed to promote student achievement and expand the college-going culture statewide.
- The College Access Challenge Grant (CACG) is a federal formula grant program focused on developing partnerships to promote college access and success. In an effort to build on previous CACG successes and the state's college attainment goals, Tennessee's CACG program strives to address three areas of focus: expand statewide college access and success efforts, build capacity to meet college access and completion goals, and bolster initiatives to engage adults about completing a higher education credential.
- In October 2011, Lumina Foundation for Education awarded the Tennessee Higher Education Commission a Latino Student Success Grant aimed at increasing the number of Latinos completing higher education in Memphis. The initiative directs its work through a three-tiered approach: public will building promoting the community's increased awareness of Latino student success, the formal development of a collaborative structure focused on Latino student success, and the creation and expansion of college access and success programmatic work through Abriendo Puertas (Opening Doors).
- The Tennessee College Access and Success Network connects college access and success programs with like-minded organizations for the purpose of increasing the number of Tennesseans participating and succeeding in postsecondary opportunities. The Network was established through a Lumina Foundation grant and expanded through Race to the Top funds. Its purpose is to create a college-going culture in communities across the state by expanding and creating new college access and success programs, educating professionals, and facilitating statewide advocacy.

DATE: November 20, 2014

SUBJECT: 2014 Articulation and Transfer Annual Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Staff will present the annual report on articulation and transfer, submitted to the General Assembly in October 2014 pursuant to T.C.A. §49-7-202(f).

The 2014 Articulation and Transfer Report examines Tennessee student transfer activity and student migration from Tennessee Colleges of Applied Technology during the 2012-13 academic year.

Analyses conducted for the report show that (a) student transfer activity in Tennessee is robust, multidirectional, and consistent over time; (b) most transfers take place within Tennessee, and many students who transfer from out-of-state institutions are returning Tennessee residents; (c) transfer students have low degree efficiency in terms of earned credit hours; (d) the majority of students listed as migrating from Tennessee Colleges of Applied Technology (TCATs) are actually returning or readmitted students; and (e) the majority of TCAT students change their major after transferring.



Tennessee Higher
Education Commission

**Articulation and Transfer
in Tennessee
Higher Education**

**Annual Report
2013-14 Academic Year**

October 1, 2014



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I. Executive Summary

Statewide Student Transfer Activity

- During the academic year 2013-14, comparable proportions of students transferred into the public sector and TICUA member institutions in each semester. The majority of students—60 percent in the public sector and 66.7 percent in TICUA—transferred in the fall semester. Less than 30 percent of all annual transfers (in each sector and in total) arrive in spring (Figure 1).
- Most transfer activity (63.1 percent) took place entirely within the Tennessee higher education system, while 36.9 percent of transfer students arrived from other states. Over 3.5 percent of transfers moved to TICUA institutions from unknown locations (Figures 2 and 3).
- Over 54 percent of students transferring from out-of-state institutions were actually Tennessee residents returning home (Figure 3).
- Almost 50 percent of out-of-state transfers came from just nine states (sending more than 400 students each): Mississippi, Georgia, Kentucky, Virginia, Alabama, North Carolina, Florida, Texas, and California (Figure 4, Table 2).

Trends, Demographics, and Enrollment Status

- Transfer students have constituted a steady percentage of the overall public undergraduate enrollment in Tennessee over time. On average, new transfers have made up 7.5 percent of fall enrollment for the past seven years (Figure 5).
- Transfer students are similar to native students in terms of their demographic and academic characteristics; however, they do include a higher percentage of adult students (Figure 6).

Public Sector Transfers

- Almost 55 percent of transfers into the public sector are from other Tennessee public institutions (Figure 2; Table 1; Figure 9).
- Transfer activity within the public sector is multidirectional; however, the majority (72.4 percent) of transfers are vertical—between community colleges and universities—rather than horizontal, within a sector of similar institutions (27.6 percent). The direction and relative shares of transfers among Tennessee public institutions have been consistent for the past several years (Figure 9; Table 3).
- The traditional model of transfer—from community colleges to public universities—accounts for less than half of all transfer activity within Tennessee public higher education (about 46 percent). The fall semester share of community college transfers into public universities has remained stable over time, but it is lower for the entire academic year (Figure 9; Table 3).
- During the entire 2013-14 academic year, 26.5 percent of internal public-sector transfers moved from a university into a community college. This percentage is

lower for the fall semester (22.4 percent) than for the whole academic year (Figure 9; Table 3).

Transfer Activity by Institution

- On average, the portion of newly arriving transfer students on Tennessee public university campuses (5.5 percent for AY 2013-14) is similar to that of community colleges (5.3 percent) (Figure 10; Appendix A).
- The share of new transfer students in the fall semester, measured as a percent of public undergraduate enrollment, has been fairly consistent across institutions and systems over time (Table 4).
- The share of new transfers arriving in the fall semester (7.2 percent) is much higher than in summer (4.3 percent) or spring (3.8 percent); this affects the estimation of the annual average (Table 5).

Academic Characteristics of Transfer Students

- Almost half (49.5 percent) of all public transfer students major in three broad areas: *Liberal Arts and Sciences*, *Health Professions and Related Services*, and *Business, Management and Administrative Services* (Figure 12).
- Over twenty percent of public students transfer before earning more than 12 credits and nearly 60 percent before earning over 48 credits (Figure 13).
- Thirty percent of students transfer with more than 60 hours; many do so without having earned an associate's degree (Figure 13).
- For students who transfer with more than 60 credits but without a degree, the most popular major declared at the new institution is *Health Profession and Related Services* (Figure 14).

Student Migration from Tennessee Colleges of Applied Technology

- During the academic year 2013-14, Tennessee Colleges of Applied Technology sent 785 students to the state's public colleges and universities (Table 7).
- Students migrating from Tennessee Colleges of Applied Technology are similar to traditional public transfers in terms of their demographic characteristics but include a larger percentage of white and female students (Figure 15).
- The average number of TCAT transfers was 18.5 students per university and 47.5 students per community college (Table 8).
- Unlike traditional transfers, most TCAT transfers are returning or readmitted students at their receiving institutions (Table 9).
- After transfer, over 73 percent of TCAT transfers choose one of five majors: *Health Professions*; *Liberal Arts and Sciences*; *Engineering, Business and Management*; *Engineering*, and *Personal Improvement*.
- About 73 percent of TCAT transfers change their broad major fields after transferring into a college or university (Table 10).

Degree Completers at Tennessee Public Universities

- Among 2012-13 baccalaureate completers, 45.1 percent changed schools at least once during their postsecondary academic career.
- Among 2012-13 baccalaureate completers, 34 percent previously enrolled at a two-year college somewhere in the United States and 29.6 percent at a Tennessee community college.

II. Background

The annual Articulation and Transfer report fulfills the statutory requirement of the Tennessee Higher Education Commission (THEC) to report to the chairs of the Senate and House education and finance, ways and means committees of the General Assembly each year on the progress made toward full articulation between all public institutions (Tenn. Code Ann. § 49-7-202(f)).

The 2014 Articulation and Transfer report presents an update on the implementation of the articulation and transfer mandate of the *Complete College Tennessee Act* (CCTA) of 2010. It also examines student transfer activity in the academic year (AY) 2013-14, as well as characteristics and institutional migration of former students of Tennessee Colleges of Applied Technology (TCATs).

In accordance with last year's report, this report analyzes student transfer activity for the entire academic year. Specifically, it looks at new transfers in Tennessee higher education institutions in the summer and fall of 2013 and the spring of 2014. To observe trends and to be consistent with the reports prior to 2013, select tables and figures present data only for the fall 2013 term.

Definitions

For purposes of this report, a **transfer student** is a person who enrolled as an undergraduate at the receiving institution (transfer-to institution) for the first time (that is, was not a returning or readmitted student) and brought in credits earned at another postsecondary institution. Transfer students include individuals returning to higher education with degrees at the baccalaureate level or above. This definition differs from those used in the *Tennessee Higher Education Fact Book* and in the outcomes-based funding formula¹. Therefore, the reader is cautioned not to compare the number of transfer students and the number of credit hours transferred that are produced by these distinct methodologies.

A **native student** is a student at a public Tennessee institution who never transferred from another institution during his or her academic career. However, native students include individuals who took courses in a higher education institution different from their current institution of enrollment while in high school.

A **non-transfer student** is a student at a public Tennessee institution who was not identified as a transfer student at any time during the academic year of interest. By definition, non-transfer students include native students as well as students who transferred into the Tennessee public sector prior to 2013-14.

A **TCAT transfer** is a student who was enrolled in a public Tennessee institution in the academic year 2013-14 and had taken classes at a Tennessee College of Applied Technology in the previous semester of enrollment. For fall public enrollees, enrollment in TCAT classes may have occurred in either summer or spring. No assumption of transferred credits is made with these students.

¹ The *Fact Book* relies on institution-reported data on transfer students, while this report also checks institutional code for transfer students against enrollment history and student registration types in the current and prior semesters.

Articulation and Transfer Policies

To meet the CCTA requirements, the Tennessee Board of Regents (TBR), University of Tennessee (UT), and THEC developed a **University Parallel Track** program. This initiative designated 49 *transfer pathways* across 28 disciplines between the state's community colleges and public universities. These pathways—and the common general education requirements—provide seamless transfer for community college students to any Tennessee public university in the fields of study covered.

Additionally, the systems and THEC are developing a **Reverse Transfer** policy and accompanying transcript analysis system, which will allow students who have accrued the appropriate number and distribution of credits after transferring to a public university to retroactively receive an associate's degree from their originating community college. The Tennessee **Prior Learning Assessment** (PLA) initiative promotes the evaluation of non-traditional learning for academic credit at Tennessee public institutions, and ensures transferability of PLA credits among systems and institutions.

Protecting Personally Identifiable Information

Throughout this report, THEC seeks to comply with the federal *Family Educational Rights and Privacy Act* (**FERPA**) requirements to protect students' personally identifiable information by suppressing individual cells containing five observations or fewer. As a result, the totals reported in some tables may not equal the real total due to the omission of these suppressed values. All such cases are identified with a special note under the respective table, and the unsuppressed grand total is reported separately.

Acknowledgments

This report is made possible through the ongoing efforts of the **Tennessee Board of Regents** and **University of Tennessee** systems and their member institutions to provide quality data on their student populations and updates on articulation and transfer policy implementation. For the fifth year, THEC acknowledges the unremitting effort of **TICUA** and its member institutions to provide data on transfer students. This collaboration has made possible statewide and yearlong snapshots of student transfer activity in the public and private sectors.

III. Complete College Tennessee Act: Articulation and Transfer Policies

Background

The State of Tennessee is developing and implementing policies that provide for better articulation among institutions and more efficient transfer of students. A central focus of the *Complete College Tennessee Act* (CCTA) of 2010 was to improve the transferability and articulation of college credit between the community college and university sectors. Specifically, the CCTA directed 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 in defined Tennessee Transfer Pathways can be fully transferred from community colleges and applied toward the requirements for a bachelor's degree at state universities.

Tennessee is making great strides to implement the articulation and transfer mandate of the *Complete College Tennessee Act* of 2010. The systems, in collaboration with THEC, continue to monitor the health and productivity of the transfer process and implement new policy initiatives. In the area of articulation and transfer, the CCTA implementation has been structured around the following key initiatives: (a) establishing Tennessee Transfer Pathways, (b) developing a Reverse Transfer Policy, and (c) ensuring transferability of Prior Learning Assessment (PLA) credits.

A. Tennessee Transfer Pathways

The recently implemented *Tennessee Transfer Pathways* expedite student progression toward a bachelor's degree. Introducing 60 hours of fully transferrable instruction from community colleges to state public universities has ensured a smoother transition of students into baccalaureate programs. Over time, 49 pathways were developed across 28 disciplines. These pathways provide seamless transfer for community college students to any public university or TICUA institution in Tennessee in the fields of study included.

Transcripts of community college students who complete a transfer pathway clearly state that the record involves a transfer pathway, and denote the specific area of emphasis completed. Through the use of distinct program codes, student headcount and completion rates are collected and reported. Common course numbering has been established for all transfer pathways.

One of the primary methods of communicating information about transfer pathways to students is through the Tennessee Transfer Pathways website (www.tntransferpathway.org). The two public higher education systems collaborated to develop this site as a comprehensive, one-stop reference point for students, faculty, advisors, and administrators. The website provides essential information for students concerning the mechanics of the transfer process, a curriculum for each pathway, progress worksheets for students, and links to relevant information.

B. Reverse Transfer Policy

THEC, TBR, UT, and TICUA have developed a comprehensive *Reverse Transfer Policy*. This policy would allow students who transferred to a participating four-year institution to also receive an associate's degree from their originating Tennessee community college if, after transferring, they have accrued the number and distribution of credit hours required for that degree. Potential reverse transfer degree candidates must have earned a minimum of 15 college credits at the Tennessee community college (to meet regional accreditation residency requirements) and have earned a minimum of 60 combined credits from the community college and the four-year institution.

Reverse Transfer is defined as “a credit review of students who transfer from a community college to a four year institution prior to receipt of the associate’s degree to determine if and when the students complete the associate’s degree requirements and, if so, to award them an associate’s degree” (Recommended Policies, Procedures and Guidelines for Reverse Transfer, 2012, p. 1). When implemented, the Reverse Transfer Policy will apply to all public and participating private institutions in Tennessee and will serve as a national model. In April 2012, Governor Haslam signed HB 2827, which “authorized and encouraged” the TBR community colleges to enter into reverse transfer agreements with the state’s public and private four-year institutions that are accredited by the Southern Association of Colleges and Schools. The TBR and UT four-year institutions were also authorized and encouraged to enter into reverse transfer agreements with the TBR community colleges.

Since April 2012, significant progress has been made in the development and implementation of the reverse transfer process to award future associate’s degrees to students who transfer from community colleges to participating four-year institutions before receiving their associate’s degrees. The following accomplishments are highlighted below:

- July 2012 – Reverse Transfer Taskforce was convened to develop and implement a reverse transfer process across the state. Members of the Taskforce included representatives from TBR, UT, TICUA and THEC. The following subcommittees representing all higher education systems and THEC were formed in the fall of 2012: Policy/Procedures, Costs, Marketing, Research Design, and Information Technology. Dr. Gloria Gammell, Program Manager from the UT office of Academic Affairs and Student Success, was enlisted to coordinate the project.
- April 2013 – *Policies, Procedures and Guidelines for Reverse Transfer* was approved by the Taskforce. The Policy/Procedures subcommittee submitted its recommendations to the full taskforce and the Articulation and Transfer Council in spring of 2013. The recommendations were revised and approved by the Council on May 29, 2013.
- November 2013 – University of Tennessee received a two-year grant of \$400,000 from Lumina Foundation for the reverse transfer grant proposal “*Credit When It’s Due.*” Governor Haslam also included a \$300,000 appropriation in the 2014 budget for software and implementation of the reverse transfer process

statewide. Lumina funds are supporting personnel, marketing, training, website development and project research and analysis.

- December 2013 – UT Center of Business and Economic Research submitted a Request for Proposals to develop a fully automated process that will involve the electronic exchange of student transcript data among multiple institutions (two-year and four-year) within multiple higher education systems (TBR, UT, and TICUA) for the purpose of identifying students who may be eligible for a reverse transfer associate’s degree. The process will include the capability to perform automated degree audits on eligible and consenting students.
- January 2014 – Through the competitive bid process, AcademyOne, Inc. was selected as the software vendor for the reverse transfer project. This project is expected to be completed by November 2015, with the automated reverse transfer solution fully operational statewide by May 2015. Statewide implementation of the solution will be phased in, with 50 percent of the institutions participating in December 2014 reverse transfer graduations, and the remainder of institutions participating in May 2015 reverse transfer graduations.
- Summer 2014 – Pilot testing preparation began for paired community colleges and four-year institutions (UT Knoxville and Pellissippi State Community College; Middle Tennessee State University and Volunteer State Community College; and Maryville College and Roane State Community College).
- July 2014 – In the Governor’s Online Innovation Fund, Governor Haslam included a \$350,000 appropriation in the 2015 budget for continued support for the development and implementation of the Reverse Transfer Project.
- Fall 2014 – Pilot testing of the reverse transfer software launched September 2014 with 15 volunteer students. No degrees will be awarded. The reverse transfer software will be refined based on pilot testing, including feedback from the participating students.

C. Prior Learning Assessment

THEC continues to lead efforts statewide and nationwide for promoting and expanding the evaluation of credit via Prior Learning Assessment (PLA). While THEC has supported and continues to support efforts aimed at standardizing PLA at public and private colleges and universities, THEC’s activities have now shifted to providing direct assistance to public campuses in their own efforts to grow their PLA programs. In particular, with support from the Ford Foundation, THEC is providing marketing, awareness, and direct and customized technical assistance to Tennessee’s public colleges and universities, in order to grow capacity and enhance program offerings related to PLA.

Regarding articulation and transfer policies, the key issue is the transferability of PLA credits among systems and institutions. The main goal is to ensure that relevant PLA credits accepted by one institution will continue to be accepted by all

other institutions at the time of transfer in the same manner as traditional classroom credit. In fall of 2012, the Task Force drafted *Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public Colleges and Universities*, which includes guidelines for the transcription and transfer of PLA credit at public institutions.

The standards were formally adopted by the TBR system in September 2013. Although UT has not adopted the standards as a formal system-wide policy, it uses them to improve practice: PLA that is recognized as a course equivalent in a completed pathway, course cluster, or associate's degree program will transfer accordingly¹. Therefore, both systems have agreed to accept PLA credit in transfer if the credit falls within the aforementioned parameters. Furthermore, the standards were formally endorsed by the TICUA Board in fall of 2013.

As THEC has worked with UT and TBR to standardize the tracking and collection of student PLA-related data, PLA credits will now be used to trigger progression and transfer out metrics within the public higher education funding formula.

¹ The *Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public Colleges and Universities* related to transfer of PLA credit states, "PLA credit awarded at one institution, which meets Common General Education Core Requirements, and/or Tennessee Transfer Pathway (TTP) requirements must be accepted as transfer credit **toward the degree** [emphasis added] if the student transfers to a TBR or UT institution in Tennessee, in accordance with Transfer Guarantee policies related to the General Education Core or the Tennessee Transfer Pathways."

IV. Tennessee Transfer Student Profile: Academic Year 2013-14

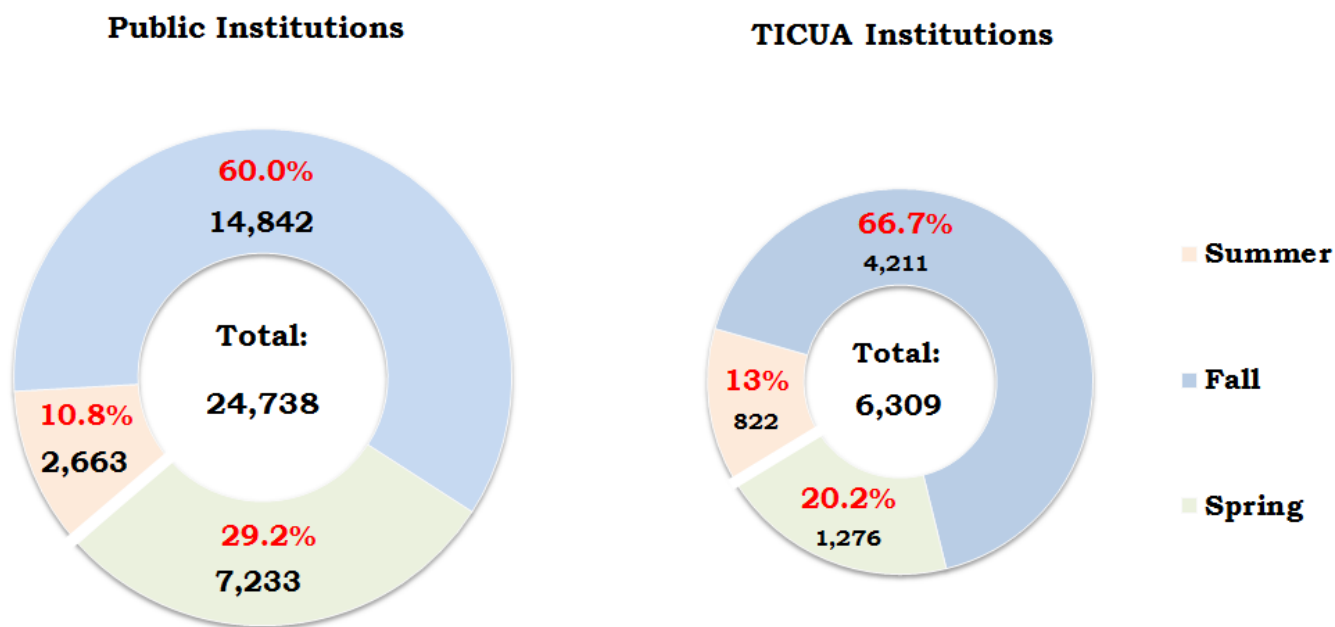
This section examines patterns in Tennessee student transfers in the 2013-14 academic year and, when appropriate, trends over time. The analysis of student transfer activity is conducted and presented at the following levels: (1) statewide transfer activity, (2) transfers within public higher education, (3) transfers by sending (transfer-from) and receiving (transfer-to) institutions, and (4) select academic characteristics of transfer students. This section also compares various characteristics of transfer and native students.

A. Statewide Student Transfer Activity

Patterns in Student Transfer Activity

During the 2013-14 academic year, 24,728 students transferred into Tennessee public higher education institutions, and 6,309 students transferred into TICUA member institutions (**Figure 1**). Roughly commensurate proportions of students moved into both sectors in each semester of the academic year. Most students transferred in the fall semester: 60 percent in the public sector and almost 67 percent in TICUA institutions. Over 29 percent of public transfers and about 20 percent of TICUA transfers arrived in spring. The smallest share of transfers happened in summer: 10.8 percent into public institutions and 13 percent into TICUA institutions.

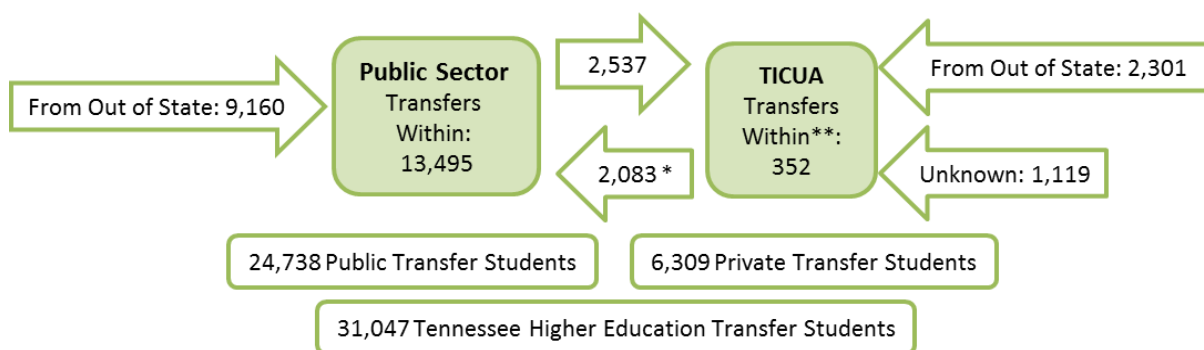
Figure 1. Student Transfer by Receiving Sector and Semester, AY 2013-14 *



* The percentages may not sum to 100 percent due to rounding.

During the academic year 2013-14, a total of 31,037 students transferred into a Tennessee public or TICUA member institution (**Figure 2**).

Figure 2. Student Transfer Patterns, AY 2013-14



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

** Includes transfers from non-TICUA institutions.

- The majority of students (59.5 percent or 18,467 students) moved within Tennessee higher education, from one state public or private nonprofit institution to another. This number comprises 13,495 within-public-sector transfers, 352 within-TICUA transfers, 2,537 transfers from public to TICUA, and 2,083 transfers from all independent institutions into the public sector.
- 36.9 percent (11,461 students: 9,160 public and 2,301 private transfers) transferred in from out-of-state institutions.
- The remaining 3.6 percent of students transferred into TICUA institutions from unknown locations (1,119 students).

Comparable proportions of out-of-state students moved into the public sector (37 percent) and TICUA institutions (36.5 percent). In sharp contrast, within-sector transfers accounted for 54.6 percent (13,495 students of 24,738 transfers) of the public institution total, but only 5.6 percent (352 students of 6,309 transfers) of TICUA transfers were from other TICUA institutions. This indicates that more intense internal transfer activity takes place within the public sector, as compared to transfers among TICUA member institutions.

Student Transfer Activity by Sector of Origin

In AY 2013-14, the public sector received 24,738 transfer students (79.7 percent of the total), while TICUA institutions received 6,309 transfers (20.3 percent). A majority of students (16,032 students or 51.6 percent) came from Tennessee public institutions; out-of-state institutions sent 11,461 students (36.9 percent); and 2,435 students (7.8 percent) transferred from Tennessee’s independent sector (**Table 1**).

Table 1. Student Transfer Activity by Sector of Origin, AY 2013-14

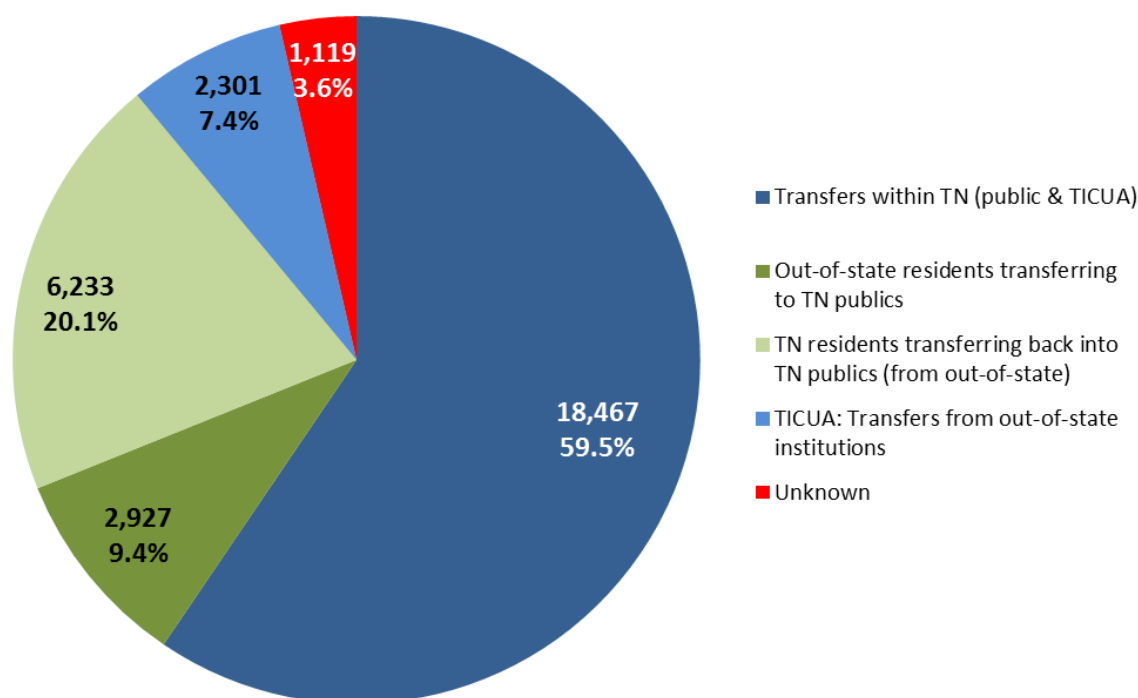
RECEIVING SECTOR	TRANSFERS BY SECTOR OF ORIGIN				Total Transfers	Overall Enrollment
	Tennessee Public	Tennessee Independent	Out-of-State	Unknown		
Public University Total	8,157	1,031	4,909		14,097	254,121
Community College Total	5,338	1,052	4,251		10,641	202,074
PUBLIC HIGHER ED. TOTAL	13,495	2,083	9,160		24,738	456,195
TICUA TOTAL	2,537	352	2,301	1,119	6,309	–
GRAND TOTAL	16,032	2,435	11,461	1,119	31,047	–

See **Appendix A** and **Appendix B** for detailed tables of academic year 2013-14 enrollment and transfer activity by sector and institution.

Out-of-state Student Transfer Activity

The following caveats should be considered when interpreting the data on out-of-state transfers. First, for different graphs on public institutions, this report relies on either the resident status of transfer students or the state in which the previous institution is located. Due to the data structure at TICUA, the report uses only the state of the prior institution when examining the private sector. Second, transfers from out-of-state are not homogeneous. They comprise two large groups: residents of other states, and Tennessee residents transferring from out-of-state colleges and universities to institutions in the Volunteer state. These two groups of transfer students, out-of-state residents and returning Tennessee residents, are reported separately (**Figure 3**).

Figure 3. Transfers by Originating Location, In-State vs. Out-of-State, AY 2013-14



As Figure 3 shows, Tennessee residents transferring into the state’s public and private institutions accounted for 59.5 percent of all AY 2013-14 transfers into Tennessee higher education. The general group of out-of-state students accounted for 36.9 percent of all transfers and included the following categories: transfers into TICUA institutions (7.4 percent), transfers by residents of other states (9.4 percent), and transfers of Tennessee residents returning to their home state (20.1 percent).

It is remarkable that for public transfers, the group of returning Tennessee residents is 2.1 times larger than the group of “true” out-of-state students, and constitutes 54.4 percent of all out-of-state transfers. From a policy perspective, this observation is critical because it allows us to better understand the reasons why a student might 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 traditional data on high-school graduate out-migration would suggest. Availability of lottery scholarships could be a factor in making a decision to transfer to a home state’s public institution.¹

Figure 4 shows the state of origin for transfer students based on the location of their sending institution. To capture a holistic picture of out-of-state transfers, this report examines transfers into the public sector and TICUA institutions together. As the figure shows, states differ greatly in the number of students they send to Tennessee. In AY 2013-14, nine states accounted for 49.7 percent of all out-of-state transfers. These states included six neighboring states: Mississippi (8.4 percent), Georgia (7 percent), Kentucky (6.5 percent), Virginia (5.5 percent), Alabama (5.4 percent), and North Carolina (3.9 percent). This group also included three traditionally large providers of transfer students: Florida (5.2 percent), Texas (3.9 percent), and California (3.9 percent).

Figure 4. Transfers into Tennessee Public and TICUA Institutions by State of Origin, AY 2013-14

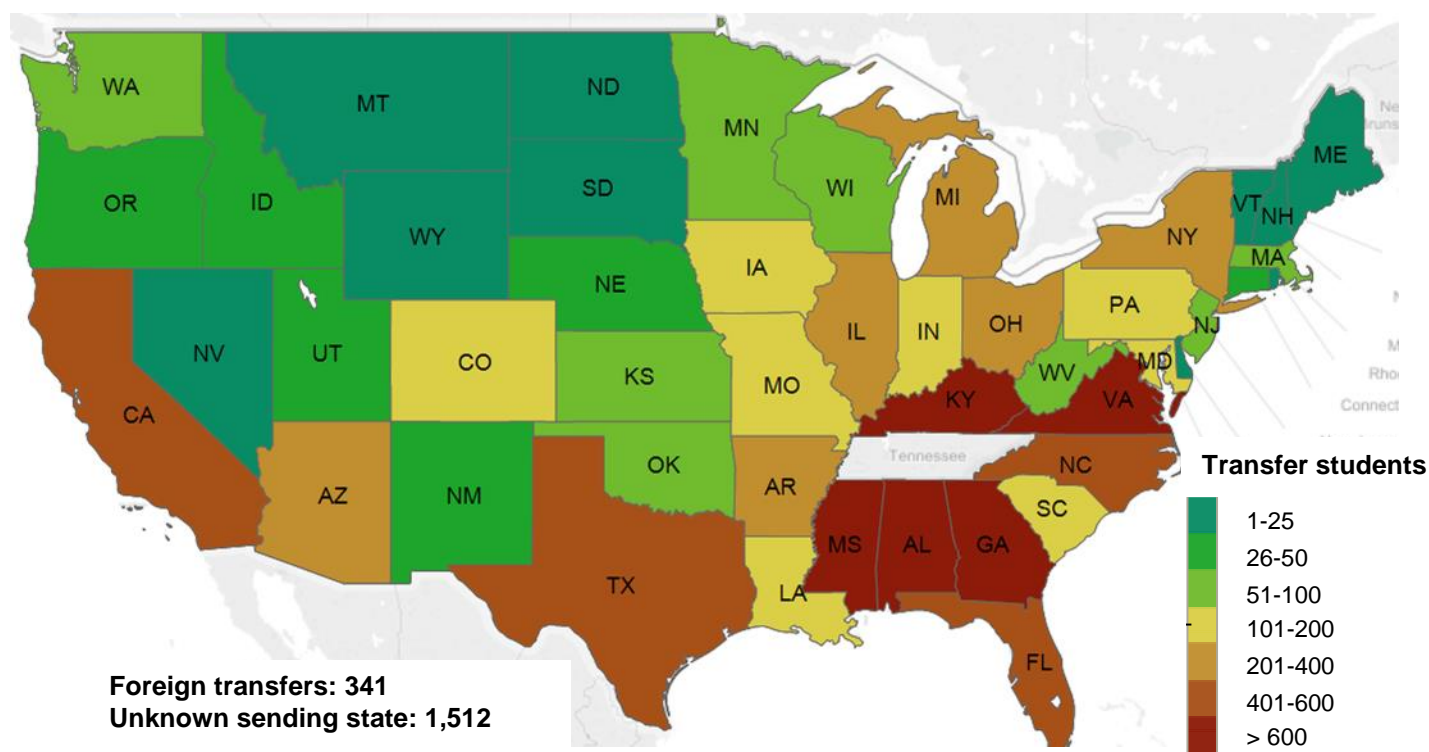


Table 2 presents this information by state, semester, and sector.

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.

Table 2. Transfers by Sending State, Semester, and Receiving Sector, AY 2013-14 *

	SUMMER 2013		FALL 2013		SPRING 2014		TOTAL
	Public sector	TICUA	Public sector	TICUA	Public sector	TICUA	
Alaska	2		6	2	3	1	14
Alabama	74	11	258	87	159	33	622
Arkansas	34	7	139	40	93	16	329
Arizona	32	13	143	32	99	20	339
California	33	9	166	97	117	20	442
Colorado	8	4	51	17	30	5	115
Connecticut	2		17	9	7		35
Washington, D.C.	11	3	20	8	10	4	56
Delaware			2	2	1	1	6
Florida	58	11	261	92	139	35	596
Georgia	85	30	377	81	197	27	797
Hawaii		3	10	1	4	3	21
Iowa	12	5	47	16	23	4	107
Idaho	1	1	14	3	11	1	31
Illinois	34	3	152	69	62	14	334
Indiana	17	5	71	42	40	13	188
Kansas	3		30	15	23	4	75
Kentucky	46	12	360	109	199	20	746
Louisiana	10	4	47	17	26	4	108
Massachusetts	14	2	26	19	13	1	75
Maryland	7	6	67	26	38	9	153
Maine			9	2	2	1	14
Michigan	25	4	105	43	47	14	238
Minnesota	5	1	30	11	11	4	62
Missouri	16	6	86	29	47	7	191
Mississippi	105	17	458	111	222	48	961
Montana	3		2	4	2		11

Table 2 (Cont'd). Transfers by Sending State, Semester, and Receiving Sector

	SUMMER 2013		FALL 2013		SPRING 2014		TOTAL
	Public sector	TICUA	Public sector	TICUA	Public sector	TICUA	
North Carolina	44	7	188	82	115	16	452
North Dakota			3	3	1		7
Nebraska	3	2	9	10	3	1	28
New Hampshire		1	6	7	3		17
New Jersey	5		43	13	14	9	84
New Mexico	4	2	9	8	5		28
Nevada	2		15	1	3		21
New York	21	4	87	55	44	13	224
Ohio	17	4	100	54	58	15	248
Oklahoma	11	1	30	12	18	7	79
Oregon	2	3	19	3	10		37
Pennsylvania	12	2	38	27	41	9	129
Puerto Rico	1		3		2		6
Rhode Island			6	4	5		15
South Carolina	14		86	32	58	5	195
South Dakota	3		7	1	4		15
Texas	35	10	195	60	133	15	448
Utah	6	1	15	4	10	2	38
Virginia	41	41	228	194	106	22	632
Vermont			4		2	1	7
Washington	5	4	28	20	23	6	86
Wisconsin	3	3	34	15	18	2	75
West Virginia	5		33	4	14	3	59
Wyoming			11	1			12
Foreign	36	3	157	21	118	6	341
Unknown							1,512
TOTAL:	907	245	4,308	1,615	2,433	441	11,461

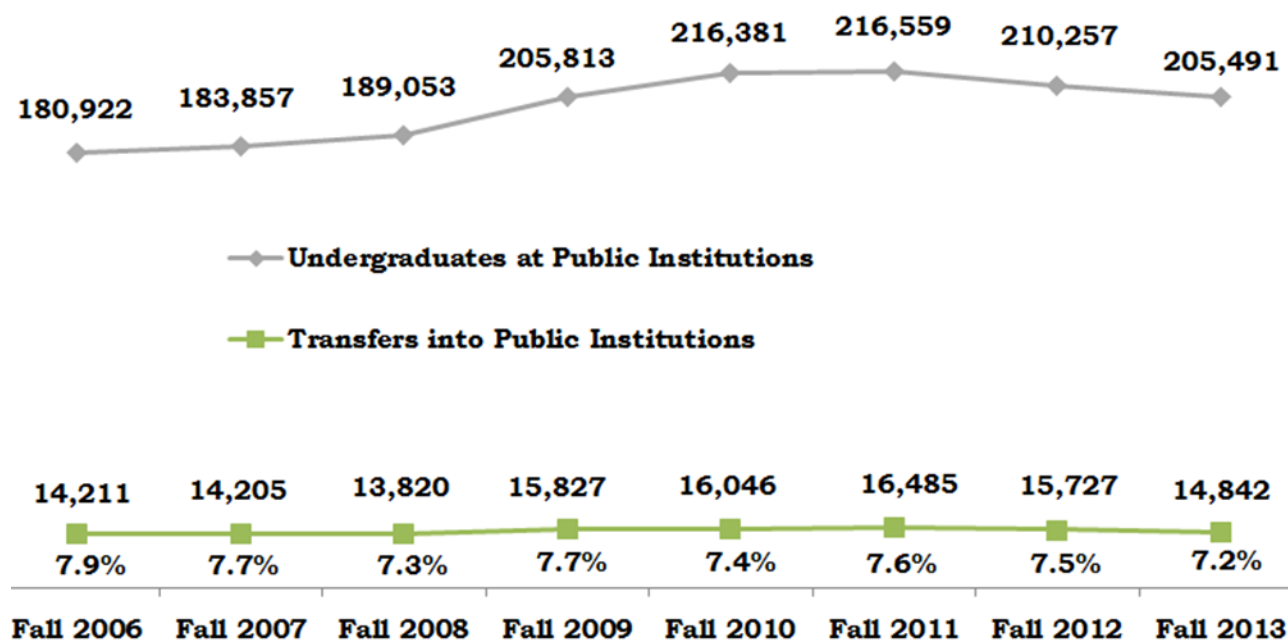
* In this case, cells with values below six are not suppressed because students are not segregated by characteristic or institution. Therefore, student identities are safeguarded.

B. Transfer Activity in Public Higher Education

Trends in Public Transfer Enrollment

For consistency with past reports, **Figure 5** examines public transfer trends in the fall semester. In fall of 2013, new transfer students constituted 7.2 percent of the undergraduate enrollment in Tennessee public higher education. This figure is consistent with transfer enrollment in previous years. While undergraduate enrollment has increased by 13.6 percent since fall 2006, the fall 2013 semester experienced a drop in enrollment of 4,766 students relative to the previous year, and 11,068 students compared to fall 2011. Since 2006, the proportion of transfer enrollment has remained stable, decreasing by 0.7 percentage points. In absolute figures, this change from 2006 translates to transfer student growth of 639 students in the fall semester.

Figure 5. Transfer and Total Undergraduate Headcount, Public Institutions, Fall 2006 - Fall 2013



Public Transfer Student Demographics and Enrollment Status

Transfer students are very similar to non-transfer students in terms of their demographic and academic characteristics. As shown in **Figure 6**, the only noticeable difference between these groups is age. There are more undergraduates of traditional age among native students, and more adult students among transfer students. In this report, *adult students* are defined as 25 years of age or older at the time the count was taken. The comparison of transfer and native students by gender, race, cumulative GPA, and credit hours does not indicate any substantive differences between these groups.

Figure 6. Demographic Characteristics of Transfer and Native Students, AY 2013-14

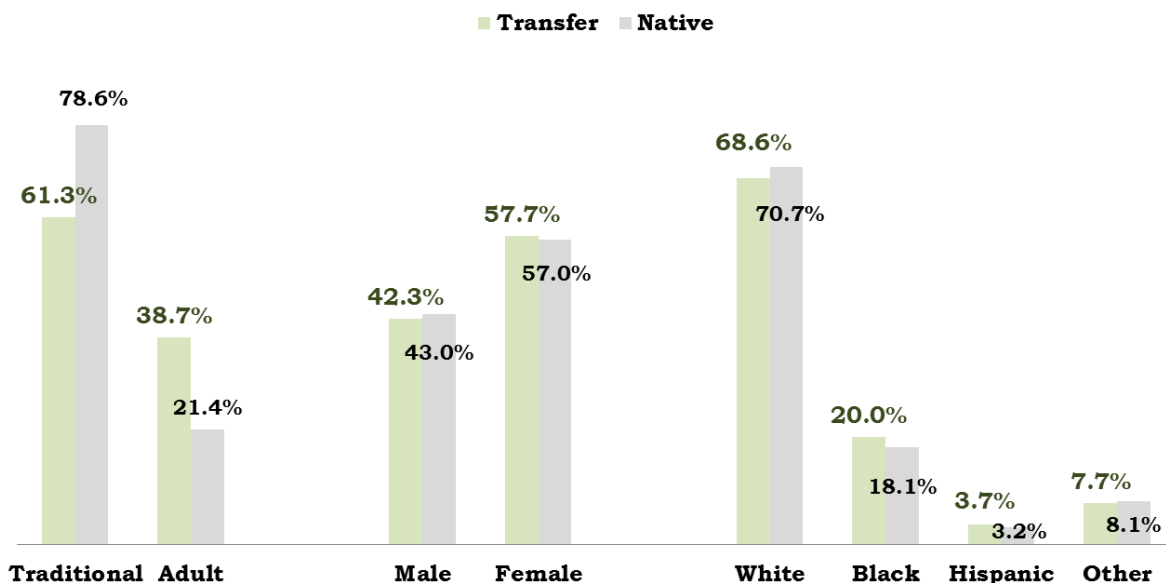
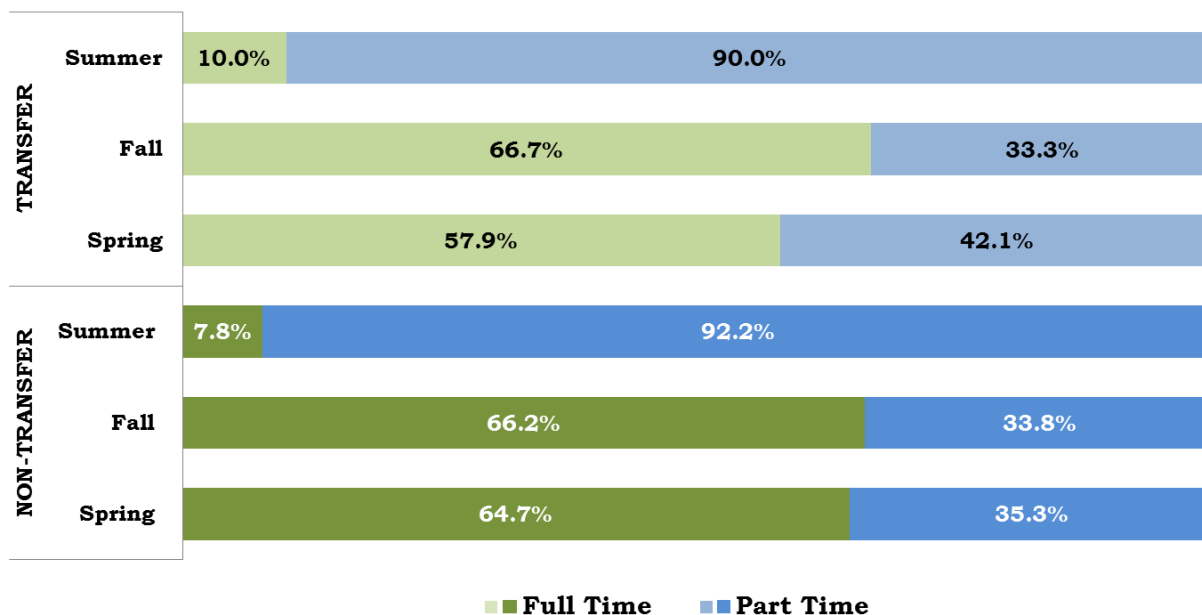


Figure 7 compares full-time and part-time enrollment of transfer and non-transfer students by semester. As defined in the **Background** section, *non-transfer students* include individuals who did not transfer in the term of interest; however, they include students who transferred in their prior academic history. In each semester, transfer and non-transfer students enrolled full-time and part-time at similar rates, indicating that transfer students were working towards their degree at the same level of intensity as native students. The largest difference between full-time and part-time enrollment was in spring of 2014 when almost 65 percent of non-transfer students—versus less than 58 percent of transfers—enrolled full time. This drop in full-time enrollment in spring is likely related to the reasons for transfer: inadequate academic performance at the prior institution in fall, family and work obligations, and others.

Figure 7. Transfers and Non-transfers by Enrollment Status and Semester, AY 13-14



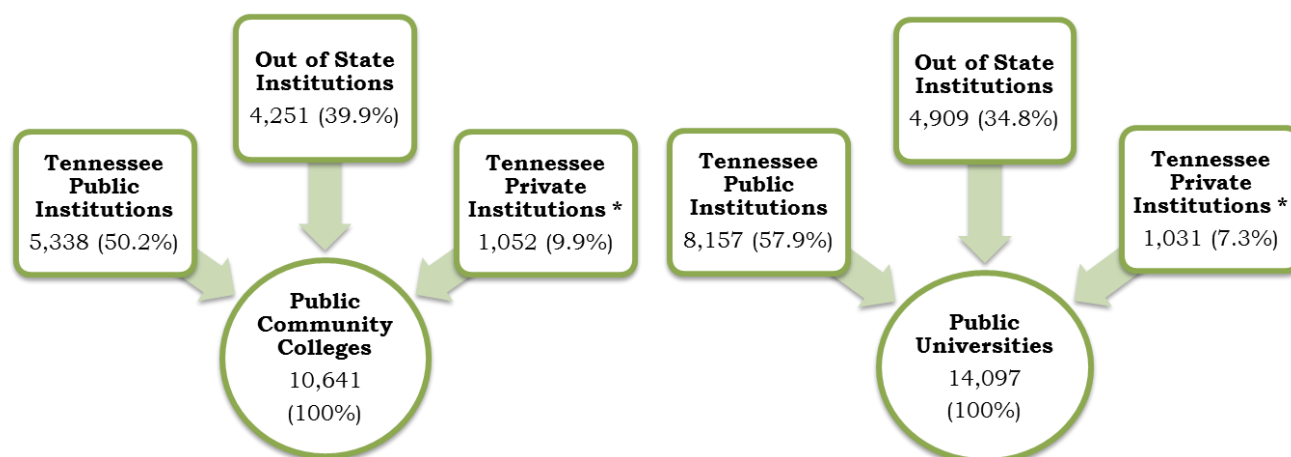
Public Transfer Activity

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. Based on the definition of transfer students in the **Background** section, this section omits students migrating from Tennessee Colleges of Applied Technology (TCATs) and for-profit institutions. TCAT transfers are examined in Section V of this report.

For the purposes of this analysis, transfers into the public sector have two destinations: community colleges and universities (**Figure 8**). 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 in-state public institutions (50.2 percent) and out-of-state institutions (39.9 percent).
- The independent sector provides almost 10 percent of all transfers into community colleges.
- Relative to community colleges, public universities rely more heavily on other in-state public institutions for their transfer students (57.9 percent of transfers into universities) and slightly less heavily on out-of-state institutions (34.8 percent) and private institutions (about 7 percent).

Figure 8. Transfers into Public Institutions, AY 2013-14

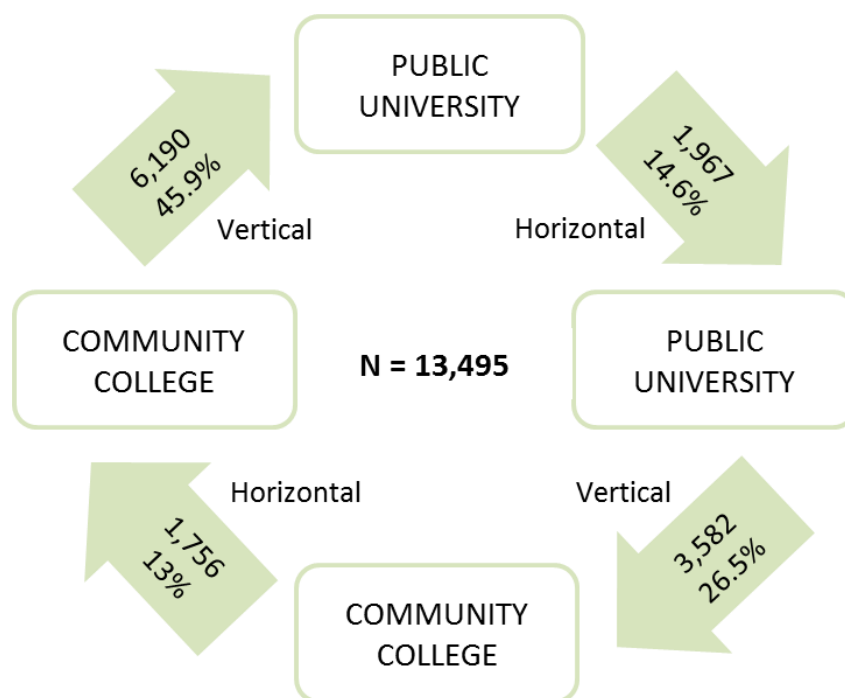


* Includes TICUA, non-TICUA, and private for-profit institutions.

Transfer activity within the public sector is multidirectional, with noticeable patterns (**Figure 9**).

- In the academic year 2013-14, 54.5 percent (13,495 students) of all transfers into the public sector took place among public institutions.
- Most transfer activity is vertical: 45.9 percent of students moved from community colleges into public universities, and 26.5 percent transferred from universities to community colleges.
- Horizontal transfer activity is less pronounced but is still sizeable: 14.6 percent of students moved among public universities, and 13 percent transferred from one community college to another.

Figure 9. Public Transfer Activity, AY 2013-14



When restricted to the fall semester, the observed patterns of within-public-sector transfers are consistent with the data from previous reports (**Table 3**). One may conclude that transfers among Tennessee public institutions have maintained the same relative size and direction for the past several years. Even with a slight drop in the headcount for students transferring within the public sector, the transfer rates among different types of institutions remained nearly constant.

Table 3. Fall Transfer Activity within Tennessee Public Sector, Fall 2008 - Fall 2013

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
VERTICAL TRANSFERS						
from community colleges to universities	50.2%	48.2%	50.3%	49.9%	48.9%	50.6%
from universities to community colleges	23.4%	23.9%	22.2%	22.9%	24.2%	22.4%
HORIZONTAL TRANSFERS						
among community colleges	10.7%	12.7%	12.4%	12.7%	12.3%	12.2%
among universities	15.6%	15.1%	15.1%	14.4%	14.6%	14.9%
PUBLIC TRANSFERS TOTAL	7,804	8,645	9,008	9,388	8,873	8,558

The share of transfers from universities into community colleges has been sizeable over time: for the past six years it has never fallen below 22 percent of all fall public transfers. This share is higher for the entire academic year (Figure 9).

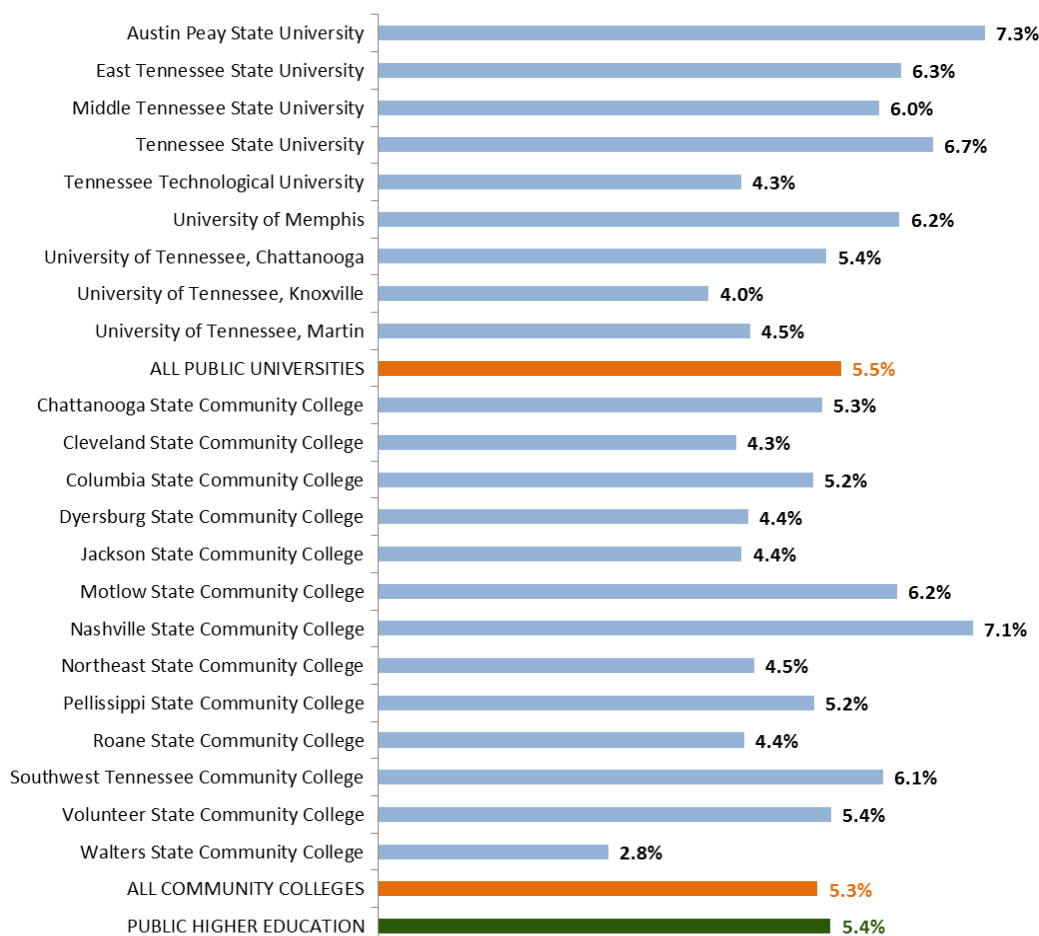
C. Student Transfer Activity by Public Institution

Transfer Students as a Percent of Undergraduate Enrollment

Figure 10 presents incoming transfer students as a percentage of undergraduate enrollment by institution and sector. In AY 2013-14, the total public undergraduate enrollment was 456,195 students; 24,738 (5.4 percent) were new transfer students. Of the 202,074 students enrolled in community colleges, 5.3 percent (10,641 students) were new transfers. The percent of enrollees that moved into the university sector was similar, at 5.5 percent (14,097 students).

Except Tennessee Technological University, all TBR universities were above the average share of transfers, relative to total undergraduate enrollment for public universities. For UT, the Chattanooga campus was slightly below the university average; the campuses in Knoxville and Martin had percentages below the averages for universities and the entire public sector. For community colleges, five institutions enrolled transfer students at a proportion higher than or equal to the average for the sector (5.3 percent), while eight colleges were below this sector-wide average. Nashville State Community College and Austin Peay State University had the largest populations of new transfers: over 7 percent of their public undergraduate enrollment. Walters State enrolled the smallest percentage of transfer students (2.8 percent).

Figure 10. Transfers as a Percent of Public Undergraduate Enrollment, AY 2013-14



The share of transfer students measured as a percent of total undergraduate fall enrollment at public institutions has been consistent across institutions and systems over time (**Table 4**). For universities, the TBR system traditionally has a greater percentage of new transfers than the UT system. Public universities, on average, enroll a higher share of new transfer students than community colleges.

Table 4. Transfers as a Percent of Public Higher Education Undergraduate Enrollment, Fall 2008-Fall 2013

Institution	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Austin Peay State University	7.7%	9.6%	9.1%	9.7%	9.1%	9.4%
East Tennessee State University	7.5%	8.4%	8.8%	10.0%	9.7%	9.6%
Middle Tennessee State University	8.2%	8.4%	9.4%	9.3%	9.1%	9.0%
Tennessee State University	6.1%	6.4%	8.0%	9.0%	10.0%	9.7%
Tennessee Technological University	6.7%	6.9%	8.0%	8.4%	7.5%	6.7%
University of Memphis	6.0%	6.7%	8.9%	9.4%	8.8%	8.4%
TBR system	7.1%	7.8%	8.9%	9.3%	9.0%	8.7%
University of Tennessee, Chattanooga	6.8%	6.6%	9.5%	8.8%	8.2%	7.2%
University of Tennessee, Knoxville	4.4%	4.4%	5.6%	5.2%	5.0%	6.0%
University of Tennessee, Martin	6.5%	6.1%	6.4%	6.6%	5.6%	6.1%
UT System	5.3%	5.2%	6.7%	6.4%	6.0%	6.3%
All Public Universities	6.5%	6.9%	8.2%	8.4%	8.0%	7.9%
Chattanooga State Community College	6.6%	7.1%	6.8%	7.8%	7.4%	6.8%
Cleveland State Community College	6.1%	5.8%	5.6%	4.8%	5.1%	5.2%
Columbia State Community College	8.0%	7.7%	9.5%	9.1%	9.0%	6.0%
Dyersburg State Community College	6.0%	6.9%	5.9%	6.3%	5.8%	5.1%
Jackson State Community College	5.4%	6.3%	5.8%	5.5%	5.1%	5.5%
Motlow State Community College	8.3%	8.2%	6.5%	6.5%	7.1%	7.1%
Nashville State Community College	7.9%	8.4%	7.1%	8.2%	9.1%	9.1%
Northeast State Community College	6.4%	6.9%	6.7%	5.8%	6.4%	5.7%
Pellissippi State Community College	6.2%	7.6%	7.0%	6.2%	7.2%	6.6%
Roane State Community College	6.1%	5.4%	5.1%	5.1%	4.3%	5.3%
Southwest Tennessee Community College	6.8%	6.7%	6.4%	7.1%	8.0%	6.3%
Volunteer State Community College	6.6%	7.4%	7.2%	7.7%	6.5%	6.5%
Walters State Community College	4.7%	4.8%	4.1%	4.0%	3.6%	2.8%
All Community Colleges	6.6%	7.0%	6.5%	6.7%	6.8%	6.3%
Public Higher Education	6.5%	6.9%	7.4%	7.6%	7.5%	7.2%

Figure 11 presents transfer students as a percent of the fall undergraduate enrollment for TICUA member institutions. For TICUA, enrollment information was available only for fall of 2013. The sector-wide percentage of TICUA transfer students (7 percent) was slightly lower than that of transfers at public institutions (Table 4). In contrast to public institutions, the differences among TICUA institutions were larger. King University enrolled the largest percentage of transfer students at 23.7 percent, while Rhodes College had the lowest proportion at 0.8 percent. Eleven TICUA institutions had transfer enrollment of more than 10 percent. Nine institutions had transfer enrollment of 5 percent or less.

Figure 11. Transfers as a Percent of TICUA Undergraduate Enrollment, Fall 2013

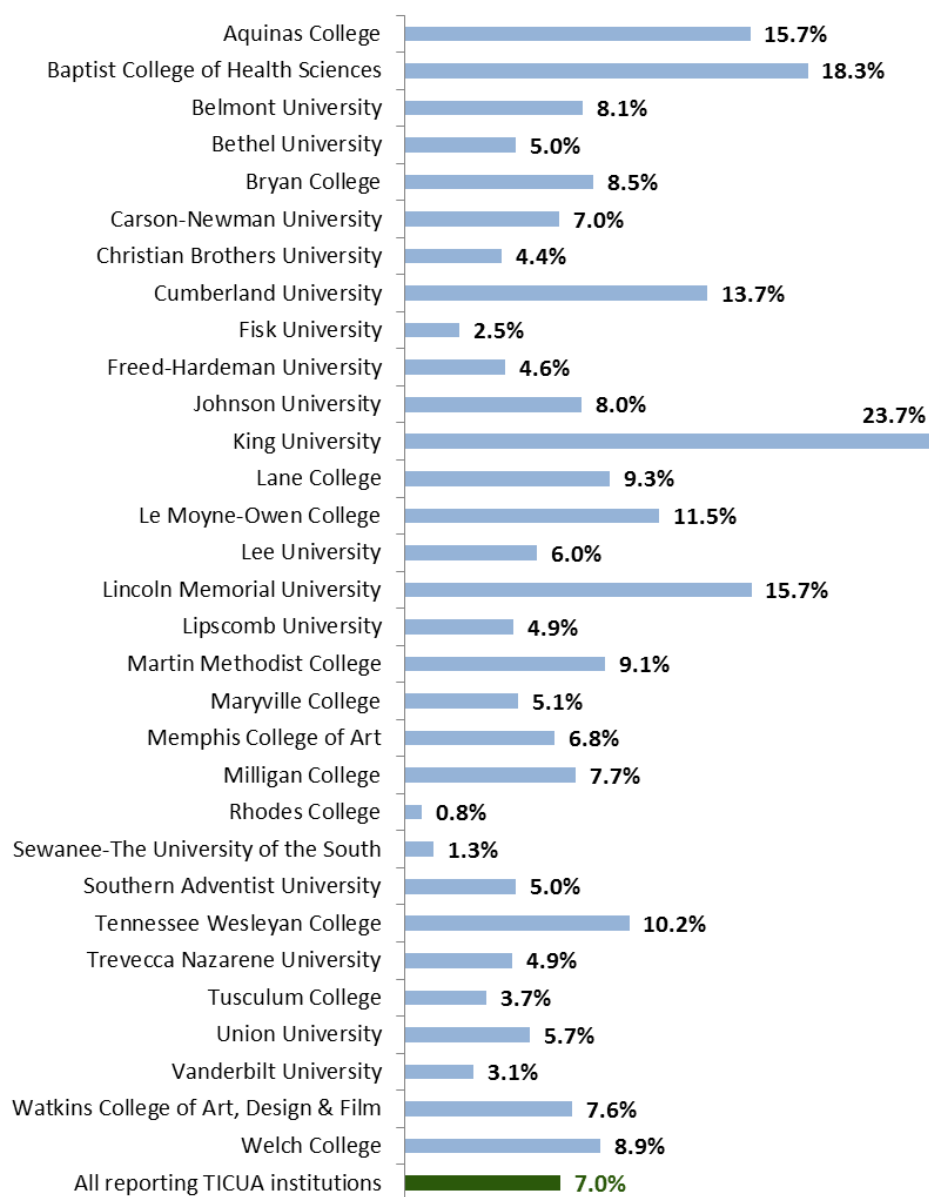


Table 5 presents a summary of transfers as a percent of undergraduate enrollment by sector and semester.

Table 5. Transfers as a Percent of Undergraduate Enrollment by Sector and Semester

SECTOR	Summer 2013	Fall 2013	Spring 2014	TOTAL
TBR universities	3.8%	8.7%	3.9%	6.1%
UT universities	3.1%	6.3%	2.7%	4.4%
TBR community colleges	5.1%	6.3%	4.2%	5.3%
PUBLIC SECTOR TOTAL	4.3%	7.2%	3.8%	5.4%
TICUA institutions	–	7.0%	–	–
ALL TENNESSEE TRANSFERS	–	7.2%	–	–

Top Sending and Receiving Public Institutions

Table 6 presents each institution's share of transfer-in and transfer-out students. Middle Tennessee State University received the largest portion of transfers (12.8 percent) of all 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 (7.5 percent). Pellissippi State was the top sending institution (7.7 percent), followed by Middle Tennessee State University (7 percent), Southwest Tennessee (7 percent), and Nashville State (6.8 percent). See **Appendix C** and **Appendix D** for a detailed count of transfer activity among all public institutions, showing the sending and receiving partners for each institution.

Table 6. Each Institution's Share of Total Public Transfer Activity, AY 2013-14

PUBLIC INSTITUTION	SENT *	RECEIVED *
Austin Peay State University	2.6%	3.3%
East Tennessee State University	4.4%	7.5%
Middle Tennessee State University	7.0%	12.8%
Tennessee State University	2.9%	4.4%
Tennessee Technological University	3.8%	5.6%
University of Memphis	4.7%	9.5%
TBR UNIVERSITIES	25.3%	43.0%
University of Tennessee, Chattanooga	6.3%	5.7%
University of Tennessee, Knoxville	6.7%	8.8%
University of Tennessee, Martin	2.9%	2.9%
UNIVERSITY OF TENNESSEE SYSTEM	15.8%	17.4%
Chattanooga State Community College	4.5%	3.9%
Cleveland State Community College	1.9%	1.0%
Columbia State Community College	3.8%	2.0%
Dyersburg State Community College	2.1%	1.5%
Jackson State Community College	3.2%	1.7%
Motlow State Community College	4.3%	2.9%
Nashville State Community College	6.8%	5.9%
Northeast State Community College	3.6%	2.2%
Pellissippi State Community College	7.7%	4.9%
Roane State Community College	4.0%	2.8%
Southwest Tennessee Community College	7.0%	5.8%
Volunteer State Community College	5.8%	3.8%
Walters State Community College	4.3%	1.2%
COMMUNITY COLLEGES	58.9%	39.6%
PUBLIC HIGHER EDUCATION	100%	100%

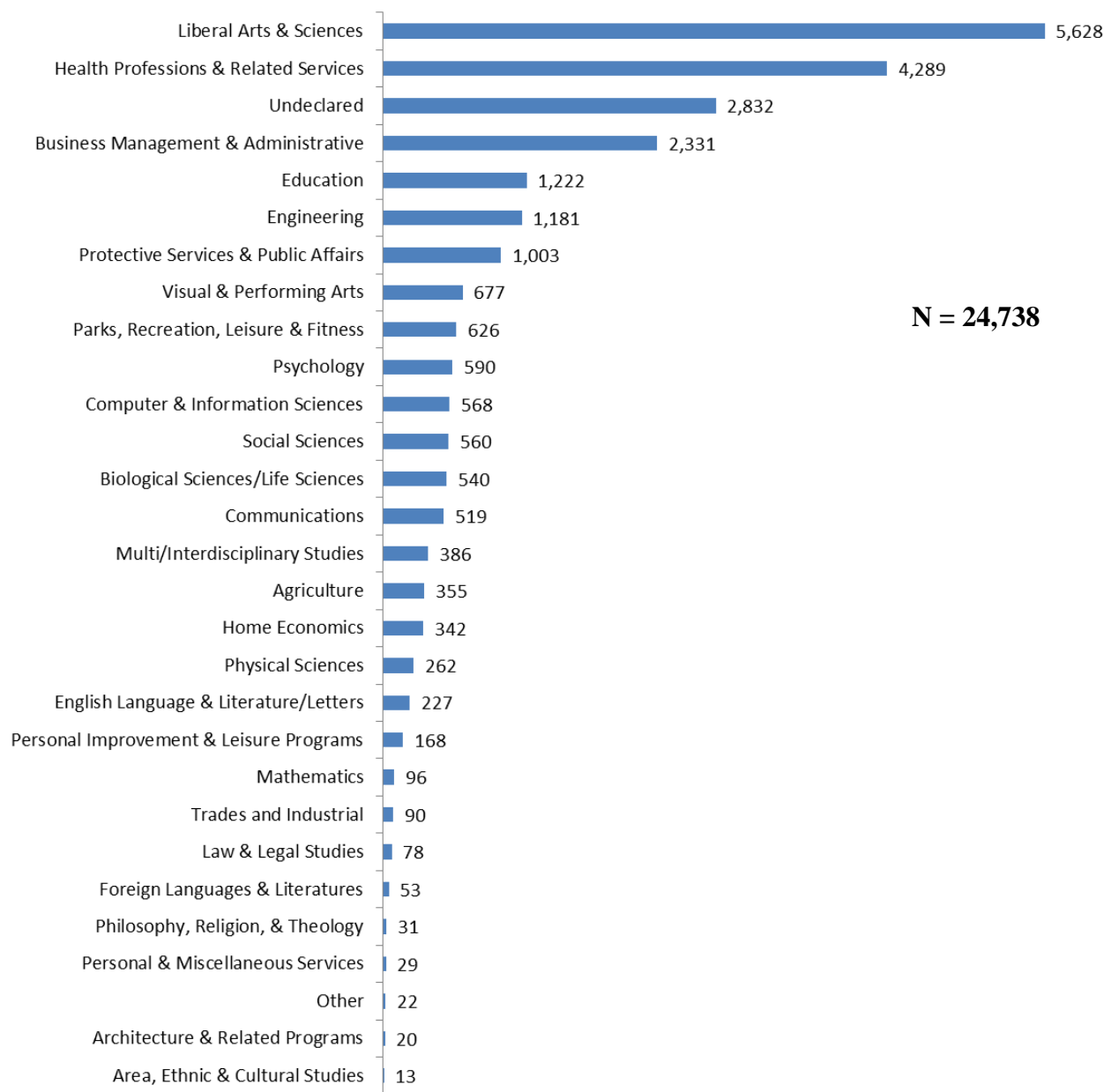
* Percent of the total transfers by category (Sent or Received)

D. Academic Characteristics of Transfer Students

Academic Major at Transfer

A few academic program choices were dominant among new transfer students in AY 2013-14. Three broad areas, *Liberal Arts and Sciences*, *Health Professions and Related Services*, and *Business, Management and Administrative Services*, were chosen by almost half (49.5 percent) of all transfers into the public sector. Additionally, about 11.4 percent transferred with an unknown major, while the remaining 39 percent of transfer students selected from 25 other fields of study (**Figure 12**).

Figure 12. Academic Majors of New Transfer Students at Receiving Institutions, AY 2013-14



Credit Hours and Degrees at Transfer

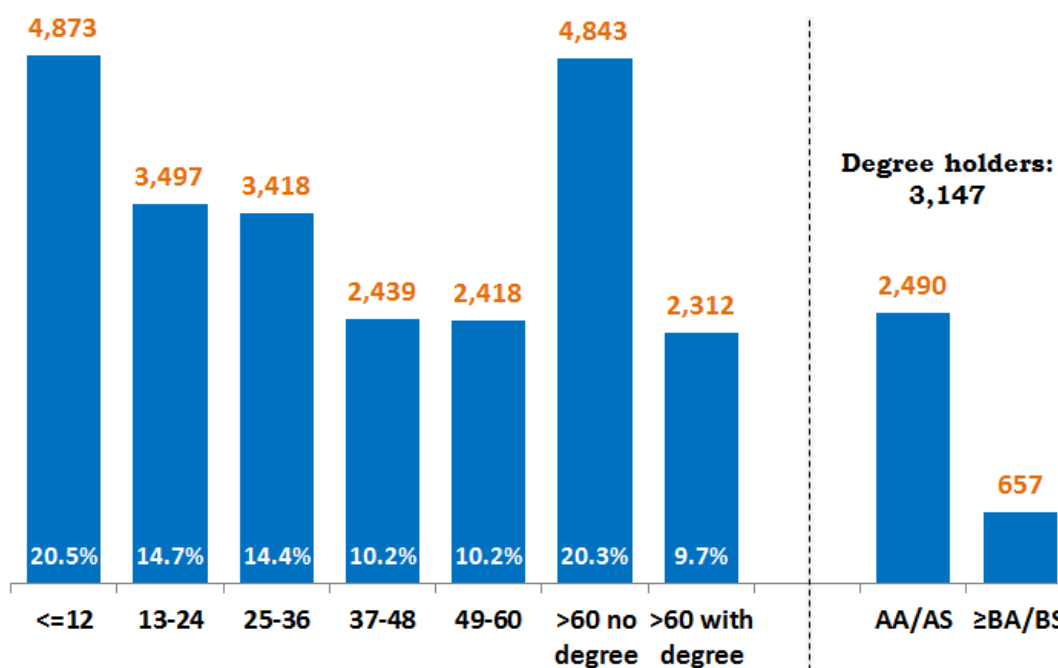
Students transfer in the public sector at various points in their academic careers. During the academic year 2013-14, over 20 percent of public students transferred before they earned more than 12 credit hours, and nearly 60 percent before they earned over 48 credits (**Figure 13**).

It is twice as common for students with a high number of credits to transfer without a degree than with one: 4,843 transfer students (20.3 percent of students with reported credits) had accumulated more than 60 hours without earning an associate’s degree. In contrast, only 2,312 students (9.7 percent of students with reported credits) transferred with more than 60 credit hours after obtaining a degree. Only 10.5 percent of all public transfers (2,490 students) arrived at their destination institution with an associate’s degree.

Another small group of transfers (657 students) already earned a degree at the baccalaureate level or higher, accounting for 2.7 percent of the AY 2013-14 public transfers. The total number of degree holders (3,147 students) exceeds the number of undergraduates who transfer with more than 60 hours and with a degree (2,312 students). This happens because (a) institutions do not always report all past credits, and (b) prior awards include degrees earned over the entire academic career. As a result, 835 students with previously earned degrees are included in various credit categories below 60 credits.

Appendix E presents the headcount and percentage of new transfer students by credits and degrees brought to receiving institutions. **Appendix F** displays a headcount and percentage of transfer students by credit hours earned at their sending institutions.

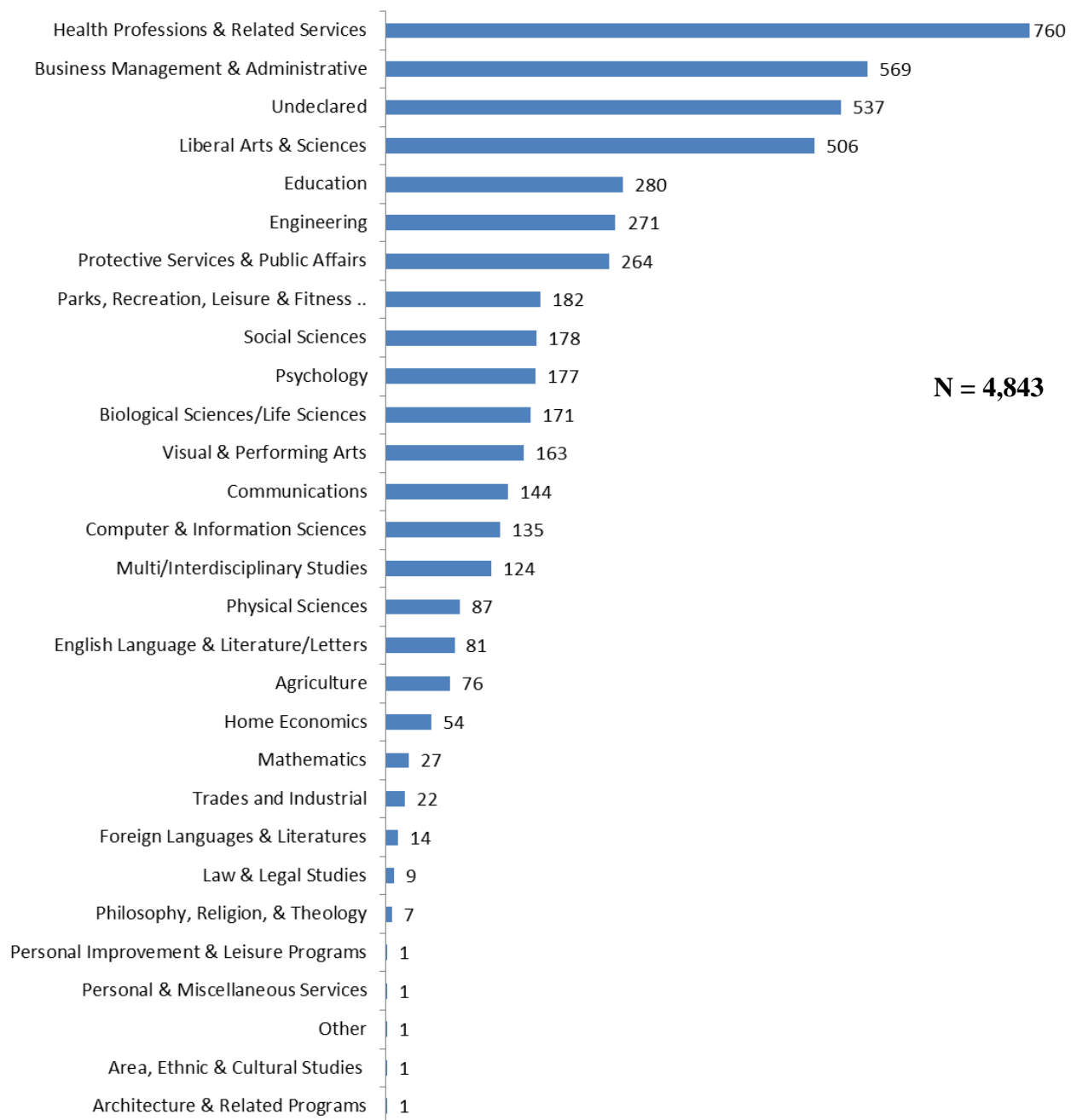
Figure 13. New Transfer Students by Credits and Degrees Transferred In, AY 2013-14



* Graph and percentage exclude 938 students with missing data on credits.

Figure 14 presents academic majors selected by students who transferred with more than 60 credits but without an associate’s degree. A comparison of Figures 12 and 14 shows that these students predominantly chose the same four broad academic fields as the majority of all transfer students; however, the order of preference for each major is different. *Liberal Arts and Sciences*, the most popular field among all transfer students, occupies the fourth position among students with many pre-transfer credits but no prior degree. For this group of students, *Health Professions and Related Services* is the most popular choice.

Figure 14. Academic Majors at Transfer for Students with More than 60 Credits and No Prior Degree, AY 2013-14



V. Student Mobility from Tennessee Colleges of Applied Technology

This section examines institutional migration patterns and demographic and academic characteristics of students migrating from Tennessee Colleges of Applied Technology (TCATs). Given the recent emphasis on improving articulation between TCATs and community colleges, student migration among TCATs and Tennessee public colleges and universities warrants special examination.

Students analyzed in this section do not meet the traditional definition of transfer students specified in the **Background** section. First, most of them originally enroll at a community college or university, subsequently take courses at a TCAT, and then return to their originating institution. Thus they are not first-time-at-institution students. Such students are classified as returning students (individuals who were enrolled at the institution in the preceding semester) or readmitted students (individuals returning to that institution after a gap in their attendance). Second, because of program stipulations and the definition of “contact hours” at TCATs, many former TCAT enrollees do not transfer credits from a TCAT to a community college or university—unless they do so as a 30-hour block toward the attainment of an associate of applied science degree.

To differentiate TCAT students from the general transfer population, this report refers to them as **TCAT transfers**. A TCAT transfer is a student who was enrolled in a Tennessee public institution in the academic year 2013-14 and had taken classes at a Tennessee College of Applied Technology in the previous semester of enrollment; for fall public enrollees, enrollment in TCAT classes may have taken place either in summer or in spring. This definition includes returning and readmitted students as well as students who had been simultaneously enrolled in a TCAT and some other institution. Also, this definition does not consider whether any credits have been transferred from a TCAT to a new institution.

Institutional Migration Patterns of TCAT Transfers

Because this section examines only student migration within the public sector, the institutional transfer patterns are limited to one type of “departure institution”—Tennessee Colleges of Applied Technology—and two possible “destinations”—community colleges or public universities.

Table 7 presents the institutional migration patterns of TCAT transfers, by sending TCAT and receiving sector. In the academic year 2013-14, 785 students migrated from TCATs into the state’s public colleges and universities. Tennessee community colleges received 618 students from all 27 Tennessee Colleges of Applied Technology, while public universities received 167 students from 22 TCATs.

Eleven TCATs (Chattanooga, Knoxville, Murfreesboro, Nashville, Livingston, Pulaski, Elizabethton, Jackson, Hartsville, Newbern, and Oneida) each sent 30 or more students to the public sector for a total of 587 students, which accounted for almost 75 percent of all TCAT transfers. In contrast, eight other TCATs (Crump, Ripley, Dickson, Jacksboro, Covington, Whiteville, Paris, and McKenzie) sent fewer than 10 students each for a total of 7.1 percent of all TCAT transfers. The average number of TCAT transfers per College of Applied Technology is 29 students, ranging from 2 to over 94 students. Because of data suppression to ensure student privacy, not all numbers are directly retrievable from Table 7.

Table 7. Outmigration of TCAT Transfers by Sending Institution, AY 2013-14

SENDING INSTITUTION	COMMUNITY COLLEGES	PUBLIC UNIVERSITIES
Tennessee College of Applied Technology at ATHENS	16	0
Tennessee College of Applied Technology at CHATTANOOGA	92	*
Tennessee College of Applied Technology at COVINGTON	*	*
Tennessee College of Applied Technology at CROSSVILLE	10	*
Tennessee College of Applied Technology at CRUMP	7	*
Tennessee College of Applied Technology at DICKSON	7	*
Tennessee College of Applied Technology at ELIZABETHTON	27	*
Tennessee College of Applied Technology at HARRIMAN	21	0
Tennessee College of Applied Technology at HARTSVILLE	25	*
Tennessee College of Applied Technology at HOHENWALD	18	*
Tennessee College of Applied Technology at JACKSBORO	8	0
Tennessee College of Applied Technology at JACKSON	28	*
Tennessee College of Applied Technology at KNOXVILLE	74	11
Tennessee College of Applied Technology at LIVINGSTON	40	19
Tennessee College of Applied Technology at MCKENZIE	*	0
Tennessee College of Applied Technology at MCMINNVILLE	9	*
Tennessee College of Applied Technology at MEMPHIS	7	7
Tennessee College of Applied Technology at MORRISTOWN	23	3
Tennessee College of Applied Technology at MURFREESBORO	45	35
Tennessee College of Applied Technology at NASHVILLE	45	32
Tennessee College of Applied Technology at NEWBERN	24	6
Tennessee College of Applied Technology at ONEIDA	23	7
Tennessee College of Applied Technology at PARIS	*	*
Tennessee College of Applied Technology at PULASKI	29	9
Tennessee College of Applied Technology at RIPLEY	7	*
Tennessee College of Applied Technology at SHELBYVILLE	15	7
Tennessee College of Applied Technology at WHITEVILLE	7	0
UNSUPPRESSED TOTAL: 785 students	618	167

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.
Data suppression makes it impossible to directly retrieve data described in the narrative from this table.

Table 8 shows the receiving public institutions that accepted TCAT transfers during the academic year 2013-14. Middle Tennessee State University received 39 TCAT transfer students, the most among public universities. Tennessee Technological University followed with 34 transfer students. Austin Peay State University and University of Tennessee at Martin received 21 TCAT transfers each. At the other end of the spectrum, University of Tennessee at Chattanooga accepted fewer than 6 TCAT transfers.* The average number of TCAT transfers for universities was 18.5 students.

Table 8. Outmigration of TCAT Transfers by Receiving Institution, AY 2013-14

RECEIVING INSTITUTION	TCAT TRANSFERS
Austin Peay State University	21 students
East Tennessee State University	13 students
Middle Tennessee State University	39 students
Tennessee State University	12 students
Tennessee Technological University	34 students
University of Memphis	6 students
University of Tennessee, Chattanooga	*
University of Tennessee, Knoxville	17 students
University of Tennessee, Martin	21 students
Chattanooga State Community College	91 students
Cleveland State Community College	17 students
Columbia State Community College	54 students
Dyersburg State Community College	31 students
Jackson State Community College	49 students
Motlow State Community College	41 students
Nashville State Community College	59 students
Northeast State Community College	33 students
Pellissippi State Community College	55 students
Roane State Community College	76 students
Southwest Tennessee Community College	13 students
Volunteer State Community College	66 students
Walters State Community College	33 students

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.

For community colleges, Chattanooga State and Roane State received the highest number of TCAT transfers, with 91 and 76 students, respectively. Most TCAT transfers into Chattanooga State (88 students, or 96.7 percent) came from the TCAT at Chattanooga located on the Chattanooga State campus. On the other end of the spectrum, Southwest Tennessee and Cleveland State received 13 and 17 TCAT transfers, respectively. The average for community colleges was 47.5 TCAT transfers per receiving institution.

Demographic and Academic Characteristics of TCAT Transfers

This section compares TCAT transfers to the group of traditional public transfer students; that is, students who satisfy the definition of a transfer student in the **Background** section.

Figure 15 shows that TCAT transfers are similar in many ways to traditional transfer students. The greatest difference exists in the racial/ethnic composition: there are more white students (78 percent) than nonwhite students (22 percent) among TCAT transfers. There is also a slightly larger percentage of females among students coming from Tennessee Colleges of Applied Technology.

Figure 15. Demographic Characteristics of TCAT Transfers and Traditional Public Transfers, AY 2013-14

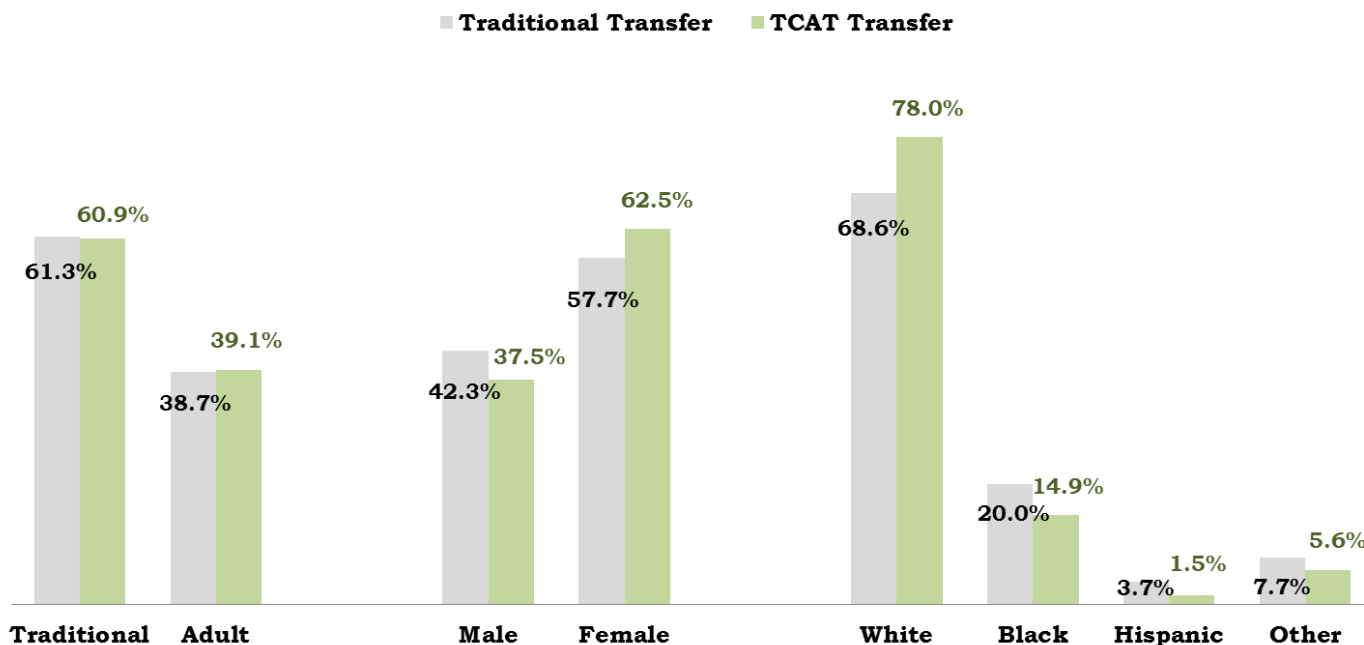


Table 9 clearly shows why TCAT transfers do not fall under the traditional definition of transfer students and, as a rule, are not coded as such by institutions. During the 2013-14 academic year, 430 students (about 55 percent) moving from TCATs into Tennessee public institutions were either *returning students* (individuals who had been already registered at that institution during the preceding term) or *readmitted students* (individuals who had previously attended that institution but had

a gap in their attendance). Fifty TCAT transfers were *pre-college students* (high school students taking college courses in advance of high school graduation); those were high school students using the dual enrollment grant to attend TCATs. Out of 305 students who enrolled at the institution for the first time, 204 were first-time college students, and only 75 former TCAT students were coded as transfer students by receiving institutions.

Table 9. Student Registration Types of TCAT Transfers, AY 2013-14

REGISTRATION TYPE	First-Time at Institution Student	Pre-College Student	Readmitted Student	Returning Student	TOTAL
First-Time College Student	204	–	–	–	204
Transfer Student	75	–	–	–	75
Transient Student	1	–	–	–	1
All Others	25	50	173	257	505
TOTAL	305	50	173	257	785

Approximately 52.4 percent of TCAT transfers in AY 2013-14 had some prior college experience¹. In other words, over half of students migrating from Tennessee Colleges of Applied Technology had attended a Tennessee public institution before enrolling in a TCAT. Specifically, 328 such students (41.8%) had been enrolled in a Tennessee community college and 83 students (10.6%) had attended a Tennessee public university prior to enrolling in a TCAT.

Regarding academic majors, TCAT transfers predominantly chose the following fields at their TCATs: *Health Professions and Related Services* (385 students, or 49 percent); *Trades and Industrial* (205 students, or 26.1 percent); and *Business, Management and Administrative Services* (73 students, or 9.3 percent) (**Table 10**). In the new institution, 73.1 percent of all TCAT transfers opted for five major academic fields: *Health Professions and Related Services* (235 students); *Liberal Arts and Sciences* (210 students); *Engineering* (48 students); *Business, Management and Administrative Services* (47 students); and *Personal Improvement and Leisure Programs* (34 students)². Out of 785 TCAT transfers, 572 students (72.9 percent) changed their broad major field after transferring into a public institution from a Tennessee College of Applied Technology.

¹ Estimated from the available data but not presented in tables.

² Estimated from the available data but not presented in tables.

Table 10. TCAT Transfers by Major and Post-transfer Major Change, AY 2013-14

TCAT MAJOR	TCAT TRANSFERS		CHANGED MAJOR AFTER TRANSFER	
	Students	Percent of Total	Students	Percent of Total
Health Professions and Related Services	385	49.0%	213	27.1%
Trades and Industrial	205	26.1%	204	26.0%
Business, Management, and Admin. Services	73	9.3%	67	8.5%
Personal Improvement and Leisure Programs	31	3.9%	31	3.9%
Personal and Miscellaneous Services	30	3.8%	30	3.8%
Home Economics	17	2.2%	17	2.2%
Engineering	11	1.4%	9	1.1%
Agriculture	1	0.1%	1	0.1%
<i>Unknown</i>	32	4.1%		
Did not change major			213	23.1%

VI. Transfer History of 2012-13 Bachelor's Degree Completers at Public Universities

In addition to analyzing student transfer activity in the academic year 2013-14, this report also examines past transfer history of 2012-13 bachelor's degree completers in Tennessee public universities. The choice of AY 2012-13 is determined by data availability; the graduation data for spring 2014 will be available following the legislative submission date for this report.

The main statistics of interest include (a) the percent of bachelors graduates who ever changed institutions (from outside or within the Tennessee public sector) and (b) the percent of bachelors graduates who ever attended a community college.

The analysis found that in the academic year 2012-13:

- Tennessee public universities awarded 20,871 bachelor's degrees to 20,723 students, including multiple degrees earned by up to 148 graduates ¹.
- 9,345 baccalaureate graduates (45.1 percent) changed institutions at least once in their prior academic history. The average number of transfers per student was 1.2, for 11,628 total instances of transfer.
- 7,046 baccalaureate graduates (34 percent) previously attended a two-year college (including Tennessee, out-of-state, and private colleges). For these students, the average number of transfers per student was 1.5, totaling 10,876 transfers.
- 6,134 baccalaureate graduates (29.6 percent) previously attended a Tennessee community college. For these students, the average number of transfers per student was 1.6, totaling 9,964 transfers.

¹ The *Tennessee Higher Education Fact Book* reports the number of degree awards and not the number of graduates. For 2012-13, the number of bachelor's degrees awarded to graduates is reported to be 20,871.

VII. Conclusion

Examination of student transfer activity in the 2013-14 academic year has identified several implications for articulation and transfer policy implementation.

1. Although Tennessee's student population is highly mobile (over 45 percent of bachelor's degree completers transfer at least once in their academic career), new transfer students' share of undergraduate enrollment has remained stable over time.
2. A considerable number of "out-of-state students" are actually returning Tennessee residents. Although understanding the exact reasons for their decision to transfer back to their home state remains speculative, Tennessee should continue the current practice of offering lottery scholarship opportunities to its returning students and strive to facilitate the efficient transfer of academic credit hours for these students.
3. In what may be a surprise to some, many students transfer from universities to community colleges. During the entire academic year, this transfer direction accounted for more than 26 percent of all transfers among Tennessee public institutions. This trend could mean that some of these students did not find a proper fit at universities. This finding signifies a number of issues ranging from decreased probability of graduation for such students to possible misallocation of state and institutional resources. At the same time, it offers an opportunity for devising policies that better direct students towards institutions in which they can succeed.
4. A consistent finding from past *Articulation and Transfer* reports is that many transfer students arrive at their destination institution with a large amount of credits; however, the majority of them do so without having earned an associate's degree. Prior studies have shown that transfer students take longer to graduate than native students. These findings confirm the uniqueness of transfer students as a group and require targeted responses at the State and institutional levels. Such policies should aim to optimize time and credits to degree both prior to and after transferring.

Tennessee is making great strides in devising innovative policy solutions to implement the mandate of the *Drive to 55* and the *Complete College Tennessee Act* of 2010. However, a number of potential impediments may dampen the effect of new policies. One of the biggest issues of the transfer policy is low degree efficiency; on average, transfer students take longer to graduate and accumulate more extra credits by graduation than native (non-transfer) students. In this regard, Tennessee should continue efforts to develop standards for transferring credit hours for programs and degrees that are not included in the current Tennessee Transfer Pathways and for transferring credits from out-of-state institutions. Also, high school students need better counseling on their college plans, which may require special training of high school counselors. Based on students' personality type, career plans, academic performance, and aptitude, this training should focus on how to enable students to find institutions in which they can thrive personally and academically.

APPENDIX A. Transfers by Sector of Origin and as a Percent of Undergraduate Enrollment, Public Institutions, AY 2013-14

RECEIVING INSTITUTION	TRANSFERS BY SECTOR OF ORIGIN			Transfer Student COUNT *	Transfers as PERCENT of Undergrad. Enrollment	Total Undergrad. Enrollment
	Tennessee Public	Tennessee Independent	Out-of-State			
Austin Peay State University	440	64	1,064	1,568	7.3%	21,576
East Tennessee State University	1,010	113	515	1,638	6.3%	26,147
Middle Tennessee State University	1,732	229	894	2,855	6.0%	47,583
Tennessee State University	592	82	339	1,013	6.7%	15,227
Tennessee Technological University	753	52	153	958	4.3%	22,044
University of Memphis	1,277	180	892	2,349	6.2%	37,596
TBR System	5,804	720	3,857	10,381	6.1%	170,173
University of Tennessee, Chattanooga	769	82	347	1,198	5.4%	22,300
University of Tennessee, Knoxville	1,192	124	522	1,838	4.0%	46,402
University of Tennessee, Martin	392	105	183	680	4.5%	15,246
UT System	2,353	311	1,052	3,716	4.4%	83,948
PUBLIC UNIVERSITY TOTAL	8,157	1,031	4,909	14,097	5.5%	254,121
Chattanooga State	529	100	533	1,162	5.3%	21,830
Cleveland State	131	60	154	345	4.3%	8,040
Columbia State	274	90	248	612	5.2%	11,738
Dyersburg State	200	21	79	300	4.4%	6,773
Jackson State	230	63	147	440	4.4%	10,103
Motlow State	386	56	227	669	6.2%	10,760
Nashville State	793	157	780	1,730	7.1%	24,266
Northeast State	292	44	256	592	4.5%	13,134
Pellissippi State	664	141	484	1,289	5.2%	24,667
Roane State	381	53	172	606	4.4%	13,812
Southwest Tennessee	776	130	624	1,530	6.1%	25,275
Volunteer State	516	89	396	1,001	5.4%	18,440
Walters State	166	48	151	365	2.8%	13,236
COMMUNITY COLLEGE TOTAL	5,338	1,052	4,251	10,641	5.3%	202,074
PUBLIC HIGHER EDUCATION TOTAL	13,495	2,083	9,160	24,738	5.4%	456,195

* Transfer students include individuals meeting the definition on p. 1

APPENDIX B. Transfers by Sector of Origin, TICUA Member Institutions, AY 2013-14

RECEIVING INSTITUTION	TRANSFERS BY SECTOR OF ORIGIN *					Transfer Student COUNT **
	Tennessee Public	TICUA	Non-TICUA	Out-of-state	Unknown	
Aquinas College	70	•		39	•	109
Baptist College of Health Sciences	153	15	•	93	39	300
Belmont University	122	43		370	62	597
Bethel University	212	24	14	134	198	582
Bryan College	200	15	•	111	12	338
Carson-Newman College	85	9		70	10	174
Christian Brothers University	68	12		34	•	114
Cumberland University	182	22	•	90	•	294
Fisk University					16	16
Freed-Hardeman University	31	9		40	7	87
Johnson University	31	•		69	6	106
King College	349	19	•	247	73	688
Lane College					184	184
Le Moyne-Owen College	70	24		50	6	150
Lee University	68	10	•	164	121	363
Lincoln Memorial University	174	7	•	89	8	278
Lipscomb University	76	20	•	97	18	211
Martin Methodist College	114	•		48	43	205
Maryville College	34	9		30	•	73
Memphis College of Art	•	13		17	•	30
Milligan College	64	7		28	7	106
Rhodes College	•	•		9	8	17
Sewanee-The University of the South	•	•		18	•	18
Southern Adventist University	32			198	•	230
Tennessee Wesleyan College	143	11	•	36	30	220
Trevecca Nazarene University	21	•		47	•	68
Tusculum College	37	10		40	•	87
Union University	172	23	•	100	10	305
Vanderbilt University ***					219	219
Watkins College of Art, Design & Film	17	•		15	•	32
Welch College	7	•	•	18	11	36
TOTAL (SUPPRESSED) *	2,532	302	14	2,301	1,088	6,237
TOTAL (UNSUPPRESSED)						6,309

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.

TOTAL (SUPPRESSED) does not include the values of the suppressed cells.

** Includes only values of the unsuppressed cells.

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

APPENDIX C. Public Transfer Students by Sending Institution and Receiving University, AY 2013-14

SENDING INSTITUTION	TOTAL	RECEIVING INSTITUTION *								
	SENT **	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM
Austin Peay State University	150		*	48	28	10	15	10	18	21
East Tennessee State University	166	11		43	*	14	11	14	66	7
Middle Tennessee State University	316	33	10		69	45	67	27	42	23
Tennessee State University	118	8	*	67		6	30	*	*	7
Tennessee Technological University	175	11	16	76	8		11	28	25	*
University of Memphis	107	8	*	43	11	*		*	16	29
University of Tennessee, Chattanooga	294	24	11	94	9	16	45		81	14
University of Tennessee, Knoxville	369	23	64	114	10	25	54	47		32
University of Tennessee, Martin	138	16	*	30	*	*	73	7	12	
Chattanooga State Community College	489	10	66	46	8	30	*	316	13	*
Cleveland State Community College	139		21	20	*	18	*	57	23	
Columbia State Community College	409	34	7	240	24	24	*	26	21	33
Dyersburg State Community College	183	6	*	14	*	*	73	*	*	90
Jackson State Community College	338	14	*	42	8	*	161	8	9	96
Motlow State Community College	462	*	*	305	28	99		13	17	*
Nashville State Community College	672	101	*	225	223	78	6	15	17	7
Northeast State Community College	428	*	387	12		10	*		19	
Pellissippi State Community College	811	21	76	44	*	76	9	42	543	*
Roane State Community College	373	*	53	19		179	*	22	100	
Southwest Tennessee Community College	840	10	8	42	36	*	709	7	14	14
Volunteer State Community College	573	93	17	186	113	99	*	18	39	8
Walters State Community College	414	7	252	22		10	*	12	111	*
<i>Reported as transferring from the same institution</i>	88							88		
TOTAL (SUPPRESSED) **	8,052	430	988	1,732	575	739	1,264	757	1,186	381
TOTAL (UNSUPPRESSED)	8,157	440	1,010	1,732	592	753	1,277	769	1,192	392

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.

** TOTAL SENT and TOTAL (SUPPRESSED) do not include the values of the suppressed cells.

APPENDIX D. Public Transfer Students by Sending Institution and Receiving Community College, AY 2013-14

SENDING INSTITUTION	TOTAL SENT **	RECEIVING INSTITUTION *												
		CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSCC	RSCC	STCC	VSCC	WSCC
Austin Peay State University	192	11	*	8	*	12	11	104	*	*	*	10	36	*
East Tennessee State University	405	41	10	*	*	*	*	6	203	65	29	6	*	45
Middle Tennessee State University	614	40	*	60	11	18	157	130	*	29	11	63	87	8
Tennessee State University	242	11	*	6	6	*	14	109		*	*	61	35	*
Tennessee Technological University	322	26	*	20		*	39	83	8	21	39	*	72	14
University of Memphis	500	*	*	*	30	23	*	11	*	8		428	*	
University of Tennessee, Chattanooga	516	231	23	38	*	11	24	32	7	53	13	44	32	8
University of Tennessee, Knoxville	474	19	11	26	*	*	11	33	17	223	48	40	20	26
University of Tennessee, Martin	228	*	*	12	64	72	7	22		*	*	39	12	
Chattanooga State Community College	88		52	*			15	10	*	11	*	*	*	*
Cleveland State Community College	108	71		*			*			19	18	*	*	*
Columbia State Community College	80	*			*	*	15	41		*	*	*	24	*
Dyersburg State Community College	80			*		47	*	7		*	*	26	*	
Jackson State Community College	78	*		*	33		*	12		*	*	20	13	
Motlow State Community College	104	14		17		*		32	*	*	*	10	31	*
Nashville State Community College	232	10	*	34	*	13	34		*	6	8	6	121	*
Northeast State Community College	46	*						*		11	7		*	28
Pellissippi State Community College	208	12	9	*	*	*	*	8	*		155	6	*	18
Roane State Community College	140	13	*	*	*	*	*	10	*	101		*	7	9
Southwest Tennessee Community College	86	*		8	35	13	6	17	*	*	*		7	*
Volunteer State Community College	206	10	*	21	*		30	118		12	15	*		
Walters State Community College	144	*	*	*	*		*	7	37	79	21	*		
TOTAL (SUPPRESSED) **	5,093	509	105	250	179	209	363	792	272	638	364	759	497	156
TOTAL (UNSUPPRESSED)	5,338	529	131	274	200	230	386	793	292	664	381	776	516	166

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.

** TOTAL SENT and TOTAL (SUPPRESSED) do not include the values of the suppressed cells.

APPENDIX E. Public Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2013-14

RECEIVING INSTITUTION	CREDIT HOURS AT TRANSFER							Total Transfer Students *	DEGREE AT TRANSFER	
	<= 12	13-24	25-36	37-48	49-60	> 60 no degree	> 60 with degree		Associate's	Bachelor's or higher
Austin Peay State University	129	165	185	146	160	590	117	1,492	113	18
East Tennessee State University	110	108	159	143	174	512	341	1,547	403	11
Middle Tennessee State University	138	222	370	322	376	852	409	2,689	450	44
Tennessee State University	123	125	111	76	93	306	113	947	124	19
Tennessee Technological University	60	63	106	113	174	175	242	933	290	24
University of Memphis	79	196	332	287	305	779	254	2,232	292	46
University of Tennessee, Chattanooga	64	96	133	114	147	326	192	1,072	211	104
University of Tennessee, Knoxville	39	154	347	231	303	375	332	1,781	398	24
University of Tennessee, Martin	37	99	98	82	84	174	90	664	98	4
PUBLIC UNIVERSITY TOTAL	779	1,228	1,841	1,514	1,816	4,089	2,090	13,357	2,379	294
Chattanooga State	336	287	195	133	93	76	42	1,162	11	45
Cleveland State	112	66	56	33	30	39	5	341	2	4
Columbia State	249	169	116	47	18	9	3	611	4	28
Dyersburg State	93	62	68	27	17	26		293	0	5
Jackson State	177	85	89	43	24	18	4	440	5	16
Motlow State	211	152	97	58	43	64	14	639	6	26
Nashville State	701	363	253	182	78	101	52	1,730	13	54
Northeast State	206	103	90	74	49	49	21	592	9	21
Pellissippi State	352	276	219	127	93	144	35	1,246	18	50
Roane State	137	110	104	55	60	77	23	566	20	24
Southwest State	1,120	304	75	24	5	2		1,530	9	43
Volunteer State	320	216	140	93	59	99	13	940	6	37
Walters State	80	76	75	29	33	50	10	353	8	10
COMMUNITY COLLEGE TOTAL	4,094	2,269	1,577	925	602	754	222	10,443	111	363
GRAND TOTAL	4,873	3,497	3,418	2,439	2,418	4,843	2,312	23,800	2,490	657

* Table excludes 938 students with missing data on credits.

APPENDIX E (Cont'd). Public Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2013-14

RECEIVING INSTITUTION	CREDIT HOURS AT TRANSFER							Total Transfer Students *	DEGREE AT TRANSFER	
	<= 12	13-24	25-36	37-48	49-60	> 60 no degree	> 60 with degree		Associate's	Bachelor's or higher
Austin Peay State University	8.6%	11.1%	12.4%	9.8%	10.7%	39.5%	7.8%	1,492	7.6%	1.2%
East Tennessee State University	7.1%	7.0%	10.3%	9.2%	11.2%	33.1%	22.0%	1,547	26.1%	0.7%
Middle Tennessee State University	5.1%	8.3%	13.8%	12.0%	14.0%	31.7%	15.2%	2,689	16.7%	1.6%
Tennessee State University	13.0%	13.2%	11.7%	8.0%	9.8%	32.3%	11.9%	947	13.1%	2.0%
Tennessee Technological University	6.4%	6.8%	11.4%	12.1%	18.6%	18.8%	25.9%	933	31.1%	2.6%
University of Memphis	3.5%	8.8%	14.9%	12.9%	13.7%	34.9%	11.4%	2,232	13.1%	2.1%
University of Tennessee, Chattanooga	6.0%	9.0%	12.4%	10.6%	13.7%	30.4%	17.9%	1,072	19.7%	9.7%
University of Tennessee, Knoxville	2.2%	8.6%	19.5%	13.0%	17.0%	21.1%	18.6%	1,781	22.3%	1.3%
University of Tennessee, Martin	5.6%	14.9%	14.8%	12.3%	12.7%	26.2%	13.6%	664	14.8%	0.6%
PUBLIC UNIVERSITY TOTAL	5.8%	9.2%	13.8%	11.3%	13.6%	30.6%	15.6%	13,357	17.8%	2.2%
Chattanooga State	28.9%	24.7%	16.8%	11.4%	8.0%	6.5%	3.6%	1,162	0.9%	3.9%
Cleveland State	32.8%	19.4%	16.4%	9.7%	8.8%	11.4%	1.5%	341	0.6%	1.2%
Columbia State	40.8%	27.7%	19.0%	7.7%	2.9%	1.5%	0.5%	611	0.7%	4.6%
Dyersburg State	31.7%	21.2%	23.2%	9.2%	5.8%	8.9%	0.0%	293	0.0%	1.7%
Jackson State	40.2%	19.3%	20.2%	9.8%	5.5%	4.1%	0.9%	440	1.1%	3.6%
Motlow State	33.0%	23.8%	15.2%	9.1%	6.7%	10.0%	2.2%	639	0.9%	4.1%
Nashville State	40.5%	21.0%	14.6%	10.5%	4.5%	5.8%	3.0%	1,730	0.8%	3.1%
Northeast State	34.8%	17.4%	15.2%	12.5%	8.3%	8.3%	3.5%	592	1.5%	3.5%
Pellissippi State	28.3%	22.2%	17.6%	10.2%	7.5%	11.6%	2.8%	1,246	1.4%	4.0%
Roane State	24.2%	19.4%	18.4%	9.7%	10.6%	13.6%	4.1%	566	3.5%	4.2%
Southwest State	73.2%	19.9%	4.9%	1.6%	0.3%	0.1%	0.0%	1,530	0.6%	2.8%
Volunteer State	34.0%	23.0%	14.9%	9.9%	6.3%	10.5%	1.4%	940	0.6%	3.9%
Walters State	22.7%	21.5%	21.2%	8.2%	9.3%	14.2%	2.8%	353	2.3%	2.8%
COMMUNITY COLLEGE TOTAL	39.2%	21.7%	15.1%	8.9%	5.8%	7.2%	2.1%	10,443	1.1%	3.5%
GRAND TOTAL	20.5%	14.7%	14.4%	10.2%	10.2%	20.3%	9.7%	23,800	10.5%	2.8%

* Table excludes 938 students with missing data on credits.

APPENDIX F. Public Transfer Students by Credit Hours Earned at Sending Institutions, AY 2013-14

SENDING INSTITUTION	CREDIT HOURS AT TRANSFER						Total Public Transfers *
	<12	12-23	24-35	36-47	48-59	>= 60	
Austin Peay State University	41	62	62	37	44	88	334
East Tennessee State University	86	102	88	65	56	161	558
Middle Tennessee State University	126	166	164	91	91	260	898
Tennessee State University	66	74	52	37	28	98	355
Tennessee Technological University	67	111	103	63	40	97	481
University of Memphis	64	106	128	79	53	175	605
University of Tennessee, Chattanooga	112	165	218	82	73	199	849
University of Tennessee, Knoxville	102	122	155	98	75	237	789
University of Tennessee, Martin	52	59	86	42	32	101	372
PUBLIC UNIVERSITY TOTAL	716	967	1,056	594	492	1,416	5,241
Chattanooga State	37	61	53	46	51	340	588
Cleveland State	26	24	28	27	26	113	244
Columbia State	48	49	55	50	56	231	489
Dyersburg State	25	38	41	19	25	127	275
Jackson State	34	46	62	31	39	215	427
Motlow State	39	36	72	52	65	313	577
Nashville State	115	127	107	109	88	340	886
Northeast State	24	34	46	44	61	266	475
Pellissippi State	83	80	145	92	91	527	1,018
Roane State	40	44	59	51	49	274	517
Southwest State	74	107	139	115	97	376	908
Volunteer State	65	85	96	95	73	355	769
Walters State	47	41	51	48	58	314	559
COMMUNITY COLLEGE TOTAL	657	772	954	779	779	3,791	7,732
GRAND TOTAL	1,373	1,739	2,010	1,373	1,271	5,207	12,973

* Table excludes 522 students with missing data on credits.

APPENDIX F (Cont'd). Public Transfer Students by Credit Hours Earned at Sending Institutions, AY 2013-14

SENDING INSTITUTION	CREDIT HOURS AT TRANSFER						Total Public Transfers *
	<12	12-23	24-35	36-47	48-59	>= 60	
Austin Peay State University	12.3%	18.6%	18.6%	11.1%	13.2%	26.3%	334
East Tennessee State University	15.4%	18.3%	15.8%	11.6%	10.0%	28.9%	558
Middle Tennessee State University	14.0%	18.5%	18.3%	10.1%	10.1%	29.0%	898
Tennessee State University	18.6%	20.8%	14.6%	10.4%	7.9%	27.6%	355
Tennessee Technological University	13.9%	23.1%	21.4%	13.1%	8.3%	20.2%	481
University of Memphis	10.6%	17.5%	21.2%	13.1%	8.8%	28.9%	605
University of Tennessee, Chattanooga	13.2%	19.4%	25.7%	9.7%	8.6%	23.4%	849
University of Tennessee, Knoxville	12.9%	15.5%	19.6%	12.4%	9.5%	30.0%	789
University of Tennessee, Martin	14.0%	15.9%	23.1%	11.3%	8.6%	27.2%	372
PUBLIC UNIVERSITY TOTAL	13.7%	18.5%	20.1%	11.3%	9.4%	27.0%	5,241
Chattanooga State	6.3%	10.4%	9.0%	7.8%	8.7%	57.8%	588
Cleveland State	10.7%	9.8%	11.5%	11.1%	10.7%	46.3%	244
Columbia State	9.8%	10.0%	11.2%	10.2%	11.5%	47.2%	489
Dyersburg State	9.1%	13.8%	14.9%	6.9%	9.1%	46.2%	275
Jackson State	8.0%	10.8%	14.5%	7.3%	9.1%	50.4%	427
Motlow State	6.8%	6.2%	12.5%	9.0%	11.3%	54.2%	577
Nashville State	13.0%	14.3%	12.1%	12.3%	9.9%	38.4%	886
Northeast State	5.1%	7.2%	9.7%	9.3%	12.8%	56.0%	475
Pellissippi State	8.2%	7.9%	14.2%	9.0%	8.9%	51.8%	1,018
Roane State	7.7%	8.5%	11.4%	9.9%	9.5%	53.0%	517
Southwest State	8.1%	11.8%	15.3%	12.7%	10.7%	41.4%	908
Volunteer State	8.5%	11.1%	12.5%	12.4%	9.5%	46.2%	769
Walters State	8.4%	7.3%	9.1%	8.6%	10.4%	56.2%	559
COMMUNITY COLLEGE TOTAL	8.5%	10.0%	12.3%	10.1%	10.1%	49.0%	7,732
GRAND TOTAL	10.6%	13.4%	15.5%	10.6%	9.8%	40.1%	12,973

* Table excludes 522 students with missing data on credits.

DATE: November 20, 2014

SUBJECT: 2015 Improving Teacher Quality Grant Awards

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Operating as Title II of the No Child Left Behind Act, the Improving Teacher Quality Grant Program is a federally funded program which provides grants to public and private higher education institutions and non-profit organizations. Administered in Tennessee by the Tennessee Higher Education Commission, these grants are designed to conduct professional development for in-service K-12 teachers.

In accordance with Section 2132 (a) of the No Child Left Behind Act, the Tennessee Higher Education Commission worked jointly with the Tennessee Department of Education to identify priorities that will have the greatest impact on Tennessee school districts and student achievement. As a result of this collaboration, elementary and middle school educators' mathematical content knowledge and pedagogical practices were identified as the areas of focus for 2015.

Institutions prepared proposals to demonstrate their ability to provide a summer workshop, along with sustained activities throughout the school year, to elementary and middle school teachers. Proposals were allowed a maximum funding level of \$75,000. Projects will be funded for the period January 1, 2015 to December 31, 2015.

An advisory committee consisting of both K-12 and higher education experts was constituted to review grant proposals and make funding recommendations to the Commission. This year's Advisory Committee is listed on Attachment A. Attachment B presents the projects recommended by the Advisory Committee and approved by the THEC Executive Director. A total of 22 proposals were submitted and 14 projects recommended for funding at \$1,003,000.

The grant review process is described on Attachment C to this agenda item. All grant proposals are available for review at the Commission office.

Attachment A
2015 Improving Teacher Quality
Advisory Committee

Wendy Blackmore
Tennessee College Access

Kate Derrick
Tennessee Higher Education Commission

Scott Eddins
Tennessee State Board of Education

Gloria Gammell
University of Tennessee

Victoria Harpool
Tennessee Higher Education Commission

Karen Babbs Hollett
Tennessee Department of Education

Emily House
Tennessee Higher Education Commission

Kenyatta Lovett
Tennessee Board of Regents

Patrick L. Meldrim
*Tennessee Independent Colleges and
Universities Association*

Deanna Morris-Stacey
Tennessee Board of Regents

Latonya Todd
Tennessee Higher Education Commission

Patrice Watson
Tennessee Department of Education

Brad Windley
Citizen Representative

Attachment B
2015 Improving Teacher Quality
Recommended Projects

Austin Peay State University

“Improving Student Outcomes through Professional Development Using Rigorous Non-Routine Problems in the Domains of Algebra and Geometry and Measurement for Mathematics and Special Education Teachers for Grades 6-8

Dr. Gina Grogan

APSU will use ITQ funds to improve student outcomes in the Common Core domains of expressions and equations, ratios and proportional relationships, and functions by providing rigorous professional development to 65 middle school mathematics and special education teachers.

Belmont University

Cooking and Gardening: Strengthening Middle School Math Competencies Across the Disciplines

Dr. Lauren Lunsford

The themes of Gardening, Food, and Cooking will be used as the models to demonstrate how school gardens and food-related topics can enhance learning in both math and science courses. Belmont University will use ITQ funds to increase competencies of 30 middle school math teachers.

East Tennessee State University

Reaching for Excellence in Elementary School Mathematics

Dr. Chih-Che Tai

This project will increase student achievement and reduce the achievement gaps in elementary school mathematics by providing high quality professional development. The Reaching for Excellence in Elementary School Mathematics will provide 20 elementary math teachers’ opportunities to learn standards based on math content and implement standards based on instructional strategies.

East Tennessee State University

Middle School Mathematics

Dr. Ryan Nivens

This project seeks to support 20 middle school teachers to reach for excellence in math through hands on, standards based, project based and technology based learning environments. The project will deliver high quality professional development to math teachers to increase their content knowledge in the Tennessee Mathematics Standards, acquire effective instruction to improve their students’ academic performance and advance their pedagogical skills aligned with the Tennessee Educator Acceleration Model (TEAM) model.

Lee University

Bringing Life to Mathematics (BLT Math): Teaching Middle School Content Knowledge through Real-World Problems

Dr. Caroline Maher Boulis

The goal of the BLT project is to help 25 teachers increase their understanding and instruction of the mathematical content in four domains: Ratios and Proportional Relationships, Expressions and Equations, Geometry, and Function, with focus on major work of grades 6-8. This will be done through creating real world problems that encapsulate the targeted mathematical content and the effective use of manipulatives and hands on scientific experiments.

Lee University

Elementary Mathematics and Science Connections – $E=MC^2$: Mathematical Modeling through Scientific Inquiry

Dr. Lori West

This project seeks to increase 25 teacher's knowledge and competency in the instruction of mathematics and science standards among 4th and 5th grade elementary mathematics and science teachers.

Lipscomb University

Geometry, Measurement, and Algebraic Thinking for Grades 5-8

Dr. Brandon Baner

This project will help 28 teacher participants develop their content knowledge while engaging in the Standards for Mathematical Practice through hands on activities, technology-aided explorations, number talks, problem solving tasks, and other problem based pedagogies.

Middle Tennessee State University

Understanding Progressions, Assessment and Content Knowledge in Mathematics (Project UnPACK)

Dr. Rongjin Huang

This project is designed to deepen 30 teachers understanding of both mathematics content knowledge and pedagogical knowledge. The Professional Development will emphasize learning progressions across grades and illuminate the connections between different categories of knowledge.

Milligan College

Putting the Pieces Together: Literacy, Modeling, and Problem Solving for Fraction Instruction (Grades 3-5)

Dr. Lyn Howell

Milligan College will use ITQ funds to engage 40 teachers in hands-on opportunities to practice and refine their teaching skills and develop effective methods for incorporating Literacy, Modeling, and Problem Solving strategies in their instruction.

Tennessee Technological University

Talking Sense: Math Talk and Number Sense in K-2

Dr. Jane Baker

The Talking Sense: Math Talk and Number Sense in K-2 project will engage 30 teachers in kindergarten through 2nd grades from predominately rural elementary schools. This project will build participating teachers' dispositions and capacities to evaluate and improve the quality of instructional materials for use in their classrooms.

Tennessee Technological University

Coding for the Core: Computer Programming & Common Core Middle Grades Mathematics

Dr. Leslie Suters

TTU will use ITQ funds to deliver explicit instruction to 30 teachers with the Technological Pedagogical Content Knowledge Framework to engage participants intentionally in thinking about the intersection of content, pedagogy, and technology and how this can help them with TEAM evaluations.

University of Memphis

Exploring the "M" in STEM: Problem Solving Strategies and Reading/Writing Connections

Dr. DeAnna Owens

The University of Memphis will use ITQ funds to increase the content and pedagogical knowledge of 24 middle school math teachers. The proposed program aligns with the TEAM practices and addresses increasing teacher's mathematical content knowledge.

University of Tennessee, Chattanooga

Building the Staircase to Algebra through Grade 5 Mathematics

Dr. Deborah A. McAllister

This program will focus on improving mathematics content and pedagogy for 32 5th grade teachers, as they implement the Tennessee Mathematics Standards. Teachers will be able to understand the most critical areas of 5th grade mathematics, employ the targeted instructional practices of TEAM, and address student needs through the integration of mathematics and English language arts.

University of Tennessee, Knoxville

Mathematical Literacy for English Language Learners

Dr. Clara Lee Brown

The ITQ funds will be used at The University of Tennessee-Knoxville to help 20 secondary math teachers who teach English language learners, yet who lack pedagogical knowledge and skills in accommodating them to reach rigorous math standards. The professional development will focus on increasing the teacher's content knowledge and pedagogical practices.

Attachment C
2015 Improving Teacher Quality
Proposal Review Process

On July 21, 2014, a memo from Dr. Rhoda and the Request for Proposals (RFP) for the Improving Teacher Quality Grants was distributed to college and university chancellors, presidents, deans, and faculty. A contact at each teacher preparation institution was sent the RFP.

The RFP included the background of ITQ grants, federal requirements, funding priorities as determined by THEC, a description of eligible partners (including a list of high-need school districts), competition guidelines, grant timeline, evaluation rubric, and all appropriate forms to be completed for proposals. A Notice of Intent to Submit was due via email by August 18, 2014 and completed grant proposals were due to THEC on September 15, 2014 by 4:30 p.m. CST.

THEC staff distributed the grant proposals to the Advisory Committee for review prior to the committee meeting on October 9, 2014. The committee was divided into teams to individually evaluate proposals. The teams met separately in small groups to discuss their assigned grants and score the grants according to the evaluation rubric.

Proposals with the top scores were compiled into a master list. The entire committee could pose questions about the grant proposal, make recommendations or amendments, and discuss the level of funding the proposal should receive. The committee then funded the proposals based on the scored average, with necessary geographical requirements taken into account.

DATE: November 20, 2014

SUBJECT: Report Card on the Effectiveness of Teacher Training Programs

ACTION RECOMMENDED: Information

The 2014 *Report Card on the Effectiveness of Teacher Training Programs* was released on October 31, 2014. This is the sixth year that the state has made data available to the public regarding the effectiveness of the state's teacher training program completers. Over the past year, THEC staff members have worked in collaboration with the 43 teacher training programs, Department of Education, and other key stakeholders to improve and expand the Report Card.

The report, which is statutorily required, provides information on the placement and retention rates of teacher training program completers, Praxis II licensure exam passage rates, and Tennessee Value-Added Assessment System (TVAAS) teacher effect data. Key findings of the report include information related to the academic preparation of Tennessee's teachers and effectiveness of completers once they enter the classroom. Attached is the Executive Summary while the full report, including individual program reports, is available on the THEC website.



2014 Report Card on the Effectiveness of Teacher Training Programs

Tennessee Higher Education Commission

Tennessee Department of Education

State Board of Education

October 31, 2014



EXECUTIVE SUMMARY

Introduction

The Tennessee General Assembly passed legislation in 2007 requiring that the State Board of Education produce an assessment on the effectiveness of teacher training programs. The law requires that the report include data on the performance of each program's completers in the following areas: placement and retention rates, Praxis II pass rates, and teacher effect data based on the Tennessee Value-Added Assessment System (TVAAS). The 2014 report card includes additional indicators for each program; more information on the changes and additions can be found in the following section.

The *2014 Report Card on the Effectiveness of Teacher Training Programs* contains information designed to inform the public of the effectiveness of teacher training programs and to provide preparation programs with the opportunity to improve the quality of programs through the use of data as set forth in the Tennessee Code Annotated 49-5-108.

Tennessee is working to improve teacher preparation with several First to the Top initiatives. As part of this work, the *Report Card on the Effectiveness of Teacher Training Programs* has been redesigned to be a more effective tool for evaluating the state's teacher preparation programs. The Tennessee Higher Education Commission (THEC) was given primary responsibility for the redesign process as well as future publication of the report card because of the agency's relationships with higher education programs as well as data collection capacity.

Redesign Process

Over the past few years, the Tennessee Higher Education Commission has worked in collaboration with teacher training programs, State Board of Education, State Department of Education, and other key stakeholders to continuously improve the quality of the report card.

New features of the 2014 Report Card include:

- data from the chemistry high school End of Course exam
- information on the degrees earned by completers
- Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment scores
- analysis of completer effect as compared to statewide teacher averages

Future publications of the Report Card will include data collected through individual teacher performance assessments as collected through the Tennessee Educator Acceleration Model (TEAM) as well as the alternative teacher evaluation models.

Explanation of Data

Teacher Effect Data

The SAS Institute, Inc. performed the analysis of teacher effect data for beginning teachers (defined as those with 1 to 3 years of experience) from the 43 teacher preparation programs in the state. The goals of the study were: (1) to identify teacher training programs that tend to produce highly effective new teachers and programs that tend to produce very ineffective new teachers, and (2) to determine program quality in comparison to reference distribution levels of effectiveness with a fair and reliable statistical test. The report differentiates between the performance of completers with an apprentice and transitional license as compared to two reference populations: teachers statewide and beginning teachers.

Placement and Retention Results

The report contains placement and retention analysis for the 2009-2010 through the 2012-2013 cohorts of completers teaching in Tennessee public K-12 schools. The Center for Business and Economic Research at the University of Tennessee, Knoxville compared data on completers as reported to THEC by the teacher training programs with the Tennessee Personnel Information Reporting System (PIRS) database from the Tennessee Department of Education to determine the placement and retention of teachers from each program. The report includes the percent of completers teaching in their first year after program completion as well as those teaching in their second year, which captures those who waited a year before entering the classroom. The report also includes the percentage of completers teaching for three consecutive years. Finally, retention for three out of four years is included which captures those who may have taken a year sabbatical from teaching in Tennessee public K-12 schools.

Praxis Results

Teacher candidates are required to pass the Praxis II exams in order to be eligible to teach in Tennessee. Praxis II exams are offered in multiple content areas. Tennessee requires that teacher candidates take Praxis II examinations in their content area as well as the Praxis II Principles of Learning and Teaching exam to be recommended for licensure and receive endorsements in specific fields. Teacher candidates may take multiple Principles of Learning and Teaching exams based on the grade span and subject area in which they wish to teach. More detailed information on Praxis results can be found on the state's annual Title II report to the federal government. The Tennessee report can be accessed at title2.ed.gov/.

Limitations of the Data

Several limitations to the data exist. These include:

- The value-added analysis is only available for teachers in the tested subjects and grades, which represents about 48 percent teacher training program completers.
- The state has implemented new individual teacher evaluation systems which are beginning to generate data to give a more robust view of teacher effectiveness in Tennessee. Observation data from the new teacher evaluation system will be included in the report card as soon as appropriate methodology for attributing data to preparation programs can be developed.

Findings

Profile Information

- The majority of 2012-2013 graduates from teacher training programs in the state were white females from Tennessee. Of the 4,784 completers, 86 percent are white, 76 percent are female, and 87 percent are from Tennessee.
- Over half of completers earned a Bachelor's degree at the time of licensure, and 90 percent of all new teachers were prepared by a teacher training programs housed at an institution of higher education.
- The most common endorsement area for program completers continues to be Elementary K-6 education with 32 percent of endorsements, followed by Middle Grades 4-8 with 11 percent of endorsements.
- Thirty-six of the 37 institutions that award college credit reported final grade point averages for their completers. The average final GPA was 3.56 for 2012-2013 program completers.
- Over 98 percent of program completers passed the required Praxis II Principles of Learning and Teaching Praxis II exam.
- As part of First to the Top, Tennessee made a commitment to increasing STEM (Science, Technology, Engineering and Mathematics) teachers. Program completers in 2012-2013 earned 556 STEM endorsements; these account for 10 percent of all endorsements received that year.

Teacher Effect Data

- Program completers from the 2011-2013 cohorts, including Apprentice and Transitional license teachers, perform as well as teachers statewide in the following areas:
 - 4th-8th grade TCAP science and social studies
 - High school End of Course exams in biology, chemistry, English I, English II, English III, and US History
- Program completers from the 2011-2013 cohorts, including Apprentice and Transitional license teachers, are less effective than teachers statewide in the following areas:
 - 4th-8th grade TCAP composite, math, and reading/language
 - High school End of Course exam composite, Algebra I, and Algebra II
- Analysis of the 2012, 2013, and 2014 Report Card effect scores indicates that several programs have consistently produced teachers that are outperforming or underperforming other teachers in the state. Programs with three years of available TVAAS data were analyzed using the percent of results available compared to the percent positive and negative statistically significant results for their combined Apprentice and Transitional completers. The following programs have completers that have consistently outperformed other teachers in the state: Lipscomb University, Memphis Teacher Residency, Teach for America Memphis, Teach for America Nashville, and University of Tennessee, Knoxville.

DATE: November 20, 2014

SUBJECT: Title VI Implementation Plan Update and Compliance Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Tennessee Code Annotated §§ 4-21-203 and 4-21-901 requires each state agency receiving federal funds to file a Title VI implementation plan with the Tennessee Human Rights Commission. The purpose of the plan is to show how the state agency, and the entities to which its federal funds flow, is assuring compliance of Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of a person's race, color, or national origin.

Staff will provide an overview of the Commission's Title VI Plan Update and Compliance report and its key provisions that was filed with the Tennessee Human Rights Commission on September 30, 2014.

Agenda Item: II.F.

DATE: November 20, 2014

SUBJECT: 2015 Commission Meeting Schedule

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION:

Thursday, January 29, 2015	Winter Quarterly Meeting and Joint Meeting with the State Board of Education
Thursday, April 23, 2015	Spring Quarterly Meeting
Thursday, July 23, 2015	Summer Quarterly Meeting
Thursday, November 19, 2015	Fall Quarterly Meeting

The meetings will be held in the Commission's board room.